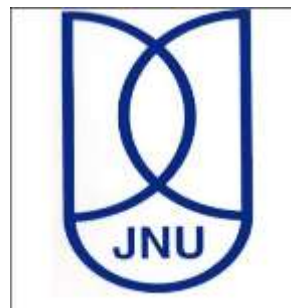


**Examining the Linguistic Problems and Difficulties of
Translation: The Case of Non-native Students
Learning Arabic in India**

*Thesis submitted to Jawaharlal Nehru University for
the award of the degree of*

DOCTOR OF PHILOSOPHY (PhD)

Millia Solaiman



CENTER FOR LINGUISITCS

SCHOOL OF LANGUAGE, LITERATURE AND CULTURE STUDIES

JAWAHARLAL NEHRU UNIVERSITY

NEW DELHI – 110067

INDIA

2022

TABLE OF CONTENTS

	Page
TABLE OF CONTENTS	
LIST OF FIGURES	
LIST OF TABLES	
LIST OF CHARTS	
DEDICATION	
ACKNOWLEDGEMENT	
ABSTRACT	
Chapter One: Introduction	1
1.0 Introduction	1
1.1 This Study	3
1.1.1 Research Scope and Objectives	3
1.1.1.1. Broad areas under which the research problem falls	3
1.1.1.2. Objectives of the study	4
1.1.2 Statement of the research problem and questions	5
1.2 Research Methodology	7
1.2.1 Nature of this research work	7
1.2.2 Ethical procedures	7
1.2.3 The participants	8
1.2.4. Data collection and analysis	9
1.2.4.1 Pre-data collection: Classroom observations	9
1.2.4.2 Method of data collection: The translation test	9
1.2.4.2 Analysis of collected data	10
1.2.4.4 Analysis of research findings	10
1.3 Limitations of the Study	11
1.3.1 Human limitations	11
1.3.2 Scope limitations	11
1.3.3 Translation material limitations	11
1.4 Organization of the thesis	11
Chapter Two: General Theoretical Framework and Similar Studies	14
2.0 Introduction	14
2.1 Early Translation Theories	14
2.2 The Founding Statement of the Field	15
2.3 The Emergence of an Independent Discipline	17
2.4 The Linguistic-oriented Approach to Translation	18

2.4.1 The structural linguists and the notions of translation equivalence and translation shifts	19
2.4.1.1 Jakobson's types of translation	19
2.4.1.2 Nida's scientific approach to translation	19
2.4.1.3 Newmark's methods of translating	21
2.4.1.4 Vinay and Darbelnet's translation methods	23
2.4.1.5 Catford's linguistic theory of translation	24
2.4.2 The functional linguists and the communicative value of the text	27
2.4.3 Translation equivalence	30
2.4.4 Translation and cultural variations	
2.5 Problems and Difficulties of Translation	33
2.6 Some Previous Studies on the Problems and Difficulties of Translation	35
2.7 Conclusion	39

Chapter Three: Linguistic Problems and Difficulties in English-Arabic-English Translation	40
3.0 Introduction	40
3.1 The Linguistic Problems and Difficulties of English-Arabic-English Translation	41
3.1.1 The grammatical problems and difficulties	42
3.1.1.1 Tense and aspect	43
3.1.1.2 Grammatical agreement	45
3.1.1.3 Syntactic cases	49
3.1.1.4 Words formation	50
3.1.1.5 Word order	53
3.1.1.6 Nominal and verbal sentences	55
3.1.1.7 Passive voice	56
3.1.1.8 Definite and indefinite articles	59
3.1.1.9 Prepositions	60
3.1.1.10 Direct and indirect speech	63
3.1.1.11 Conjunctions	66
3.1.1.12 Capitalization	68
3.1.2 The semantic and lexical problems and difficulties	68
3.1.2.1 TL equivalence at word level	70
3.1.2.2 Translation of abbreviations	70
3.1.2.3 Translation of proper nouns	71
3.1.2.4 Translation of collocations	71
3.1.2.5 Translation of fixed expressions	72
3.1.3 The stylistic problems and difficulties	72
3.1.3.1 Nominal or verbal sentences	73
3.1.3.2 Length of sentences	73
3.1.3.3 Active or passive sentences	73
3.1.3.4 Choosing appropriate TL equivalences	74
3.2 Other Transfer Issues	74
3.2.1 Spelling of words	74

3.2.2 Ignoring translation of titles	75
3.2.3 No translation of sentences	75
3.2.4 No translation of whole passages	75
3.2.5 Translation of singular and plural nouns	75
3.2.6 Adding information	76
3.3 Conclusion	76
Chapter Four: Analysis of Research Findings	79
4.0 Introduction	79
4.1 Section One: English to Arabic	80
4.1.1 The grammatical problems and difficulties	80
4.1.1.1 Prepositions	80
4.1.1.2 Tenses	85
4.1.1.3 Definiteness and indefiniteness	89
4.1.1.4 Grammatical agreement	94
4.1.1.5 Grammatical cases	104
4.1.1.6 Word order	108
4.1.1.7 Formation of words	114
4.1.2 The semantic and lexical problems and difficulties	118
4.1.3 The stylistic problems and difficulties	127
4.1.3.1 Translation of titles	127
4.1.3.2 The use of ‘و’ (and)	130
4.2 Section Two: English to Arabic	135
4.2.1 The grammatical problems and difficulties	135
4.2.1.1 Tenses	135
4.2.1.2 Definite and Indefinite articles	139
4.2.1.3 Prepositions	145
4.2.1.4 Formation of words	150
4.2.1.5 Capitalization	154
4.2.1.6 Order of Words	156
4.2.1.7 Use of ‘and’	159
4.2.1.8 No subject and/or verb	162
4.2.1.9 Agreement	164
4.2.2 The semantic and lexical problems and difficulties	169
4.2.3 The stylistic problems and difficulties	180
4.2.3.1 Length of sentences	180
4.3 Conclusion	182
Chapter Five: Conclusion	183
5.0 Introduction	
5.1 Reasons for the Problems and Difficulties	184
5.2 Recommendations	186
5.2.1 General and pedagogical suggestions	186
5.2.2 Recommendations related to every problem/difficulty	188
5.2.2.1 Agreement	188

5.2.2.2 Case	188
5.2.2.3 Tenses	188
5.2.2.4 Definiteness and indefiniteness	189
5.2.2.5 Prepositions	189
5.2.2.6 Words order	190
5.2.2.7 Nominal and verbal sentences	190
5.2.2.8 Active voice and passive voice	190
5.2.2.9 Capitalization	191
5.2.2.10 Translation of individual words	191
5.2.2.11 Proper nouns	191
5.2.2.12 Abbreviations	191
5.2.2.13 Collocations	192
5.2.2.14 Connectors	192
5.2.2.15 Singular and plural nouns	192
5.2.2.16 Alternative translation	192
5.2.2.17 Translation of titles	193
5.3 Outline of the Proposed Teaching Method	193
5.4 Suggestions for Further Studies	196
Bibliography	197

Appendices

Appendix I: The translation test: The passages and their links

Appendix II: IPA transcription and translation of the Arabic passages

Appendix III: Some random samples of the participants' translated texts

Appendix IV: A random sample of classroom observations

Appendix V: List of each quantifier used in Chapter Three and its number reference

Appendix VI: The form of the profile of students

List of Figures, Tables and Charts

Figures	Page
Figure 2.1: Holmes' basic 'map' of Translation Studies (Toury 1995: 10)	16
Figure 2.2: Nida's three-stage system of translation (Nida and Taber 1969: 33)	20
Figure 2.3: An illustrative form of Nida's three-stage system of translation	20
Figure 2.4: Newmark's semantic and communicative translation model (1981: 39)	22
Figure 2.5: Catford's Linguistic Model of Translation (as presented by Megrab 1999: 51)	25
Figure 3.1: Divisions of time	43
Tables	Page
Table 4.1: Number and percentage of the participants who faced problems in translating English prepositions into Arabic	80
Table 4.2: Number and percentage of the participants who faced difficulties in translating English tenses into Arabic	85
Table 4.3: Number and percentage of the participants who faced problems in indicating definiteness and indefiniteness while translating from English into Arabic	90
Table 4.4: Number and percentage of the participants who faced problems and difficulties of grammatical agreement in English to Arabic translation	95
Table 4.5: Number and percentage of the participants who faced problems and difficulties of grammatical cases in English to Arabic translation	104
Table 4.6: Number and percentage of the participants who faced problems and difficulties in reversing word order while translating from English into Arabic	108
Table 4.7: Number and percentage of the participants who faced problems and difficulties in words formation	115
Table 4.8: Number and percentage of the participants who faced semantic and lexical difficulties in English to Arabic translation	118
Table 4.9: Number and percentage of the participants who faced problems in translating English titles into Arabic nominal sentences	128
Table 4.10: Number and percentage of the participants who faced problems with using 'ج'	131
Table 4.11: Number and percentage of the participants who faced difficulties in translating Arabic tenses into English	135
Table 4.12: Number and percentage of the participants who faced difficulties while indicating definiteness and indefiniteness in English	140
Table 4.13: Number and percentage of the participants who faced problems in translating prepositions from Arabic into English	145
Table 4.14: Number and percentage of the participants who faced problems and difficulties in formatting words	150
Table 4.15: Number and percentage of the participants who faced difficulties in using capital letters	154
Table 4.16: Number and percentage of the participants who faced problems and difficulties of word order while translating from Arabic	

into English	156
Table 4.17: Number and percentage of the participants who encountered problems and difficulties while using ‘and’ in English	160
Table 4.18: Number and percentage of the participants who left subjects and/or verbs untranslated	162
Table 4.19: Number and percentage of the participants who faced problems and difficulties of grammatical agreement	164
Table 4.20: Number and percentage of the participants who faced semantic and lexical difficulties in Arabic to English translation	170
Table 4.21: Number and percentage of the participants who kept the Arabic style of using long connected sentences in English	180
Charts	Page
Chart 4.1/A: Types of errors in translating prepositions	81
Chart 4.1/B: Translation of prepositions	85
Chart 4.2/A: Types of errors of tenses	86
Chart 4.2/B: Translation of tenses	89
Chart 4.3/A: Types of errors of definiteness and indefiniteness	91
Chart 4.3/B: Indicating definiteness and indefiniteness	94
Chart 4.4/A: Types of errors of grammatical agreement	96
Chart 4.4/B: Translating grammatical agreement	103
Chart 4.5/A: Types of errors of grammatical case	105
Chart 4.5/B: Translation of grammatical case	107
Chart 4.6/A: Errors of word order	109
Chart 4.6/B: Reversing the order of word	114
Chart 4.7/A: Types of word formation errors	116
Chart 4.7/B: Formation of words	117
Chart 4.8/A: Distribution of the semantic and lexical errors	119
Chart 4.8/B: Finding semantic and lexical equivalences	126
Chart 4.9/A: Translation of English titles into Arabic	128
Chart 4.10/A: Distribution of errors in using ‘و’	131
Chart 4.10/B: Translation of ‘و’	134
Chart 4.11/A: Types of errors of tenses	136
Chart 4.11/B: Translation of tenses	139
Chart 4.12/A: Types of errors of definite and indefinite articles	140
Chart 4.12/B: Indicating definiteness and indefiniteness	145
Chart 4.13/A: Types of errors of prepositions	146
Chart 4.13/B: Translation of prepositions	149
Chart 4.14/A: Errors in forming words	151
Chart 4.14/B: Formation of words	153
Chart 4.15/A: Distribution of errors of capitalization	155
Chart 4.15/B: Using capital letters	156
Chart 4.16/A: Errors of word order	157
Chart 4.16/B: Order of words	159
Chart 4.17/A: Types of errors in using ‘and’	160
Chart 4.17/B: Use of ‘and’	162

Chart 4.18/A: No subjects and/or verbs	163
Chart 4.18/B: Translation of subjects and verbs	163
Chart 4.19/A: Errors of grammatical agreement	165
Chart 4.19/B: Translation of grammatical agreement	169
Chart 4.20/A: Distribution of the semantic and lexical errors	170
Chart 4.20/B: Finding semantic and lexical equivalence	179
Chart 4.21/A: Using long or short sentences	181

DECLARATION

This thesis titled '**Examining the Linguistic Problems and Difficulties of Translation: The Case of Non-native Students Learning Arabic in India**' submitted by me, for the award of Degree of Doctor of Philosophy, is an original work and has not been submitted so far in part or in full, for any other degree or diploma of any University or Institute.



MILLIA SOLAIMAN

Center for Linguistics,
School of Language, Literature and Culture Studies
Jawaharlal Nehru University (JNU), New Delhi



Centre for Linguistics
School of Language, Literature & Culture Studies
Jawaharlal Nehru University
New Delhi-110067 India

Dated: 08/07/2022

CERTIFICATE

This is to certify that the thesis titled "**Examining the Linguistic Problems and Difficulties of Translation: The Case of Non-native Students Learning Arabic in India**" submitted by **Mrs. MILLIA SOLAIMAN**, in partial fulfillment of the requirements for award of degree of Ph.D. of Centre for Linguistics, School of Language, Literature and Culture Studies-I, Jawaharlal Nehru University, New Delhi, has not been previously submitted in part or in full for any other degree of this university or any other university/institution.

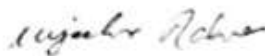
We recommend this thesis be placed before the examiners for evaluation for the award of the degree of Ph.D.



SUPERVISOR

Prof. PRADEEP K. DAS
Centre for Linguistics
School of Language, Literature & Culture Studies
Jawaharlal Nehru University, New Delhi-110067


CHAIRPERSON

Centre for Linguistics
School of Language, Literature & Culture Studies
Jawaharlal Nehru University
New Delhi-110067




Prof. Millia Solaiman
Centre of Arabic & African Studies
School of Language, Literature and Culture Studies
Jawaharlal Nehru University
New Delhi-110067

DEDICATION

To the souls of my first teachers, my MOTHER and FATHER, who had encouraged me to start this route, who had always been proud of me and who would have been the happiest to see this work accomplished,

To my husband whose support and patience have made me strong enough to accomplish this work,

To my bundle of joy in the time of distress, my son,

To my loving and caring siblings, my sisters and their families and my brother,

To my bigger family,

I dedicate this work ...

Millia Solaiman

ACKNOWLEDGEMENT

I would like to extend my sincere and warm-hearted thanks and gratitude to ...

Prof. Pradeep Kumar Das, my dearest supervisor, for his tremendous help, constant patience and words of encouragement. His great academic experience has lit this path to me and provided me with every advice I needed to accomplish this work.

Prof. Mujeebur Rahman, my co-supervisor, for his precious instructions and recommendations.

Prof. Ayesha Kidwai for her continuous cooperation and friendliness.

All the teaching and administrative staff in the Center for Linguistics, Jawaharlal Nehru University.

The administrative staff in the foreign students' office, Jawaharlal Nehru University.

Prof. Rizwanur Rahman for welcoming me in the Center for Arabic, JNU, and providing me with some books on translation.

Prof. Habibullah Khan for welcoming me in the Arabic Department, JMI, and for his encouragement and wise suggestions.

The teaching staff of the Arabic Center/Departments at Jawaharlal Nehru University, Delhi University and Jamia Millia Islamia.

The students of the Arabic Departments/Centers in the above mentioned universities for their voluntary participation in this study, without which, I could not have proceeded with this work.

Prof. Wasif Salami, my internal supervisor and Dr. Adel Daoud at Al-Baath University, Syria, for their honest support and valuable advice.

My friend, Dr. May Mohammad, for all her academic suggestions.

My colleague, Dr. Tamam Mohamad, for his cooperation and directions for thesis submission.

My dearest mother-in-law for helping me understand Arabic grammar in details.

My beloved husband and my adorable son for bearing with me during these years of hard work and staying abroad. Without their love, support and patience, this work could not have been done.

My dearest neighbor, Shweta Pandey and her lovely family, for always being there for us.

Millia Solaiman

Abstract

Translation is the process of transferring any piece of writing from one language (source language; SL) into another language (target language; TL). In almost all translation instances, SL is a second or foreign language and TL is the mother tongue (1st language; L1) of the translator. It is generally agreed upon that translators face less problems and difficulties when they translate something written in a second or foreign language into their mother tongues than when they translate in the reverse direction. Less attention has been given to cases in which neither the SL nor the TL is the native language of the translator. Thus this study aims at examining the linguistic problems and difficulties that face the students who translate between English and Arabic and neither English nor Arabic is their native language. In other words, the study investigates the problems and difficulties of translating one non-native language into another non-native language. To this end, the final year M.A. students who are learning Arabic at some leading universities in India namely: Jawaharlal Nehru University (JNU), Jamia Millia Islamia (JMI) and Delhi University (DU), are chosen as the case study. The students who volunteered to participate in this study were asked to translate two English passages into Arabic and two Arabic passages into English. The passages are similar to the passages they usually translate in translation classes in terms of text types and topics. 63 students voluntarily participated in this study. However, the translated texts of only 57 participants were analyzed qualitatively and quantitatively to examine the participants' linguistic problems and difficulties while translating between English and Arabic. The researcher classified the detected problems and difficulties into three major groups: the grammatical problems and difficulties (including: tenses, prepositions, definiteness and indefiniteness, passive voice, agreement, cases, word formation, direct and indirect speech, conjunctions, word order and capitalization), the semantic and lexical problems and difficulties (including: individual words, proper nouns, quantifiers, pronouns, possessive adjectives, abbreviations, collocations and fixed expressions) and the stylistic problems and difficulties (including: using nominal and verbal sentences and length of sentences). The other transfer-related issues that were identified in the translated texts such as the translation of titles, the translation of singular and plural nouns, ignoring the translation of sentences and passages and addition of information are also highlighted and discussed in this study. The researcher also attempted to pinpoint the reasons behind these problems and difficulties and classified them into categories. Based

on the students' actual translation problems and difficulties and their reasons, the study provided some general and pedagogical suggestions and proposed an outline for a more systematized interactive and cooperative translation teaching approach which aligns with the level, needs and expectations of this special group of students.

Chapter One: Introduction

1.0 Introduction

Translation - through language as its vehicle - has become the tool used to build up and strengthen international relations. It can also help increase mutual awareness and understanding among the people of heterogeneous languages and cultures. Translation as a bilingual and cross-cultural communicative practice involves the source or original manuscript and the translated text, the language pair; i.e. the source language and the target language, and the cultural variations of the two languages. Translation process can not be initiated without the agents; i.e. the writer, the reader and the translator. The latter in this process; i.e. the translator, becomes the transferrer of meaning between two languages and cultures. However, any translation process may entail several challenges, problems and difficulties of different natures. Such difficulties can be linguistic, stylistic, cultural, psychological, etc. Translation challenges, problems or difficulties can be basically attributed to four major reasons: firstly; the different linguistic systems and stylistic features of languages, secondly; the variant backgrounds of the various cultures, thirdly; the nature of the process of translating itself and finally; the individual variations among translators.

Language and culture are closely connected. Therefore, it is indubitable that culture is an integral part of any translation process. That is why Dickins, Hervey and Higgins (2017: 36) emphasize that translating is not just a matter of transferring the meaning of a text from one language into another but also from “one culture into another”. It follows that translating cultural-specific items even pose more difficulties for translators. This is in addition to the psychological or cognitive difficulties that a translator may encounter. Such difficulties can impact, to a large extent, the translation process and subsequently the quality of the final translation product. However, the linguistic problems and difficulties of translation will be the only focus of this study since language competence (of the source as well as target languages) is the first basic requirement for any translation activity. Moreover, this study is dealing with a case in which the participants are students who translate between two languages and neither of

them is their mother tongue. Thus they have very limited knowledge of the cultural backgrounds of these two languages.

Translators usually translate texts from a second or foreign language into their mother tongues, with very few exceptions when they translate in the reverse direction. It has been claimed that translators are expected to perform better and to confront less problems and challenges when they translate from foreign or second languages into their native languages, compared when they translate in the opposite route (Munday, 2008). This is because they are more familiar with their mother tongues' linguistic systems and cultural backgrounds. Moreover, Newmark (1981: 9) sees that the poor proficiency in the target language, which is usually the translator's mother tongue, is the source of all translation problems and difficulties. However, one wonders what the case would be if a translator translates from one language into another and neither of them is his/her mother tongue or native language. This study is set up to examine the major linguistic problems and difficulties that emerge when two non-native languages are involved in the process of translation. To this end, the final year M.A. students of the Centers for Arabic / Departments of Arabic at three leading Indian universities; namely, Jawaharlal Nehru University (Center for Arabic and African Studies, JNU), the University of Delhi (Department of Arabic, DU), and Jamia Millia Islamia (Department of Arabic, JMI), were chosen as the case study.

This group of students usually have to translate between English and Arabic in translation classes. For these students neither English nor Arabic is their native language. English for them is a second language (being the lingua franca and the second official language in India), whereas Arabic for them is a foreign language. The students who volunteered to participate in this research work were asked to translate texts from English into Arabic and vice versa in order to determine the linguistic problems and difficulties they encounter while translating between these two languages. Data analysis revealed that all the participants were confronted with several linguistic problems and difficulties while translating between English and Arabic. The researcher classified these problems and difficulties into groups and sub-groups and described them in details. An investigation of the matter based on a real case study helps to identify the concrete problems and difficulties faced while translating between English and Arabic as two non-native languages of the translator. It also helps to suggest appropriate solutions for each

problem/difficulty. It is hypothesized that these problems and difficulties arise not only from the fact that Arabic and English have divergent linguistic systems and socio-cultural backgrounds, but also from the fact that neither English nor Arabic is the students' native language. This made translation difficulties more complicated for them to handle; and consequently the process and quality of translation were badly affected.

Examining the literature, the researcher could not find comprehensive studies which were directed to examine the linguistic difficulties that translation students face while translating from one language into another and neither the source language nor the target language is the students' native language, in general. Moreover, no study has been conducted so far on the students of the Centers/Departments for/of Arabic at any Indian universities to examine the same set of problems and difficulties in translating between English and Arabic, in particular. The lack of similar research works on this unique and dynamic area of Translation Studies; i.e. the linguistic problems and difficulties of translation when two non-native languages are involved in this process, gives this research its significance.

1.1 This Study:

1.1.1 Research Scope and Objectives

1.1.1.1 Broad areas under which the research problem falls

The general area under which this study falls is the area of translation problems and difficulties which is considered as a very integral and significant part of Translation Studies. The area of translation problems and difficulties has been drawing the attention of many researchers and scholars since the emergence of Translation Studies as an independent academic discipline in the 20th century and even before (example of such researchers and scholars are: Vinay and Darbelnet 1958, Mounin 1963, Nida and Taber 1969, Nord 1991, Pym 1992, El-Zeini 1994, Ghazala 1995, Campbell 2000, Dickins 2000; etc.). The area of translation problems and difficulties is very vast and variant. However, due to time and space restrictions, the researcher limited the scope of this research work to the examination of the linguistic problems and difficulties of translating between English and Arabic as faced by the translation students who are non-native speakers of the two languages. This research is based on a case

study of first-hand data collected from the M.A. students who are learning Arabic in India, in the process of translating from English into Arabic and vice versa.

1.1.1.2 Objectives of the study

The researcher's objectives of exploring this distinctive and rarely-explored context can be summarized as follows:

1. To find out the linguistic problems and difficulties of translating between English and Arabic as faced by the students who are learning Arabic in India and who are non-native speakers of neither English nor Arabic.
2. To classify the detected problems and difficulties into categories in accordance with their types.
3. To help the students have an idea of the types of problems and difficulties they face while translating between English and Arabic.
4. To provide some general and pedagogical suggestions that might help the students overcome such problems and difficulties and consequently improve their translation performance and product.
5. To help the teachers at the same universities have a precise idea of their students' translation problems and difficulties that can be the source of their poor translation quality.
6. To help the teachers determine which translation problems and difficulties necessitate more focused teaching practice and time.
7. To pinpoint the reasons behind such problems and difficulties.
8. To propose an outline for a more systematized interactive and cooperative translation teaching approach that aligns with the students' needs and expectations in a student-centered environment.
9. To provide clues that might help create an adequate translation syllabus directed particularly to such special groups of translation students.
10. To add to the previous research on the area of translation problems and difficulties generally, and particularly to the studies conducted on the problems and difficulties of translating between English and Arabic.

It is hypothesized that the outcome of this study will be beneficial for translation trainees generally and for the participating group of students particularly. The contribution of this study lies in the assumption that it will help improve translation teaching practices, translator training programs, problem-solving strategies and translation quality when it comes to translation students who are non-native speakers of the source as well as target languages.

1.1.2 Statement of the research problem and questions

Translation, as a communicative tool, has been playing a significant role in the fields of international relations, commerce, tourism, education, media, technology; etc. This increasing value of translation has necessitated the emergence of translation training programs and translation courses at universities all over the world. However, in spite of the intensive and extensive language courses as well as translation courses and programs being offered, students still go through many problems and difficulties in the process of translating one language into another. This usually happens when the student is required to transfer the meaning of a text written in his/her native language into a text in a foreign language, and more specifically if the student is a non-native speaker of neither of the two languages involved in this process.

The rationale for selecting this topic and this particular group of students is that the researcher of the present study worked for four years (2010-2014) as a teaching assistant in the English Language and Literature Department at AL-Baath University, Homs, Syria. She was assigned to teach some translation courses to undergraduate students; and therefore, she had to handle several English-Arabic-English translation problems and difficulties that the students usually encounter. While doing her M.A. in Linguistics in India (2014-2016), the researcher took some translation courses in the Center for Arabic and African Studies at Jawaharlal Nehru University (JNU), New Delhi. Being a teacher of translation and a native speaker of Arabic, the researcher got the chance to have an idea of some of the translation problems and difficulties which hinder the Indian students who are translating between English and Arabic from achieving optimum results. Studies conducted to examine the linguistic problems and difficulties that result from translating between two non-native languages are quite a few. Moreover, no study has been conducted before to examine the same set of problems and difficulties facing this particular group of students; i.e. the Indian students who are learning

Arabic, in English to Arabic and vice versa in particular, which is another motivation for researching this topic in this unique context.

As far as India is concerned, translation teaching has become a focal point in higher education and an integral part of foreign-language-teaching programmes since the early 1990s (Alam 2016). Consequently, most Indian universities are today offering a few translation programs and some translation courses at the undergraduate and postgraduate levels. This is primarily the case of the centers/departments for foreign languages in different institutions, where translation has mainly become a technique that can help teach foreign languages. However, the present translation courses in these centers/departments need to be reevaluated as students are still confronted with several translation problems and difficulties of various types. An example of such translation courses is the one offered for teaching Arabic as a foreign language at some Indian universities. Each year, the students of the Arabic Centers/Departments in India have to study some translation courses, which range, tentatively speaking, from three to five courses in the three years B.A. programs and from three to five courses in the two years M.A. programs. This is in addition to providing some courses in Arabic grammar and structure. The students in these centers/departments usually have to produce adequate translations based on the courses they have studied. However, most of these students still face many problems and difficulties; namely linguistic ones, that result in poor translations of any text they are assigned with. The content of the translation courses being offered seems to be inadequate for the students to be able to improve their translation skills or to get good scores in the final exams regarding this subject. That is because translation is generally perceived in such centers/departments as a tool for teaching Arabic as a foreign language. Moreover, most translation courses follow traditional teaching approaches such as the 'read-and-translate approach' (Davies 2004). Such approach is prescriptive and teacher-centered, depending on how to produce correct translations according to the teacher's suggestions. The variant linguistic systems and cultural backgrounds English and Arabic have make translating between them a hectic job. In addition, sometimes the accurate equivalence of an item between the two languages never exists which increases these difficulties and makes them more complicated, especially for the Indian students who are non-native speakers of the two languages.

Against this backdrop, this research work was designed to find answers to the following questions:

1. What are the linguistic problems and difficulties of translating between English and Arabic as faced by the M.A. students who are learning Arabic in India?
2. Are the problems and difficulties they encounter in English to Arabic translation parallel to or different from the ones they face when they translate in the reverse direction?
3. What are the main reasons of such problems and difficulties?
4. How can we, pedagogically speaking, remedy such problems and difficulties?

1.2 Research methodology

1.2.1 Nature of this research work

This study is based on the ‘**comparative model**’ of the ‘linguistic approaches’ to translation. According to this model, the function of translation is to ‘find the TL element that aligns most closely (under contextual constraints) with the SL element’ (Williams & Chesterman 2002: 49-50). Determining, analyzing and categorizing translation errors are necessary steps for “forming a theory of translation that deals with finding the most appropriate equivalence between the ST and TT” (Megrab 1999: 3). The present research work is basically a **product-oriented** study in which the researcher closely analyzed the translated texts (TT). Of course, this analysis was done in relation to - not in isolation from - the original texts. This study is **descriptive** as it provides a detailed description of the students’ translation errors, lists the probable reasons for them and finally suggests the appropriate pedagogical remedies based on the type of errors and their reasons (Kussmaul 1995: 4).

1.2.2 Ethical procedures

The researcher met the chairpersons of the Center for Arabic and African Studies (JNU), the Department of Arabic (DU) and the Department of Arabic (JMI) and gave them an idea of her research work. She also got written permissions from them to attend some translation classes and to conduct the translation test in the classrooms.

The researcher also fully explained to the students the main purpose of the study and how it was going to be conducted. Only the students who were willing to participate in this research work were requested to do the translation test. No pressure, of any kind, was imposed on any student to take part in this study.

1.2.3 The participants

To answer the questions listed in Section 1.1.2 above, we chose the students who are learning Arabic in India and who are non-native speakers of English and Arabic as a sample. Thus the final semester M.A. students of the Arabic Centers/Departments at three Indian universities; namely: Jawaharlal Nehru University (also known as JNU), the University of Delhi (also known as DU) and Jamia Millia Islamia (abbreviated as JMI), were the population of this research work. The choice of the above mentioned universities was based on the fact that they are three of the best educational institutions in India which offer Arabic teaching programs at the B.A. and M.A. levels. The choice of the final year M.A. students was based on the assumption that those students had been exposed to enough language classes and had received good translation training which would be approximately sufficient to produce good quality translations.

63 students voluntarily participated in this research work. However, the researcher excluded the translations of 6 students as those students did not meet the criteria set by the researcher for participating in this study (one student was a native speaker of Arabic; Egyptian, two students had their B.A. degrees in political science and three other students did not get enough translation courses). The remaining 57 participants were 54 male students and 3 female students. The analysis of the 'Profiles of Students' (for the form of the 'Profile of Students', please see Appendix VI) revealed that the ages of the participants ranged between 22 and 29 years old. The mother tongues of the participants were Urdu (72%), Hindi (16%) or some other Indian languages (11%) like Kashmiri, Malayalam, Bengali; etc. All of the participants stated that English for them was a second language and Arabic for them was a foreign language. This means that all the participants in this research work were non-native speakers of English as well as Arabic.

All the participants had B.A Degrees in Arabic. During the three years of B.A, the participants studied at least five translation courses. In those courses, the students learn how to translate between English and Arabic. Moreover, they were offered many other courses in Arabic language and literature. This means that the participants were having a relatively good competence of Arabic's grammar, structure, vocabulary and style of writing.

1.2.4 Data collection and analysis

1.2.4.1 Pre-data collection: Classroom observations

Before designing the translation test, the researcher attended some translation classes in the Arabic Centers/Departments at the above mention universities (a random sample of a translation class is provided in Appendix IV). The researcher had four objectives of attending the translation classes. First of all, the researcher aimed at observing the participants in their natural settings; i.e. the translation classes, in order to gather some field-notes about the students' level of language proficiency and translation skills and difficulties. Secondly, the researcher aimed at getting a vivid idea of the type, length and content of the translation material the students had to deal with in translation classes. Thirdly, the researcher tried also to get an idea of the form and duration of the translation exams they students had to do at the end of the semesters. Finally, the researcher tried to infer if there had been any connection between the methods applied for teaching translation and the translation problems and difficulties faced by the participants.

The researcher found out that the students were usually assigned to translate printed or online journalistic articles or news reports. Those articles or reports were basically discussing political, economic or scientific topics. Teachers choose this type of texts and content as translation materials due to their simple grammatical structure and comprehensible semantic message which make them easy for the students to translate.

1.2.4.2 Method of data collection: The translation test

Designing the translation test was based on three major criteria: the classroom observations and the field-notes, the opinion of the translation teachers and the research questions. After designing the test, the translation teachers were also consulted and they all had

a consensus that the length and content of the designed translation test were acceptable and proper. They also expected the participants to face no or little difficulties while doing the test.

The translation test was composed of two English passages and two Arabic passages (cf. Appendix VI). The English passages were extracted from articles available online on the website of BBC (the British Broadcasting Corporation). The Arabic passages were extracted from articles published in Alriyadh Newspaper (جريدة الرياض) and Asharq Al-Awsat Newspaper (جريدة الشرق الأوسط). Each passage was composed of a title and four sentences. The passages covered some political, economic and scientific topics. (The translation test is provided in Appendix I). The participants were asked to translated the English passages into Arabic and the Arabic passages into English.

The time frame for fulfilling the test was two hours. So, we can say that the time, content and length of the translation test aligns with what the participants were usually assigned in translation classes. It was conducted in the last week of the final semester so that the participants were evaluated before they had their exam break. Using mono-lingual dictionaries during the test was permissible.

1.2.4.3 Analysis of collected data

The researcher made use of the qualitative and quantitative approaches for data analysis. The researcher carefully read all the translated texts (total number of the translated texts is 220). Then each word, phrase, clause and sentence was fully examined and carefully analyzed to deduct every single linguistic error. The source passage was the background for the analysis of the translated passages. All the errors which were detected while analyzing the participants' translations were highlighted and glossed. To determine the most recurrent translation problems and difficulties as faced by the participants, the research used a table consisting of the serial number of each participant on the left side and all the linguistic errors he/she made while translating each language into the other on the right side. Then these problems and difficulties were classified into major groups, sub-groups and sub-sub-groups.

1.2.4.4 Analysis of research findings

Each most recurrent translation problem/difficulty was presented by means of a table that revealed the number of the participants who faced that problem/difficulty while translating each sentence of each paragraph, independently. At the end of each table, the researcher presented the overall number and percentage of the participants who met that problem/difficulty while translating each passage separately and/or the two passages together. The researcher also used Excel to show how each problem/difficulty was distributed. For clarification and reliability, the researcher provided as many as possible examples from the translated texts; i.e. the participants' actual translation product. Finally, the researcher also used Excel to show the percentage of the participants who came across that problem/difficulty in comparison to the percentage of the participants who did not.

1.3 Limitations of the Study

1.3.1 Human limitations

The study is limited to the M.A. students at three universities in the State of Delhi. The spread of the Covid-19 in India limited moving between states and the turning to the online mode of teaching limited the ability to conduct the test in the natural settings; i.e. the classrooms.

1.3.2 Scope limitations

We have already mentioned in the Introduction that language, culture and translation are closely connected. Moreover, cultural differences between languages can be a major source of problems and difficulties while translating from one language into the other. However, this study is limited to examining the linguistic problems and difficulties of translating between English and Arabic. This is because the participants are non-native speakers of neither English nor Arabic and thus have very limited knowledge of the variations between the two cultures.

1.3.3 Translation material limitations

The translation test covered only selected topics and specific types of texts which align with the translation material the participants are used to deal with in translation classes.

1.4 Organization of the thesis

Beside this introductory chapter which introduces the nature and objectives of this study along with the methodology of data collection and analysis, this thesis consists of four chapters:

Chapter Two: Theoretical Framework and Similar Previous Studies

It presents the theoretical background and framework of this study. It starts with a brief history of translation as a practice and as a part of learning foreign languages and the emergence of translation as an independent academic discipline. It also discusses the linguistic-oriented approaches to and theories of translation, focusing on translation as a problematic process, translation meaning and finding equivalence and their relation to translation problems and difficulties. Moreover, it gives a brief idea of the area of translation problems and difficulties and introduces the most prominent and well-known views of some translation researchers' in this regard. It ends with introducing some previous studies which deal with the same topic.

Chapter Three: Linguistic Problems and Difficulties in Translating Between English and Arabic

It is the main chapter in this thesis. It presents the research findings; a general list of the linguistic problems and difficulties that faced the participants while translating between English and Arabic. The researcher classifies the research results into 3 major groups: the grammatical problems and difficulties, the semantic and lexical problems and difficulties and the stylistic problems and difficulties. Each major group is again divided into subgroups. Other transfer-related issues are also highlighted and discussed at the end of this chapter. This chapter also provides a brief contrastive analysis of the major grammatical components and syntactic features of English and Arabic and which are of particular importance to this study.

Chapter Four: Statistical Analysis of Research Findings

This chapter provides a detailed statistical analysis of the research results. It is composed of two sections: Section one tackles the problems and difficulties that the participants faced while translating the two English passage into Arabic, whereas the second one deals with the problems and difficulties that encountered the participants while translating the two Arabic passages into English. It provides a detailed description and explanation of these problems and difficulties along with illustrative examples from the students' actual translations.

Chapter Five: Conclusion

This study concludes with Chapter Five which provides a summary of the research findings. In this concluding chapter, the researcher tries to anticipate and discuss the possible reasons for the problems and difficulties. This chapter is furnished with general and pedagogical recommendations for helping solve the problems and avoid the difficulties. This is in addition to some suggestions for further research. The chapter ends with an outline of the researcher's proposed translation teaching method which might be helpful for translation students generally and for the participants in this research work particularly.

Chapter Two: General Theoretical Framework and Similar Studies

2.0 Introduction:

The practice of translation is very old. It goes back to the time of trading between the different parts of the globe. At that time, translation was only a communicative method used for commercial purposes and benefits. Then translation has started emerging as a tool that bridges the gap between two or more linguistically, socially and culturally heterogeneous groups. With the rapidly developing world, translation has become a significant linguistic and socio-cultural activity in all fields of life. The increasing importance of the role of translation has motivated many scholars and theorists to start exploring this field. Moreover, they have attempted to uplift the status of translation from being considered as a foreign language teaching methodology or as a part of comparative literature, contrastive linguistics and language studies into an independent academic discipline. They have also developed many translation theories and approaches. However, the study of the field has developed into an independent academic field of study in the second half of the 20th century. Thus the 20th century has become the turning point in the field of translation studies and is therefore claimed to be ‘the age of translation’ (Jumpelt 1961, cited in Newmark 1981: 3).

2.1 Early Translation Theories

The early translation theory was dominated by the debate over ‘word-for-word’ or ‘sense-for-sense’ translation, “depending on whether the bias was to be in favor of the author or the reader, the source or the target language of the text” (Newmark 1981: 38). This debate goes back to Cicero (1st century BCE) and St. Jerome (4th century CE) and has influenced later writings of the second half of the 20th century on translation as ‘literal vs. free’ and ‘form vs. content’ (Munday 2008: 19-23). As an example is Vinay and Darbelnet’s (1958) two translation techniques: direct and oblique that somehow resemble the ‘literal’ and ‘free’ methods of translating.

Based on the ‘word-for-word’ and ‘sense-for-sense’ dichotomy, Schleiermacher (1813/2012) introduces two main approaches to translation, namely the ‘source text’ or ‘author-oriented’ method and the ‘target text’ or ‘reader-oriented’ method. According to the first method, the translator sticks to the message that the author of the original text intended to deliver while translating it into the target language. According to the second method, the translator adjusts the original text while translating it into the target language in a way that makes it easily comprehensible for the reader. These two alternative methods of alienation and naturalizing are later referred to by Venuti (1995) as ‘foreignization’ and ‘domestication’. In the first term, something of the foreignness of the source text is retained while translating, whereas in the later the translator should minimize the strangeness of the foreign text to the target language reader. In their Skopos theory; the purpose of the translated text, Reiss and Vermeer (1984) present one form of domestication in which the reader of the target text is the crucial factor in any translation process (Nord 1991: 93). All those attempts aimed at making the act of translation more systematized and theory-oriented.

2.2 The Founding Statement of the Field

The founding statement of the translation field as an independent academic discipline is attributed to James S. Holmes and his seminal paper ‘The name and nature of translation studies’ (1972/1988). This paper was first introduced by Holmes in a conference in Copenhagen, but was not published until 1988. In his paper, Holmes provides a framework of what ‘Translation Studies’ covers; namely: ‘pure translation studies’ and ‘applied translation studies’ (Venuti 2000: 172-175). In his book *Descriptive Translation Studies and Beyond* (1995: 10), Gideon Toury presents this framework as the following:

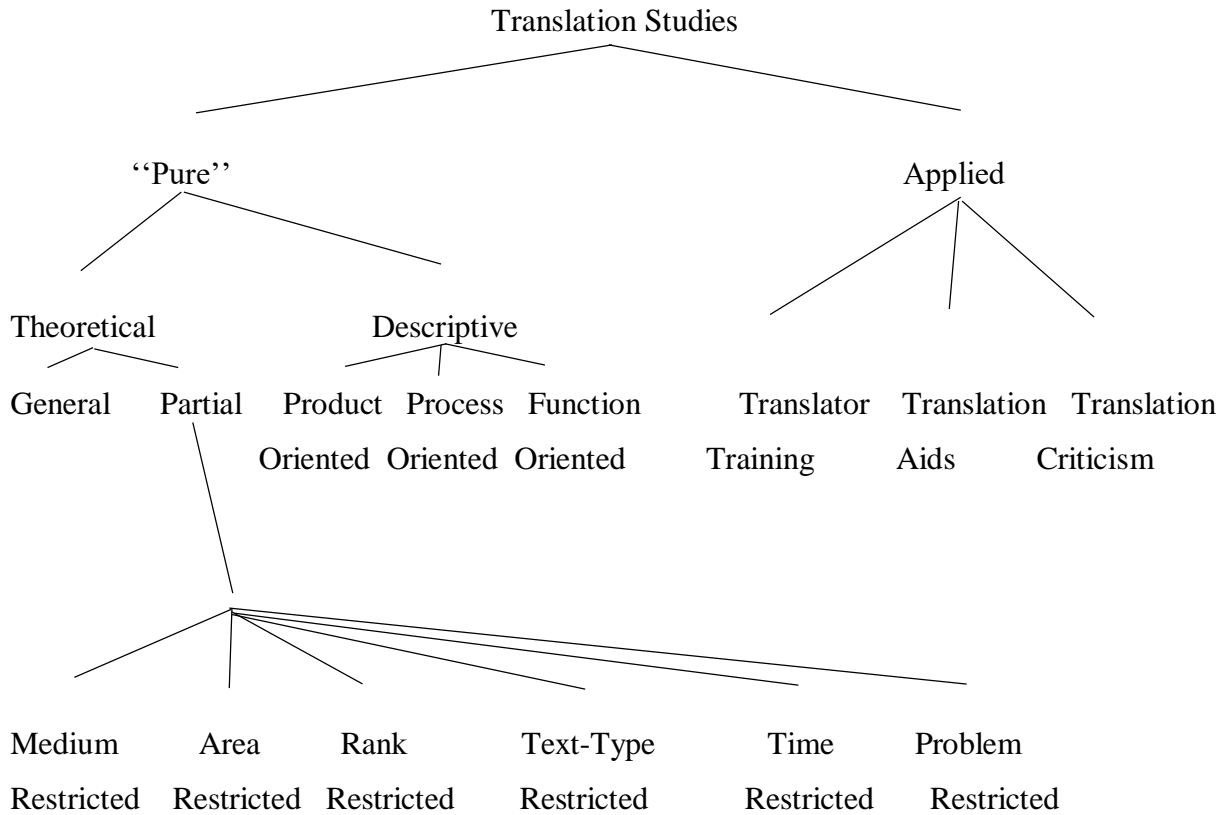


Figure 2.1: Holmes' basic 'map' of Translation Studies (Toury 1995: 10)

The 'pure' part of translation studies is divided into theoretical and descriptive. The theoretical branch is subdivided into: (1) general theories; which involve the writings that describe translation types and of which we can make generalizations about the whole act of translating and (2) partial theories; which are restricted to the following parameters: medium-restricted theories (human translation or machine translation), area-restricted theories (restricted to the languages and/or cultures involved in the translation), rank-restricted theories (restricted to the level of words, sentences or texts), text-type-restricted theories (restricted to text types or genres; e.g. literary, religious, technical, etc. texts), time-restricted theories (restricted to specific time periods; e.g. the history of translation) and finally problem-restricted theories (restricted to general or specific translation problems; e.g. the question of 'translation equivalence'). The descriptive translation studies (DTS) is divided into: product-oriented DTS; which deals with existing translation products like analyzing a single ST-TT pair or comparing several translations of the same text, process-oriented DTS; which deals with what happens in

the mind of the translator during the process of translating (psychology of the translator) and function-oriented DTS; which deals with the function of translation and its effect on the target audience and culture.

The applied branch of translation studies is divided into translator training, translation aids and translation criticism. Holmes (1972/2000: 181-182) illustrates that translator training answers the questions that have to do primarily with teaching methods, testing techniques and curriculum planning and that translation aids fall largely into two classes: (1) lexicographical and terminological aids and (2) grammar. He also explains that translation criticism refers to the activities of translation interpretation and evaluation. Holmes adds ‘translation policy’ as a fourth area in applied translation studies which shows that the task of the translation scholar is to render informed advice such as “‘determining what works need to be translated in a given socio-cultural situation, what the social and economic position of the translator is and should be or what part translating should play in the teaching and learning of foreign languages” (Malmkjaer 2005).

2.3 The Emergence of an Independent Discipline

Translation as a newly emerging field of study has become the central focus for many researchers. This is due to the significant role translation plays in reducing the gaps between societies and groups which can be created by the heterogeneity of languages and cultures. Translation also helps in expanding social and cultural relations and communications between the different parts of the world. This has increased the global interest in translation as an activity and in Translation Studies as an academic field of study. This has intrigued several scholars to research the different areas of translation and to produce multiple books and articles about the nature of the new discipline. Translation journals and encyclopedias were also created. Moreover, the educational institutions all over the world started introducing translation courses and programs at various levels. This is in addition to the increasingly interdisciplinary nature of translation studies. This interdisciplinary nature of translation studies is not only because “it borrows from a wide range of disciplines but also because it covers a wide range of practices” (Saldanha and O’Brien 2014: 3, cited by Marco & Toto 2019) (see also on the issue of the

interdisciplinary of translation Snell-Hornby 1988, Munday 2008, Venuti 2012 and the 2017 issue of *Target*, 29:1).

One of the main features of the interdisciplinary nature of translation is that it has multiplied translation theories (Venuti 2012). Therefore, we should not be surprised with the significant number of the different translation theories and approaches as well as definitions of translation we have today as translation process itself is a complex activity and has developed into a controversial field of study. In his book *Essay on the principles of translation*, which is considered as the first systematic study of translation, Tytler (1978: 13) - describing translation - correctly puts it “... there is no subject of criticism on which there has been so much difference of opinion”. Of the multiple translation theories and approaches available today, the linguistic-oriented approaches are the only one discussed as they are of particular importance to this study.

2.4 The Linguistic-oriented Approach to Translation

The linguistic-oriented approach is the main thrust of this study. It emerged in the late 1950s and early 1960s as a more ‘scientific approach’ to the study of translation with the works of the structural and functional linguists. According to this approach translation is a core linguistic activity that involves the transfer of the meaning of a source text (ST) into a target language (TL) by means of competent use of dictionaries and grammar (Bassnett 2002: 22). This approach basically deals with the issues of ‘linguistic meaning’, ‘correspondence’, ‘equivalence’, ‘translation shifts’, ‘text purpose’ and ‘text analysis’. The structural linguists such as Werner Koller (1979), Jean Paul Vinay and Jean Darbelnet (1958), Roman Jakobson (1959), Peter Newmark (1981, 1988), J. C. Catford (1965) and Eugene Nida (1964, 1969) brought about a linguistic perspective to the new discipline and emphasized on the importance of finding translation equivalence. The functional linguists such as Katharina Reiss (1971), Hans Vermeer (1978), Christiane Nord (1988/2005*), Michael Halliday (1994), Juline House (1997), Mona Baker (1992) and Basil Hatim and Ian Mason (1990, 1997) introduced language not just as a structure but as different uses in different social situations. In what follows, a brief description of a number of the best-known and most prominent and representative linguistic-oriented translation theories is introduced.

2.4.1 The structural linguists and the notions of translation equivalence and translation shifts

2.4.1.1 Jakobson's types of translation

In his 1959 seminal paper 'On linguistic aspects of translation', Jakobson uses the notions of equivalence and linguistic meaning to introduce three types of translation:

1. "Intralingual translation" or "rewording": It is an interpretation of verbal signs by means of other signs of the same language; paraphrasing within the same language.
2. "Interlingual translation" or "translation proper": It is an interpretation of verbal signs by means of some other language; translation or shift of meaning from one language (SL) to another (TL).
3. "Intersemiotic translation" or "transmutation": It is an interpretation of verbal signs by means of signs of nonverbal sign systems (1959/2012: 127).

Leaving behind the earlier debate of whether translation should be 'word-for-word' (literal) or 'sense-for-sense' (free), Jakobson insists that finding equivalence between two variant languages poses a major linguistic problem, and thus the major role of translation is to deliver the same equivalent message between the different languages (1959/2012: 233). His theory of translation is linked to the grammatical, lexical as well as semantic differences between languages. He proposes that we can make use of Saussure's ideas of the 'arbitrary/unmotivated' meaning of the linguistic 'Sign' and the relation between the 'signifier; the spoken or written signal' and the 'signified; object/concept' to achieve 'translation equivalence' between the variant codes. However, Jakobson assures that the exact equivalence between code-units does not exist which is similar to Nida's idea of dynamic equivalence which will be fully explained below.

2.4.1.2 Nida's scientific approach to translation

Nida follows a new systematic and 'scientific' approach in dealing with questions of 'linguistic meaning' and 'translation equivalence' which were introduced in the 1960s. His approach is language-oriented. He bases his well-known work (*Toward a Science of Translating*, 1964) and his co-authored work (*The Theory and Practice of Translation*, Nida

and Taber 1969) on Chomsky’s 1965 transformational-generative grammar model and proposes a ‘scientific’ three-stage system of translation:

1. analysis (of the surface structure of the SLT into deep structure elements; decoding of SL message),
2. transfer (of these elements through the process of translation)
3. reconstructing (the elements semantically and stylistically into the surface structure of the TLT; encoding of TL message).

Nida’s three-stage system of translation is represented as follows:

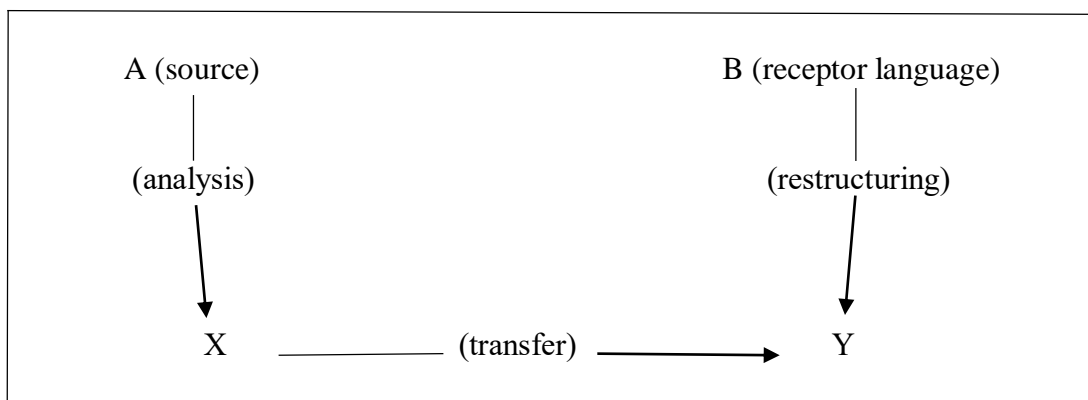


Figure 2.2: Nida’s three-stage system of translation (Nida and Taber 1969: 33)

A clearer presentation of Nida’s system can be as the following:

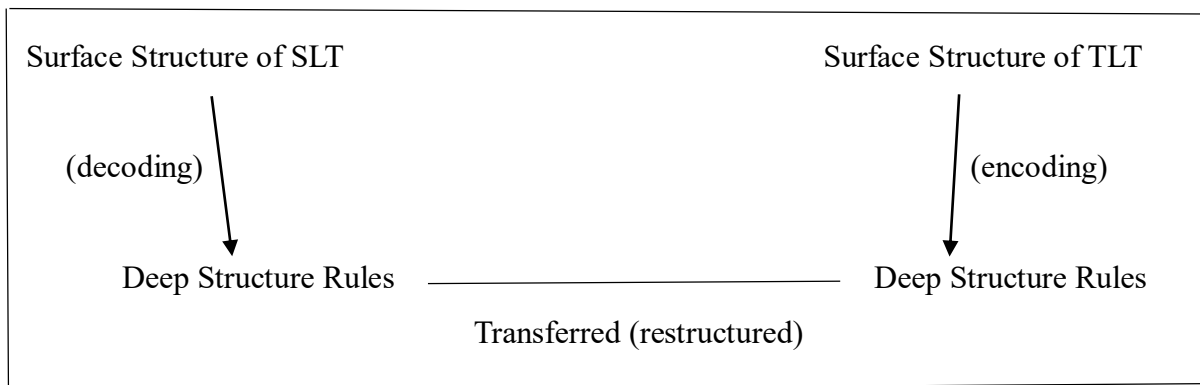


Figure 2.3: An illustrative form of Nida’s three-stage system of translation

The aim of this three-stage system is to make the target reader respond to the target text in a way similar to how the source reader responded to the source text.

Nida rejects the ‘literary translation’ vs. ‘free translation’ debate. He (1964/2012: 144) assures that the closest possible equivalent of the ST is what must be sought while translating into the TL. He speaks of two types of equivalence: ‘formal’ and ‘dynamic’. This means that Nida reduces translation into two fundamental types. The first one produces formal equivalence (being source-text-oriented). The second one produces dynamic equivalence (focusing on the receptor’s reaction to the translated text; i.e. target-reader-oriented). He (ibid.) illustrates that the formal equivalence is a structural equivalence that is centered around the source text’s structure. This type of equivalence focuses the attention on the message itself, in both form (syntax and idioms) and content (themes and concepts). For Nida (1964: 159), the basic aim of Here the translator must also provide footnotes to make the translation fully comprehensible. On the contrary, the type of translation which produces “‘dynamic equivalence” is centered on creating “‘equivalence effect”’. So, it basically aims at using natural expressions and directs the attention toward the receptor’s response rather than the source message. Thus to achieve dynamic equivalence, the translator has to take into account the target readers’ linguistic needs and cultural expectations. Although Bassnett (2002: 35) sees that Nida’s categories of ‘formal’ and ‘dynamic’ are sometimes contradictory, Nida’s two types of translation equivalence have changed the emphasis from the source text to the target reader.

Based on this new target-reader-oriented approach, Nida and Taber (1969: 12) see that the aim of translation is to achieve in the target language “‘the closet natural equivalence”’ of the source language’s message (Venuti 2012: 151). Nida emphasizes that achieving a successful translation requires: producing a similar response in addition to using natural and simple expressions to make the translated text easily comprehensible but above all preserving the intended message of the original text. However, Nida (1964: 141) assures that each language is unique in the way it structures its phrases and sentences and the way it produces meaning, this means that the ‘absolute correspondence’ between the different codes may not exist, a point which Jakobson has already indicated.

2.4.1.3 *Newmark’s methods of translating*

Newmark (1981: 38-39) assures that the disagreement on whether the bias in translation should be in favour of the original language or the target language will continue to be the

dominant problem in translation theory and practice. To overcome this problem and to narrow down this gap, he replaces the previous terms of the ‘literal’ and ‘free’ translation with ‘semantic’ and ‘communicative’ translation as follows:

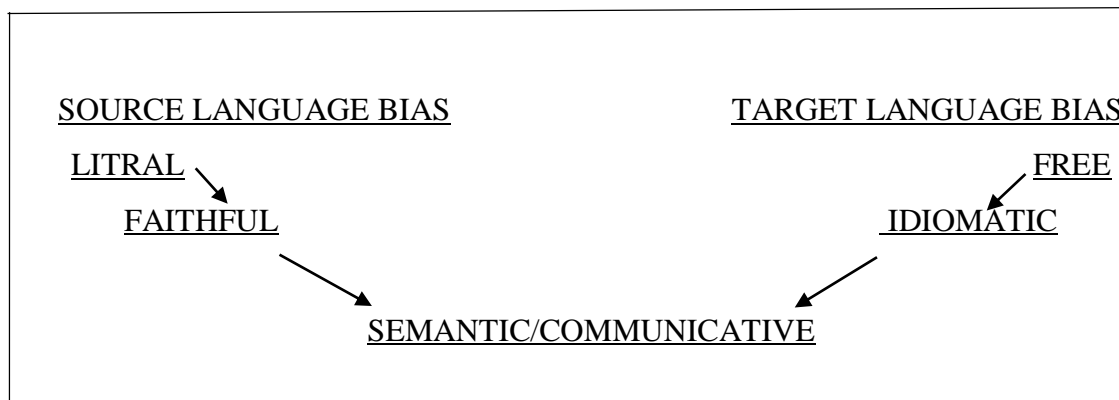


Figure 2.4: Newmark’s semantic and communicative translation model (1981: 39)

Newmark (1981: 93) states that the aim of the communicative translation method is to make the translation product achieve on its target readers the same effect that the source text achieved on its readers. He (ibid.) also states that the aim of the semantic translation preserves the meaning of the source text when translated into the target language. These two methods of translation resemble Nida’s ‘dynamic (functional) equivalence’ (in the effect it tries to produce on its target reader) and ‘formal equivalence’. The basic difference between the two translation methods Newmark proposed is that the communicative method is smoother, simpler, clearer, more direct and more conventional. On the contrary, the semantic method is more concentrated, more inclusive, more complicated and more awkward. The first method tends to undertranslate; i.e. to use more standard, whereas the second method is more likely to overtranslate; i.e. it tends to be more precise than the source text and to introduce more meanings in order to accurately deliver the original meaning.

Based on his two methods, Newmark (1981: 7) defines translation as a method that is used to transfer the message of a piece of writing from one language into the other. He (1988: 5) also states that translation is, but not always, “rendering the meaning of a text into another language in the way that the author intended the text” to answer his question “What is translation?” We can say that his definition is, more or less, author and source language oriented. Influenced by Nida, Newmark emphasizes that in translation there is no ‘total

equivalence' as such and this is attributed to the differences that may occur between the two languages involved in the process of translation.

In spite of the large number of practical examples Newmark provides and the interesting questions he tries to answer which make his work an ample guidance for translation students and trainees, his terms of 'semantic' and 'communicative' translation are less quoted in the literature, compared to Nida's 'formal' and 'dynamic' equivalence (Munday 2008: 46).

2.4.1.4 *Vinay and Darbelnet's translation methods*

Vinay and Darbelnet (1958/1995: 31-40) identify two translation methods: direct (or literal) translation and oblique translation, which resemble, in some ways, the 'literal' and 'free' translation methods discussed before.

Direct translation is subdivided into three strategies:

1. Literal translation or word-for-word: It means the direct transfer of an SL text into a grammatically and idiomatically appropriate TL text. This method is mostly applicable when translating between two languages of the same family and culture. Vinay and Darbelnet illustrate that a literal translation is not acceptable if it gives a different meaning of the original text, it has no meaning, it is impossible for structural reasons, it does not have a corresponding expression within the metalinguistic experience of the TL or if it corresponds to something at a different level of language (Munday 2008: 57).
2. Calque: It is a special kind of borrowing which involves the literal transferring of each borrowed SL element into the TL. This method has two results: a lexical calque which introduces a new expression that aligns with the syntactic structure of the TL, and structural calque which introduces a new construction into the language.
3. Borrowing: It is the simplest of all translation strategies in which the SL word is directly transferred into the target language. This strategy is used to fill a semantic gap in the TL or to add the flavor of the source language and culture into a translation.

Oblique translation is subdivided into four strategies:

1. Transposition: In this method, an SL word is rendered by a TL word belonging to a different word class; e.g. translating the English verb phrase (before he had arrived) into the following Arabic noun phrase (kabl wosolihi/ before his arrival).
2. Modulation: It involves reversal of point of view, a category of thought; e.g. the reversal of the sentence /I am not happy/ into /I am sad/.
3. Equivalence: In this translation strategy, the same meaning is conveyed by a different expression; e.g. proverbs and idioms.
4. Adaptation: Here we need to alter SL cultural references so that they become equivalent and relevant in the TL culture.

Vinay and Darbelnet see that the huge number of translation methods can be reduced to the seven methods discussed above. In practice, these seven translation methods operate on three levels: the lexicon, syntactic structures and the message, and each method may be used either on its own or combined with one or more of the others (Vinay and Darbelnet 1958/2000: 84). It is true that the term ‘shifts’ is not directly used by Vinay and Darbelnet, but by examining their work closely, we can come to the conclusion that what they are actually describing is, more or less, the shifts of translation.

Vinay and Darbelnet also give a list of five steps that a translator should follow in moving from ST to TT. These are:

- (1) “Identify the units of translation.
- (2) Examine the SL text, evaluating the descriptive, affective and intellectual content of the units.
- (3) Reconstruct the metalinguistic context of the message.
- (4) Evaluate the stylistic effects.
- (5) Produce and revise the TT.” (Munday 2008: 59)

2.4.1.5 *Catford’s linguistic theory of translation*

Catford’s theory and views are the bases for this study. Catford suggests that to be able to analyze and describe what translation is and the process of translation, the theories of translation must be based on “a theory of language” and more specifically “a general linguistic theory” (1965:1). He assures that such theory may be drawn upon in any discussion of

particular translation problems. He bases his well-known linguistic theory of translation on Halliday's rank-scale grammar. He explains that the scale is how language units are ordered according to a 'phonological and grammatical hierarchy' (ibid.: 8). He sees that English grammar has 5 units arranged on a scale from the largest to the smallest as the following: "sentence, clause, group, word and morpheme" (Suhaila 2010: 16). Sentences are composed of one clause or more, clauses are composed of one group or more, groups are composed of one word or more, and finally words are composed of one morpheme or more. He considers 'Yes!' as a sentence since it contains one clause, one group, one word and one morpheme. He also sees that language is a system that operates at 4 different levels; "namely phonic, graphic, lexical and grammatical" (Megrab 1999: 51). He assures that since translation is a linguistic activity in the first place, any process of translation must take into account: the 4 levels of language and the 5 ranks of language discussed above.

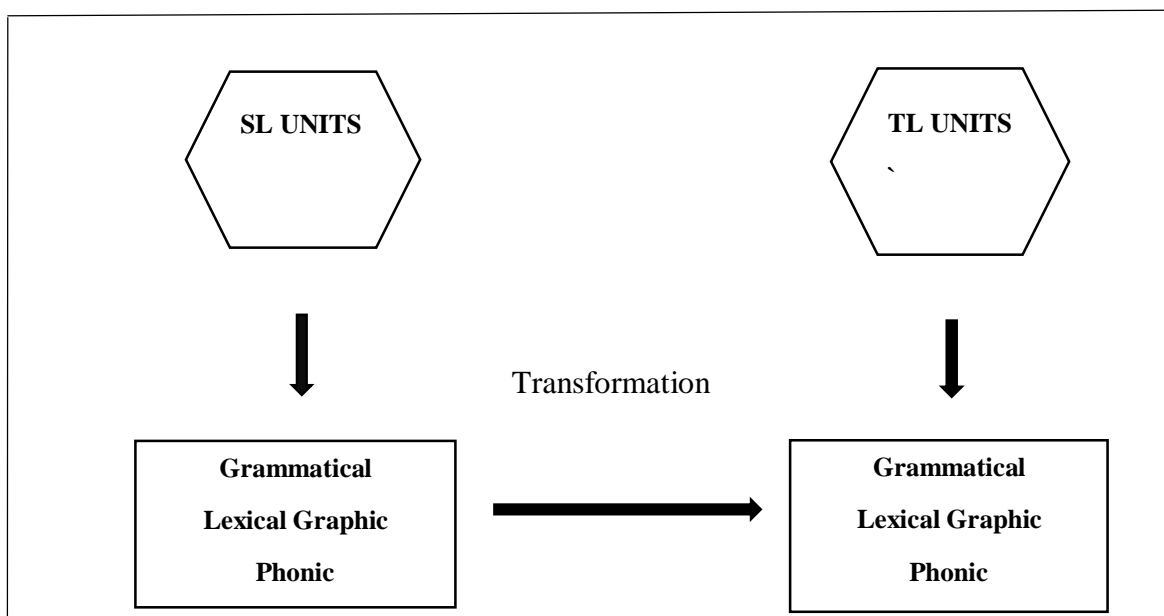


Figure 2.5: Catford's Linguistic Model of Translation (as presented by Megrab 1999: 51)

Carford follows the comparative models of translation which considers translation as the process of finding equivalence between two languages. He (1965: 20) defines translation as reproducing the same message of a source language text (SLT) through a text in another language. In other words, he sees translation as a process of substituting each meaning unit of

a text in one language with an equivalent textual element in another. He considers that the principal problem of translation process is finding the appropriate TL equivalents. Therefore, the central role that should be assigned to translation theory is to provide a definition of the nature of translation equivalence and its constraints and conditions. However, when he speaks of translation as equivalence, he means TL's most appropriate or closest possible not the perfect or exact equivalence (Williams & Chesterman 2002 :49). Catford (ibid.: 27-30) also distinguishes between textual equivalence and formal correspondence. Formal correspondence means that any category used in the TT must have the 'same' place in the 'economy' of both the SL and the TL. Textual equivalence means that both the source and target languages have to function in the same way and in the same situation.

Within the framework of his linguistic theory of translation, Catford discusses translation shifts that occur on the grammatical and lexical levels and investigates them “within the boundaries of the sentence as an upper rank” (Baker & Saldanha 2009: 229). He also defines translation shifts as “departures from formal correspondence in the process of going from the SL to the TL” (Munday 2008: 60). He speaks of two types of shift:

- 1) Shift of level: It means that the equivalence of a SL item at one linguistic level only available at a different linguistic level in the target language; e.g. the Arabic future tense prefix /sa/ is equivalent to the auxiliary verb ‘will’ in English.
- 2) Category shifts: It includes four types of shifts:
 - i. structure-shifts; e.g. in English adjectives come before the nouns they describe whereas in Arabic it is the opposite.
 - ii. class-shifts; occurs when the translation equivalent of a SL item is a member of a different class from the original item; e.g. /a medical student/ is translated into Arabic as /talb tib/ (a student of medicine).
 - iii. unit-shifts (rank changes); it involves departures from formal correspondence in which the translation equivalent of an SL unit at one rank is a unit at a different rank in the TL; i.e. a word may be translated by a morpheme or a sentence may be translated as one word; e.g. the English sentence /I will help him/ is translated into Arabic as one word /saʔusaʔiduh/.

iv. intra-system-shifts (changes of term in systems): It means shifts which occur internally, within a system and involve selection of non-corresponding terms, such as count nouns; e.g. /thuloug/ (/snows/ plural in Arabic) is translated into /snow/ (singular in English).

However, Catford is criticized for “not going beyond the sentence to incorporate the text as a unit of meaning” (El Haj Ahmed 2009: 17). Megrab (1999: 53) sees that the main problem of Catford’s theory arises when it comes to coherence. Moreover, Catford is criticized for limiting “his theory of shifts to instances of translation which satisfy the condition that the relationship between source and target utterances can be identified by a bilingual as textual equivalence” (Baker & Saldanha 2009: 230). Despite the criticism, Catford’s linguistic theory of translation has always been a valuable and fruitful attempt to generate a systematic and methodical explanation of translation. Catford’s contribution to translation studies has become a landmark. Its significance and uniqueness comes from the fact that since translation is a linguistic process which involves the transmission of the same message from the verbal signs of one language into the verbal signs of another language. Moreover, since languages are variant in their structures and grammars, and the more languages are distant, the more translation losses take place, a linguistic theory of translation, has become a must.

2.4.2 The functional linguists and the communicative value of the text

In the 1970s and 1980s, the functional linguists shifted the focus of the structural linguistic approach of finding translation equivalence to the functional or communicative value of the text. Munday (2008: 87) sees that the functional and communicative approaches and theories helped elevate the status of translation from being considered as a rigid linguistic phenomenon to a communicative and cross-cultural partial activity. In what follows, we provided a brief account of the most prominent functional linguists’ views of translation.

To start with, Katharina Reiss continues working on the structural linguists’ notion of translation equivalence. However, she gives more emphasis to the textual level rather than to the word or sentence level. She (1971/2000: 160) defines translation as a bilingual communicative process which serves to reproduce in the target language a message that is functionally equivalent to the message produced in the original language. She assures that such process which involves two natural languages and the medium of the translator would naturally

result in a change of message during the communicative process; i.e. a communicated message different from the sender's, and that is what Reiss calls 'communicative difference'. Here she distinguishes between 'unintentional' changes which may arise from the variant structures of language, and 'intentional' changes which may arise from a functional change in the communication process, so here the 'functional equivalence' mentioned above cannot be achieved, instead what can be achieved here is the adequacy of the TL reverbalization in accordance with the "foreign function."

Reiss (1971/2000: 163-166) provides a three-stage-process for the analysis of the different texts:

1. Establishment of the text-type: It is divided into:
 - Informative: (communication of content) they present facts so their translation must not have any omissions; e.g. scientific texts
 - Expressive: (communication of artistically organized texts) literary texts like poetry
 - Operative: (communication of content with a persuasive character); e.g. advertisements which aim at persuading its readers to buy particular products.
 - Mixed forms; e.g. for the content of versified legal texts to be acceptable in the Middle Ages, they had to be presented in verse form.
 - Additional types: It is the multi-medial text type like films.
2. Establishment of the text variety: Reiss defines text variety as super-individual acts of speech or writing, which are linked to recurrent actions of communications and in which particular patterns of language and structure have developed because of their recurrence in similar communicative constellations. She argues that the formation of the text variety is of crucial significance for translators, as it helps retain the functional equivalence.
3. The analysis of style (the analysis of a particular textual surface): This analysis is of supreme importance, because the translator's "decisive battle" is fought on the level of the text individual, where strategy and tactics are directed by type and variety.

In 1978, Hans Vermeer presents a theory in the field of translation studies, which he calls the 'skopos theory'. His basic aim of presenting this theory is to bridge the gap between

translation theory and translation practice which resulted from the structural linguist's overemphasis on the notion of 'translation equivalence'. The word *skopos* is a technical term which means the aim or purpose of a translation. Vermeer uses this term to determine the most appropriate methods and strategies that a translator needs to employ to produce functionally optimum translation. Therefore, according to the 'skopos theory', it is crucial for the translator to know the reason for translating a ST and the function of the TT in the target culture (Munday 2008: 79). Thus this theory emphasizes the importance of always taking into consideration the cultural issues in a sociolinguistic context while translating between languages. Moreover, in the skopos theory, the reader of the target text is the central feature in any translation practice (Nord 1991: 93). Kussmaul (1995: 149) emphasizes that the function of translation depends on "the knowledge, expectations, values and norms of the target readers, who are again influenced by the situation they are in and by their culture." The importance of Vermeer's 'Skopos Theory' comes from the point that the same source text message can be translated in different ways, taking into account the purpose and the guidelines provided by the mentors (the client or the funding agencies) of the translation. The information that the mentors provide gives the translators an idea of the most important issues in the text to be translated so that they can decide for any inclusions, omissions or elaborations in the translated text. In addition, they can decide whether the translation should have an ST or a TT priority.

In her seminal work 'Text Analysis in Translation', Nord introduces a functional model for translation-oriented text analysis, which deals with the text rather than the sentence as the unit of translation. Her model can be applicable to all text types and genres of any language and culture. Munday (2008: 82) describes that model as the best way to understand how the original text functions and to choose the best techniques and strategies to successfully translate that text. He adds that Nord's model involves analyzing a complex series of interlinked extratextual factors and intratextual features in the ST. This means that Nord (2005: 1) draws the attention back to the ST. She assures that analyzing and fully comprehending the source text before rendering it in the target language is the first essential step for achieving a successful translation. She (ibid.: 80-81) also distinguishes between two basic translation types:

1. Documentary translation: This type of translation serves as "document of a source culture communication between the author and the ST recipient"; e.g.

word-for-word (literal) translation of culture-specific items with the aim of preserving the local flavor of the original text so that the target recipient perceives the TT as a translation.

2. Instrumental translation: It is views translation as a communicative process which aim to make the target readers receive the translated text as if it was originally written in their own language.

2.4.3 Translation equivalence

It is noted from the above discussion that the entire purpose of translation for the scholars following the linguistic approach is achieving ‘equivalence’ and that the target text must match the source text as fully as possible (Robinson, 2003: 73). “Proponents of equivalence-based theories of translation usually define equivalence as the relationship between a source text (ST) and a target text (TT) that allows the TT to be considered as a translation of the ST in the first place” (Navickaite 2008: 6). Pym (1992: 37) assures that equivalence is supposed to define translation and that translation, in turns, defines equivalence. It is true that in the end of the 1950s and early 1960s, the emphasis of the structural approach to translation on the notion of ‘equivalence’ has changed in favor of the concept of ‘translation shifts’ in which the aim of translation is to examine the linguistic changes (shifts) that take place while translating the source language into the target language (Munday 2001:55) or in in the 1970s in favor of the functional or communicative value of the text, and that the importance of ‘equivalence’ in the act of translation has started getting weaker and weaker in present time; however, no one can deny that it is an integral part of translation practice and that it has contributed largely to the development of translation theory. That is why, ‘translation equivalence’ is a recurrent theme in the literature and is sill the focal point for many translation theorists and scholars. Baker (1998: 77) assures that approaches to the question of equivalence differ radically, so some theorists such as Catford 1965; Nida and Taber 1969; Toury 1980; Pym 1992, 1995; Koller 1995; etc., define translation in terms of equivalence relations, whereas other theorists criticize the idea of translation equivalence; for example, Snell-Hornby (1988) considers it ‘irrelevant’ to translation studies and Gentzler (1993) considers it ‘damaging’ to translation studies. This means that ‘translation equivalence’ is a central and a controversial concept that can be either

indispensable for any translation process, a hindrance to the development of the field of translation studies, or a valuable tool for describing and assessing any translation product. Wilss (1982: 134) also emphasizes that the notion of 'equivalence' is one of the most controversial issues in translation theory. Megrab (1999:2) assures that 'equivalence', "as a general concept, will necessarily involve different views and opinions since concepts are often a subject of controversy and debate".

To conclude the section of the linguistic-oriented theories of translation, we can say that the abovementioned names, either in 'structural linguistics' (which is of particular importance to this study) or in 'functional linguistics', by no means form the most important scholars to whom the development of the linguistic approach to translation is attributed. Those linguists had their own impact on the theory of translation and thus they were the trend-setters of the time; either by applying the findings of linguistics to the practice of translation (e.g. Nida's work), or by introducing a linguistic theory of translation (e.g. Catford's work). Despite the disagreement among the different scholars on the relationship of linguistics to translation - some insist that the two fields go their own separate ways, whereas others perceive translation as an object of linguistic study - no one denies that the developments in linguistics have been contributing to the field of translation, in theory as well as practice. This unique relationship of linguistics to translation continues to be reflected in the literature. For example, Steiner (1975 cited in Venuti 2012: 5) argues that a translation theory "presumes a systematic theory of language with which it overlaps completely or from which it derives a special case according to demonstrable rules of deduction and induction". Kelly (1979: 34) sees that "Each stream of language theory corresponds to a theory of translation. All linguistic schools or trends devoted part of their work to translation problems". For Newmark (1981, 5) "Translation theory derives from comparative linguistics, and within linguistics" (Al Ghussain 2003: 13). Baker (2001: 120) assures that if we ignore the disagreements of the relationship between linguistics and translation, linguistics has contributed and will always contribute to the development of translation studies. Saldanha and O'Brien (2014) see that linguistics and literary criticism were for a long time the main sources of the theories and methods applied in translation research and that linguistic

approaches are still widely used in translation studies. Despite the fact that in the 1970s and particularly during the 1980s, translation scholars began to make use of the methodologies and theories set up for other fields of study such as literature, philosophy, psychology and cultural studies (Barker 1998: 279) - translation has become interdisciplinary in nature - we assume that linguistics has been and will always be the main discipline that contributes, to a large extent, to translation theory as well as practice.

2.4.4 Translation and cultural variations

Needless to say that translation practice cannot be just a matter of languages, there are other extra-linguistic factors that affect this practice. Such tendency has started with the 1958 work of Vinay and Darbelnet and is based on the idea that translation is not only language-bound but also culture-bound, that is why it should be studied as part of culture as well. Delisle (1988) emphasizes that linguistic competence is very important for the professional practice of translation but not yet sufficient. A profound knowledge of the subject matter and the cultural backgrounds of the SL and TL are also essential. Translation is an activity that comprises the source and the target languages, the native and the foreign cultures, the writer, the translator as well as the reader. It is the means through which culture, knowledge and thoughts are transmitted between two linguistically and culturally variant communities. Translation helps us accept and comprehend people of other languages and cultures and consequently understand our culture better. Each language and its culture have their uniqueness and peculiarity which make them different from others. It is the role of translation to bring these languages and cultures as close as possible. Moreover, translation is an intellectual human activity and what makes it more complicated than other activities is its dependence on language and culture. So, translation as a process is not merely a transfer of words, grammatical elements, etc. between SL and TL, but also a transfer of culture. Understanding the cultural aspects of the source and target texts is quite important for a better and more acceptable translation performance. Moreover, the emphasis on cultural aspects has become one common feature of much of the research in TS as culture is the context within which translation occurs (Bassnett, 2002).

From ancient times to the late 19th century, the Western theories about translation were defined in terms of thinking about language and culture (Venuti 2012). This close relationship between linguistics, culture and translation comes from the fact that linguistics is the study of

language structure and that translation is an activity performed on the level of language which is an integral part of culture. Therefore, translation becomes the transmitter of languages and cultures, and thus translation difficulties arise from the variations between the source language and the native culture and the target language and the foreign culture. (Megrab 1999: 4) emphasized that any translation cannot be optimum if it does not conform to the cultural norms of the target language. Venuti (2000: 130) assures that “differences between cultures cause many more severe complications for the translator than do differences in language structure.”

Regardless of how important the relation between translation and culture is, we will limit our study to providing a comprehensive and exhaustive analysis and description of only the linguistic problems and difficulties of translation. The inclination of focusing only on the linguistic problems and difficulties is that translation, as Devies (2004: 20) puts it, is ‘a complex linguistic process’ in the first place. This means that a sound linguistic knowledge of the source and target languages is the first and basic requirement to get involved in the process of translation and that many translation problems and difficulties will arise from the lack of such knowledge. Moreover, the students we are studying are non-natives of neither of the two languages they are translating between (i.e. Arabic and English). These students are basically learning the linguistic aspects of Arabic in Arabic classes rather its cultural background. In other words, these students are learning Arabic outside its ‘cultural context’, no matter how culture-oriented the teaching approaches of Arabic in the Arabic centers/departments in India are.

2.5 Problems and Difficulties of Translation

Rojo (2009: 14) defines translation as a complicated process in which translators are confronted with many serious difficulties. This means that as a human activity and communicative process, translation involves various problems and difficulties of different natures. Newmark (1980) uses the two terms; i.e. ‘problems’ and ‘difficulties’, together without any distinction. Pontiero 1992 and Mauriello 1992 alternate between these two terms. Deeb (2005: 51) defines translation problems as the difficulties which occupy the translation student’s mind while performing a translation task and result in errors in the translation product. However, many other researchers and writers tend to use the two terms separately. For example,

Nord (1991: 151) pedagogically distinguishes between ‘translation problems’ and ‘translation difficulties’. Thus she speaks of ‘translation problems’ as the challenges that confront all translators while translating a particular language pair. She defines ‘translation difficulties’ as the challenges that encounter the individual translator and attributes them to the level of education, years of experience and/or awareness of cultural differences. Regardless of Nord’s distinction, we will use the two terms; i.e. translation problems and translation difficulties, alternatively in our study to generally refer to any issue that seriously hinders the process of translation and to any error that affects the quality of the translated text. In other words, such problem/difficulty may affect the semantic content of the ST and/or the grammatical structure of the TT. Therefore, the word ‘error’ will also be used in this study as an indicator to the presence of translation problems and difficulties.

We have already mentioned that translation is the process of comprehending a message written in one language (SL) and reproducing the exact same message in the other language (TL). It is generally agreed upon that the basic aim of translation is finding the closest possible equivalence between one language and another; i.e. to ensure that the translated text conveys the same message of the ST. This must be done in a way that do not violate the grammar and structure of the TL. However, a lot of problems and difficulties may affect and hinder the translation process. Translation errors are basically the result of problems and difficulties in appropriately comprehending the ST and/or producing the TT. Translation problems and difficulties can also be attributed to the linguistic, stylistic and cultural differences between the languages involved in the process of translation. Another reason for translation problems/difficulties is that most translators, even professionals, are non-native speakers of either of the two languages or of the two languages - as the case of the participants in this study - involved in the process of translation.

At the Middle Ages, the basic focus of translation studies was to direct translators to the types of translation and the best ways to translate one language into another. However, in the 19th century, many linguists and translation scholars started researching and investigating the area of the problems and difficulties in the process of translation teaching, learning and practice (Munday 2008). Their aim was to detect the possible flows in such process, to find their reasons and to suggest suitable solutions. Examples of such linguists and scholars include

Nida (1976) who considers that translation problems can be classified into problems of form (grammar and structure) and problems of content (meaning). Nord (1991:151) proposes a comprehensive model of translation problems and identifies four types of translation problems, including: textual problems, pragmatic problems, cultural problems and linguistic problems. Hatim and Mason (1997) classify translation problems into two types: problems on the level of language and problems on the level of text. Bastin (2000: 236) speaks of translation problems as errors and classifies them into “meaning-based errors” and “language-based errors” (El Haj Ahmed 2009). Baker (1992: 20) attributes translation problems and difficulties to the ‘non-equivalence’; viz, the absence of the appropriate equivalence, between the SL and TL. Bastin (ibid.: 237) attributes all translation problems and difficulties to the incorrect analysis of the ST and/or the inadequate linguistic knowledge of the SL and/or TL. Newmark (1980) suggests that avoiding translation problems and difficulties necessitates a profound knowledge of language and stylistic features, cultural variations and translation strategies. Masoud (1988, cited in Deeb 2005: 54) attributes translation problems to “too much interest in linguistic subtleties and too little respect for the reader, wrong focus, too little respect for the source text, too little knowledge of words that are identical but have different meanings.” Nord (ibid.: 152) relates translation problems to four areas: the distinctive features of the source text, the nature of the translation activity/process itself, the different standards and conventions of languages and cultures as well as the structural variations of languages.

2.6 Some Previous Studies on the Problems and Difficulties of Translation

Despite the fact that the area of translation challenges is one of the most vital and significant areas of translation studies, it has gained little scholarly attention at the early stages. However, since the emergence of translation as a vital, fruitful and independent academic field of studies, the area of the problems and difficulties of translation pedagogy and practice, has become the focus of many studies. However, it is noted that almost all the studies on translation problems and difficulties available in the literature deal with cases in which translators transfer the meaning of a foreign or second language into their mother tongues or native languages. This is made clear by Brisset (1990/2012: 284) who defines translators as those people whose task is to “replace the language of the Other by a native language”. This is because it is assumed that

translating from a second or foreign language into a native language is the only way to translate naturally, accurately and with maximum effectiveness (Newmark 1988: 12). Of course, there are very few exceptions in which translation happens from the mother tongue of the translator into a foreign or second language. This is what Newmark (ibid.) calls 'service translation' as it is bound by market requirements. In what follows we provided a short description of a number of the studies which researched the problems and difficulties of translating from English into Arabic and vice versa. The choice of these studies was based on the fact that English-Arabic is the language pair this research work investigates.

Ghazala (1995) writes a book on English-Arabic translation problems and their solutions for Arab trainee translators and university students of translation at the undergraduate level. He adopts a practical approach and concludes that translation between English and Arabic is a source of grammatical, lexical and stylistic problems and difficulties which demand suitable, practical and possible solutions. However, his work is criticized for not extending "beyond the basic problems that only beginners sometimes, and not always, encounter. Moreover, most examples Gazala used for illustration are fabricated, isolated and out of context" (Deeb 2005: 5).

Al Hour (1997, as cited in Al Ghussain 2003: 64) tries to compare and describe the linguistic systems of English and Arabic and to specify the errors made by Arab translators by analyzing, contrasting and discussing short translated texts. His hypothesis is based on the idea that since English and Arabic linguistic systems are different, students will encounter many difficulties while they are translating from one language to the other. He concludes his study by stating that the most frequent difficulties are those related to articles, demonstratives, pronouns, and affixes, due to lack of equivalence on the morphological level.

Megrab (1999) presents a study in which his primary concern is to examine and assess the errors made by the students while translating texts from English into Arabic and vice versa. The study analyzes translation errors' types, frequencies, degree of seriousness and reasons. This study is particularly interested in how the different types of texts (argumentative, expository and instructive) result in different types of errors. After analyzing the translation

performance of the students and the teachers' assessment of the translation product, Megrab (ibid.: 84) distinguishes between two categories of error: "micro-textual" errors and "macro-textual" errors. Micro-errors refer the errors made at the textual level. Errors at the micro-level are the errors made at the level of syntax, semantics and/or style. He relates these problems to the students' linguistic competence and translation talents on the one hand, and to the approaches the teachers apply to assess of the students' translation errors. Based on such errors, he recommends a two-stage translation course. The first stage is "preparatory"; its aim is to help the students' overcome their linguistic weaknesses, and it provides suggestions of the best tools that teachers can adopt while teaching translation. The aim of the second stage is to help improve the students' translation skills.

In her PhD thesis, Al Ghussain (2003) investigates the "areas of cultural and linguistic difficulty of English-Arabic translation." She bases her study on an actual case of translation difficulties faced by the students of Al Azhar University, Palestine. After analyzing the texts translated by the students, the researcher identifies and discusses various grammatical and stylistic problems in their translations such as the order of words, active and passive sentences, conjunctions, tenses, plural formation, the use of the definite and indefinite articles, collocations; etc. She also discusses other translation issues such as "layout and use of alternative translations. [...] Students' choice of cultural transplantation, literal translation, translation by omission, translation by addition and the tendency of some students' to reflect their own experiences, religion and culture in their translations" (Al Ghussain 2003: Abstract). She relates the students' linguistic problems to the differences between English and Arabic linguistic systems.

Deeb (2005) researches the area of English into Arabic translation problems that confront novice translation students. She classifies and investigates these particular problems and determines which of them are the most prominent and difficult for the students to tackle, with the aim of generating a taxonomy of such problems. She finds out that the major source of translation errors made by the students is related to the lack of competence in their mother tongue; i.e. Arabic, especially while translating transitive verbs, synonyms, homonyms, and collocations, forming plural nouns, ordering words and spelling. Deeb attributes these problems

to lack of transfer skills and/or TT skills, limited vocabulary knowledge, treating the two languages (English and Arabic) similarly despite the huge difference between them, ST influence, translating over-literally and insufficient knowledge of how to use dictionaries.

Jabak (2007, as cited in Al-Sohbani and Muthanna 2013: 443) conducts a research which included 200 Arabic-native students to detect their problems while translating into English. The results revealed that more than half of the students faced linguistic problems distributed as follows: grammatical 69%, lexical 50% and morphological 46%.

Mohammed (2011) follows the functional linguistics approach to provide a taxonomy of Arabic-English translation difficulties faced by the Yemeni translators whether they are students, beginners or professionals. The participants in this study are asked to translate several texts. The researcher analyzes the translations and detects several problems which he classifies, according to Halliday's Systemic Functional Grammar (SFG) and his classification of the errors of meaning into: "ideational", "interpersonal" and "textual". Other translation problems which existed at the extra-textual level are also detected. The study relates Arabic-English translation problems to the differences between the two languages in terms of their grammatical structures, cultural backgrounds and styles of writing. This is in addition to the over-use of dictionaries to find the meanings of words without taking into account the context they are used in. Furthermore, the study attributes these problems to the manner in which translation is taught, the translation syllabus being used.

Al-Sohbani and Muthanna (2013) try to investigate the major challenges facing Yemeni students in translating Arabic into English and vice versa. They grouped these challenges into four groups, namely: lack of lexical competence, poor grammatical knowledge, very limited cultural backgrounds and inadequate teaching environment, approaches and practices. They recommend that translation curriculum and teaching methods in Yemen need to be systematically reformed.

Khalifa (2015) presents the problems in translating the structures of English and Arabic faced by the EFL Saudi students in Shaqra University. He concludes that the students' lack of

the understanding of English grammar and structure and the difference between the two language families create so many difficulties while translating between English and Arabic. In addition, he reveals how the students' poor competence of the differences between the grammars of the two languages affects the quality of the translated text.

Jabak (2018) conducts another study to determine the linguistic and cultural difficulties encountered by Saudi undergraduates while translating Arabic sentences into English.

The literature is full of such similar studies; however, the translators in such studies are native speakers of either of these two languages. For example, Arabic is the native language of the participants in all the cases mentioned above. However, in our study, we investigated the case of the students who translate from one language into another and neither of them is their native language. This what gives our study its significance.

2.7 Conclusion

This chapter provided the general theoretical framework which this thesis was set upon. It revealed how translation evolved from a mere communicative practice with limited purposes to an independent academic discipline with increasingly valuable role in every aspect of life. The close correlation between language, culture and translation was also highlighted and discussed in this chapter. The Linguistic-oriented Approach to translation and Translation Studies was presented and explained here as it was of particular importance to this study. This chapter provided a brief overview of the most prominent translation theories and approaches of various linguists and scholars as well. Moreover, it discussed the notion of 'translation equivalence'. Then the researcher oriented the readers towards the area of translation problems and difficulties. The final section of this chapter introduced some previous studies which deal with the same topic in English-Arabic and Arabic-English translation.

Chapter Three: Linguistic Problems and Difficulties in English-Arabic-English Translation

3.0 Introduction

There has always been a close relation between translation and linguistics. Many scholars discuss how linguistics has always been contributing to translation theory, process and practice. For example, Catford (1965: 20) argues that translation theory is a part of Comparative Linguistics. Newmark (1988: 16) also indicates that "Translation theory derives from comparative linguistics". Venuti (2012) sees that any theory of translation always depends on language norms. Moreover, many translation definitions indicate that translation is a linguistic activity in the first place. For example, Catford (1965:1) states that translation is a linguistic process in which the translator substitutes the same message of a text written in one language with a text in another language. Shaheen (1997: 11) argues that translation is basically a linguistic process through which the semantic content of one language can be transferred into the other. Therefore, a comprehensive linguistic competence of the source language as well as the target language is the first and basic crucial requirement for achieving optimum translations.

English and Arabic are related to two different language families. English is an Indo-European language, whereas Arabic is one of the Semitic languages. As a result, the linguistic forms and structures of each language vary considerably. This is in addition to the variant styles of writing each language has. Akan et al. (2019: 58) emphasize that English and Arabic have significantly different linguistic systems and stylistic features. Since English and Arabic are two distinct languages, translating between them can sometimes be a puzzling job. Therefore, it is quite essential for English-Arabic-English translation students, especially the non-native speaker of the two languages to be aware of the linguistic differences between the two languages. This is due to the fact that such differences can be the source of serious translation problems and difficulties and consequently poor translation quality.

It falls out of the objectives of this research work to provide a thorough analysis of all the similarities and differences between every linguistic and stylistic aspect of English and Arabic.

Moreover, Aziz (1989: 7) points out that it is impossible to compare and contrast all the areas of the grammars of two languages in one study. Therefore, in this chapter, the researcher tried to briefly contrast some aspects of the two languages' linguistic systems and stylistic features which are of particular importance to this study. Such contrastive analysis will make it easier for the readers of this research work to understand the findings and explanations provided afterwards. In other words, after reading the first part of each section, it would become easier to comprehend each linguistic problem/difficulty that the non-native students faced while translating between English and Arabic.

This chapter presents the research findings. It provides a general list of the linguistic problems and difficulties of translation which emerged from the analysis of participants' translation product; i.e. the translated texts. This study was based on the linguistic-oriented theories and product-oriented approaches that view translation as the process of finding the closest possible equivalence of the form, style and content of the original text in the intended language. Based on these theories and approaches of Nida's (1964), Catford's (1965) and Nida and Taber's (1969), the researcher presents three clusters; the grammatical problems and difficulties, the semantic and lexical problems and difficulties and the stylistic problems and difficulties, and several sub-groups. Each sub-group represents a particular problem/difficulty faced by the participants while translating between English and Arabic. This chapter also highlights and discusses some other transfer issues which were detected while analyzing the translated texts. These include, inter alia: spelling errors, ignoring the translation of titles, sentences and/or whole passages, translation of singular and plural nouns and adding information.

3.1 The Linguistic Problems and Difficulties of English-Arabic-English Translation

Data analysis revealed that the non-native speakers of English and Arabic face so many linguistic problems and difficulties while translating between these two languages. For the sake of organization, the researcher has classified the detected translation problems and difficulties into three major groups: grammatical, semantic and lexical and stylistic. The grammatical

problems and difficulties include the translation of tenses, grammatical agreement, case, prepositions, definiteness and indefinites, the coordinating conjunction 'and' (و) /wa/, words formation, word order, passive voice, direct and indirect speech, nominal and verbal sentences and capitalization. The semantic and lexical problems and difficulties include the translation of individual words, proper nouns, pronouns, abbreviations, collocations, and fixed expressions. The semantic and lexical problems and difficulties are evident in the use of unacceptable TL equivalences, inaccurate TL equivalences, transliterations, literal translations and no translation. Finally, the stylistic problems and difficulties include the choice of words, use of long and short sentences and translation of titles (nominal or verbal sentences).

3.1.1 The grammatical problems and difficulties

Comprehending the meaning of the entire original text is the first milestone in any translation activity. However, transferring that meaning into the TL using grammatically well-formed and lexically correct sentences is the cornerstone of this activity. The grammatical problems and difficulties of translating between two languages arise when translators cannot convey the same grammatical function of a grammatical component of the ST in the TL. They may also be the result of the attempt to transfer the meaning of one language into the other without abiding by the TL's grammatical rules and constraints. This is usually the result of having a poor knowledge of either of the languages involved in this process or the two of them. This makes translation a challenging task, especially when the source language has grammatical categories and structures completely variant from the ones the target language has. This task becomes even more challenging in cases in which the translator is a non-native speaker of neither of the language pair. This is the case of the participants in this study in the process of translating between English and Arabic.

The analysis of the translation product of the participants revealed that every participant in this study faced several grammatical problems and difficulties while translating from English into Arabic and vice versa. These problems and difficulties include maintaining grammatical agreement, indicating syntactic cases, modifying the order of words to suite the structure of the TL and providing the correct forms of nouns, verbs and adjectives. The participants also faced difficulties in translating tenses, prepositions, the definite and indefinite articles and the conjunction 'and'. Moreover, providing the correct structure of direct and indirect speech

sentences and passive voice sentences was problematic for the participants. This is in addition to the errors of capitalization while translating the Arabic passages into English.

3.1.1.1 Tense and aspect

‘Tense’ and ‘aspect’ are grammatical categories. In most languages, the form of the verb changes to express the ‘tense’ and ‘aspect’ of an action, event or state. The tense of the verb denotes when the action took place, which can be in the past, present or future. The aspect of the verb refers to how the action ‘extends over time’; i.e. whether the action is completed, non-completed or continuous (Dickins 2017: 31).

Before we go any further in explaining how English and Arabic are similar to each other or different from each other in terms of tenses and aspects, we need to understand how an action, event or state is situated in time. We need to imagine time as a line with a point of reference in the middle as follows:

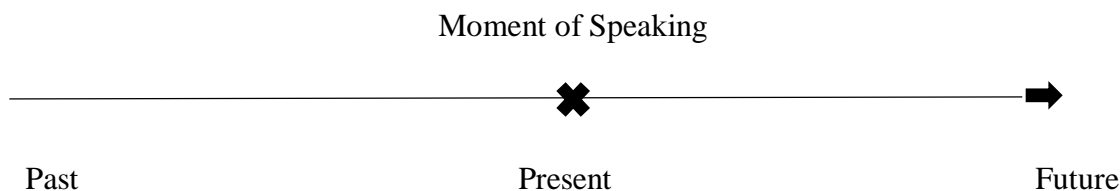


Figure 3.1: Divisions of time

The point of reference represents the present moment or moment of speaking. Every action or event that takes place at the present moment is a present event or action. Every action or event that happens before the present moment is a past event or action. Finally, every action or event that happens after the present moment is a future event or action.

English tenses are either simple or complex (Aziz 1989: 39). English aspects are either simple, perfect, progressive or perfect progressive. The simple tenses represent the three basic time periods, and they are the past, the present and the future simple tenses. The three simple tenses and the four aspects conflate together to form 9 complex tenses; namely, the past, present and future perfect tenses, the past, present and future progressive tenses and the past, present and future perfect progressive tenses.

The twelve English tenses are used differently. We will provide a brief description of the basic uses of each tense. The present simple tense is basically used to refer to general truths;

e.g. 'The sun rises in the east', scientific facts; e.g. 'Water boils at 100°C', repetitive or habitual actions; e.g. 'He smokes a lot' or mere ability in the present; e.g. 'He speaks four languages'. The present progressive tense is the present tense and progressive aspect conflated together. It denotes events or actions that are in progress at the present moment; e.g. 'It is raining heavily right now'. The past simple tense expresses an event or action that was completed at a specified time in the past; e.g. 'I phoned her yesterday' or habitual actions in the past; e.g. 'She called me every day when I was sick'. The past progressive tense is the past tense and progressive aspect conflated together. It refers to an action which was in progress when interrupted by another action in the past; e.g. 'It was raining heavily when they arrived home'. The present perfect tense is the present tense and perfect aspect conflated together. It indicates that the event or action took place at an unparticular past time but its consequences continue up to the present; e.g. 'Life has become difficult'. The past tense and the perfect aspect conflate together to form the past perfect tense which is generally used to express an action that happened before another action in the past; e.g. 'The train had left ten minutes before they arrived to the station'.

Arabic tenses are either perfective/completed or imperfective/non-completed. The perfective tense is used when the action takes place in the past, whereas the imperfective tense is used when the action takes place in the present. In Arabic the verb changes to indicate tenses only. This means that the form of the verb in Arabic is either in the past 'كتب' /kataba/ (he wrote) or in the present 'يكتب' /jaktubu/ (he writes/is writing). No aspects as such in Arabic, only aspectual indicators. In other words, while English aspectual differences are indicated morphologically, Arabic aspectual differences are expressed lexically by the use of the particles 'قد' /qad/ and 'لقد' /laqad/ (just), the modal verb 'كان' /ka:na/ (was/were) or adverbs of time. Thus the English progressive aspect; for example, is indicated grammatically by the use of the -ing form of the verb, whereas in Arabic it is indicated lexically by the use of an adverb of time like 'الآن' /alʔa:n/ (now); 'تمطر الآن' /tumturu alʔa:n/ (it is raining now). Based on this, Al Ghussain (2003: 68-69) enumerates many simple and complex "tense-like forms in Arabic" as the following:

- . The "simple imperfect": This denotes present; e.g. 'يذهب' /jaðhabu/ (he goes).
- . The "complex imperfect": This, with the future prefix 'سوف/س' /sawfa /sa-/ (will), has the basic meaning of future; e.g. 'سيذهب' /sajaðhabu/ (he will go).

. The “simple perfect”: This tense indicates the past; e.g. ‘ذهب’ /ḏahaba/ (he went) / (he has gone).

. The “complex imperfect”: This, with the modal verb ‘كان’ /ka:na/ (was/were), indicates the past progressive or habitual past actions; e.g. ‘كانت تدرس’ /ka:nat tadrusu/ (she was studying) / (she used to study).

. The “complex perfect”: This, with the particle ‘لقد’ /laqad/ (just), indicates the past perfect; e.g. ‘لقد ذهب’ /laqad ḏahaba/ (he had gone).

However, the above mentioned forms are hardly used in Arabic. While English tends to use simple as well as complex tenses, the use of only simple tenses is a common feature of Arabic.

The differences between English and Arabic’s forms, numbers and uses of tenses and aspects make translating this grammatical element from one language into the other a challenging task. Data analysis revealed that all the participants in this study were confused while translating tenses between English and Arabic. These problems include choosing the correct verb form and using the most appropriate aspectual indicators while moving the English-Arabic direction. This is particularly the case while translating the English present perfect tense, present simple tense, past simple tense and/or present progressive tense. In their translations of the Arabic passages into English, choosing the most appropriate equivalent tense was also a major difficulty for the participants. For example, there was a major tendency by many participants to use the simple past tense where the present simple tense, the present perfect tense or the past perfect tense had to be used, and vice versa. (Please go to Chapter 4, Section 4.1.1.2 and Section 4.2.1.1 for a better understanding of the problems and difficulties in translating tenses).

3.1.1.2 Grammatical agreement

Grammatical agreement, also called concord, is a morpho-syntactic feature of language which indicates the existence of a relation of harmony or sequence between two words in a sentence. Igaab & Altai (2017: 288) indicate that this special relation makes one word (usually referred to as the ‘controller’) change the form of the other (usually referred to as the ‘target’), in accordance with the rules of syntax.

Grammatical agreement in English is simple and has only three types:

1. subject-verb agreement: Every English verb must achieve agreement with its subject in person and number. When the subject is 3rd person singular, the verb takes ‘-s’ in the present simple tense; e.g. he goes, she goes, Mary goes (an instance of inflection). Singular subjects must take singular verbs; e.g. she is, Dani was, he has. Plural subjects must take plural verbs; e.g. they are, we have, the books were; etc. Some students make agreement mistakes when the subject is made up of two or more nouns or when it is joined with ‘or’; e.g. ‘Mary and Dani are coming’, ‘Mary or Dan was coming’, ‘The books and the pen are on the table’; etc. Such translation errors are mostly the result of lack of attention and/or no proof-reading of the translated text.
2. Demonstrative article-noun agreement: Every demonstrative article in English (pronouns and adjectives) must achieve agreement with the noun it indicates in number. Thus, ‘this’ and ‘that’ are used with singular nouns, whereas ‘these’ and ‘those’ are used with plural nouns. *(sometimes, there is agreement between the demonstrative article and the tense of the verb; viz. ‘this’ and ‘those’ are used with present tenses, whereas ‘that’ and ‘those’ are used with past tenses)
3. Pronoun-antecedent agreement: Every pronoun has to achieve agreement in gender, person and number with the noun or pronoun it indicates; e.g. ‘Mary/she called me herself’, ‘I have travelled to Greece several times as it is such a beautiful country’.

In Arabic, grammatical agreement includes 8 complex types:

1. Subject-verb agreement: Every verb must agree with its subject in gender. If the subject is composed of two or more nouns, the verb agrees with the gender of the closer noun; e.g.

a. يذهب سامر وأخته سلمى إلى الجامعة.

jaðhabu samer wa ʔuxtuhu salma ʔilal zamiʕati

Samer and his sister Salma go to college

b. تذهب سلمى وأخوها سامر إلى الجامعة.

taðhabu salma wa ʔaxu:ha samer ʔilal zamiʕati

Salma and her brother Samer go to college

However, when the verb is positioned after the subject, the verb must agree with the subject not only in gender but also in number. Compare between these examples:

c. يلعب الأطفال في الحديقة

jalʕabul ʔatfalu fil hadiqati

Kids are playing in the park

d. إن الأطفال يلعبون في الحديقة

ʔinnal ʔatfala jalʕabu:na fil hadiqati

Kids are playing in the park

e. تلعب الفئتان في الحديقة

talʕabul fatata:ni fil hadiqati

The two girls are playing in the park

f. إن الفئتان تلعبان في الحديقة

ʔinnal fata:ta:ni talʕaba:ni fil hadiqati

The two girls are playing in the park

If the subject is composed of two or more nouns and the verb is poisoned after the subject, the verb must agree with the closer noun only in gender and with the conjoined subject in number.

2. Subject-predicate: Every predicate must agree with its subject in number, gender, definiteness and indefiniteness.
3. Noun-adjective agreement: Every adjective must achieve agreement in gender, case, number, definiteness and indefiniteness with the noun it describes.
4. Noun-relative pronoun agreement: Every pronoun must achieve agreement in gender and number with its noun; e.g. 'الطالب الذي' /atta:libul laði:/ (the student who; singular masculine), 'الطالبة التي' /atta:libatul lati:/ (the student who; singular feminine), 'الطلاب اللذين' /attulla:bul laði:na/ (the students who; plural masculine), 'الطالبات اللاتي' /atta:liba:tul la:ti:/ (the students who; plural feminine); etc. Relative pronouns must agree with dual nouns in number, gender as well as case; e.g. 'الذان الطالبان' /atta:libanil laða:ni/ (the two students who; masculine in the nominative case), 'الطالبتان اللتان' /atta:libata:nil lata:ni:/ (the two students who; feminine in the nominative case), 'اللذين الطالبين' /atta:libe:nil laðe:ni/ (the two students who; masculine in the accusative and genitive cases), 'اللّتين الطالبتين' /atta:libate:nil late:ni:/ (the two students who; feminine in the accusative and genitive cases).

5. Demonstrative article-noun agreement: Every demonstrative article has to achieve agreement with the noun it modifies in number, gender and/or case; e.g. 'هذا الطالب' /hðɑ:t ta:libu/ (this student; singular masculine), 'هذه الطالبة' /hɑðihit ta:libatu/ (this student; singular feminine), 'هاتان الطالبتان' /hɑ:ta:nit ta:libata:ni/ (these two students; dual feminine in the nominative case), 'هذين الطالبين' /hɑðai:nit ta:libe:ni/ (these two students; dual masculine in the genitive case), 'هؤلاء الطلاب' /hɑʔwla:ʔit tulla:bu/ (these students; plural masculine); etc.
6. The conjuncts of a coordinate structure: The conjuncts of a coordinate structure must agree together in case; this applies only to the coordinating not the explanatory or the explicative type of coordination. In the explanatory structure, the two conjuncts must agree in case, gender, number, definiteness and indefiniteness; e.g. 'جاء أخوها خالد' /ʒɑ:ʔa ʔaxuwɑ: xa:lidu/ (her brother Khaled has come).
7. Number-noun agreement: Some numbers has to achieve agreement in gender and case with the noun they refer to. For example, the numbers 'one' and 'two' agree with their nouns, whether the noun is single; e.g. 'طالب واحد' /ta:libun wa:hidun/ (one student; singular masculine in the nominative case), 'طالبة واحدة' /ta:libatun wa:hidatun/ (one student; feminine in the accusative case), 'طالبين اثنين' /ta:libe:ni ʔne:ni/ (two students; masculine in the accusative or genitive cases), 'طالبتان اثنتان' /ta:libata:ni ʔnata:ni/ (two students; feminine in the nominative case); etc., compound (combined with number 'ten'); e.g. 'أحد عشر طالباً' /ʔaħda ʕafara ta:liban/ (eleven students; masculine), 'إحدى عشرة طالبة' /ʔihda: ʕafrata ta:libatan/ (eleven students: feminine), 'اثنا عشر طالباً' /θna: ʕafra ta:liban/ (twelve students; masculine), 'اثنتا عشرة طالبة' /θnata: ʕafrata ta:libatan/ (twelve students; feminine), or joined with (و); e.g. 'واحداً وعشرون طالباً' /wa:hidan wa ʕifru:na ta:liban/ (twenty-one students; accusative). Number ten also agrees with the noun it modifies in gender only when it is part of a compound number; e.g. 'ثلاثة عشر طالباً' /θala:θata ʕafra ta:liban/ (thirteen students; male), 'ثلاث عشرة طالبة' /θala:θa ʕafrata ta:libatan/ (thirteen students; female); etc.
8. Pronoun-antecedent agreement: Every pronoun has to achieve agreement in gender, case and number with the noun it indicates.

The different numbers and types of grammatical agreement in Arabic and English and the manner of indicating this grammatical category creates difficulties especially for the

translators who are non-native speaker of the two languages. Data analysis revealed that all the participants faced problems in maintaining grammatical agreement between a word and the other, especially while moving in the English-Arabic direction. Thus while translating the English passages into Arabic, the participants did not achieve agreement between the verb and its subject, between the adjective and the noun it modifies, between the elements of a conjunct structure and/or between the pronoun and its antecedent. While translating the Arabic passages into English, the participants did not achieve agreement between the verb and its subject and/or between the pronoun and its antecedent.

3.1.1.3 Syntactic cases

Case is a ‘syntactic category which a noun acquires by virtue of its use in a sentence’, and it refers to ‘the function of the noun in the sentence’ (Aziz 1989:111). In English, there are three cases: the subjective case, the objective case and the genitive or possessive case. The subjective and objective cases are unmarked; e.g. ‘a new book is on the table’ and ‘I bought a new book’. The genitive case is the only case that is marked. It is usually conveyed by the use of the possessive marker (-’s), the ‘of’ construction or the possessive adjectives or pronouns.

Arabic has three cases: nominative (subjective), accusative (objective) and genitive (which is different from the English genitive case). Every case is indicated differently depending on the number of the noun (singular, dual or plural). This is in addition to that singular definite nouns have case markers different from singular indefinite nouns and plural masculine nouns have case markers different from plural feminine nouns. In other words, the nominative case is expressed by the use of (َ) /u/, the accusative case is indicated by the use of (ِ) /a/ and the genitive case is indicated by the use of (ِ) /i/ at the end of singular definite nouns. (ُ , ِ and ِ) are used at the end of singular indefinite nouns to indicate the nominative, accusative and genitive case respectively. In dual nouns, the suffix ‘-ان’ /-a:n/ is used to indicate the nominative case, whereas the accusative and genitive cases are indicated by the use of the suffix ‘-ين’ /-e:n or -i:n/. In plural masculine nouns, ‘-ون’ /-u:n/ is used to mark the nominative case and ‘-ين’ /-e:n or -i:n/ is used to mark the accusative and genitive cases. On the contrary, ‘ ُ ’ /u/ is used to mark the nominative case and ‘ ِ ’ /i/ is used to mark the other two cases in plural feminine nouns. Unlike English, the possessive case in Arabic is not marked. Therefore, in Arabic, we say ‘كتاب الطالب’ /kitabut ta:libi/ (book DEF-student; the student’s book or the book

of the student). Therefore, many translation students face problems in providing the correct possessive structure while translating from Arabic into English

We have seen above that both English and Arabic have three grammatical cases of nouns. However, while the Arabic three cases are differently marked, and this depends on the case, gender, number, definiteness and/or indefiniteness of the noun, the English subjective and objective cases are unmarked. While the possessive case is marked in English, it is not in Arabic. Data analysis revealed that indicating cases properly, especially while translating from English into Arabic, was a difficulty for the majority of the participant. As a result, the participants did know how to acceptably indicate the nominative, accusative and/or genitive cases in Arabic, and/or they did not know how to correctly indicate the possessive case in English. For example, 3 participants unacceptably translated ‘رئيس الوزراء اليوناني’ /raʔi:sul wuzaraʔil ju:nani:u/ (the Prime Minister of Greece or Greece’s Prime Minister) in the first sentence of the second Arabic passage as ‘Greece Prime Minister’ instead of ‘Greece’s Prime Minister’ or ‘the Prime Minister of Greece’. 9 participants also translated ‘احتفالات العام الحالي’ /iħtifa:latil ʔa:mil ħa:li:i/ (the celebrations of the current year or the current year’s celebrations) in the third sentence of the same passage into English unacceptably as ‘the current year celebrations’ instead of ‘the current year’s celebrations’ or ‘the celebrations of the current year’.

3.1.1.4 Words formation

Words formation (morphology) is one of the main branches of linguistics that deals with how the basic linguistic units of a language; i.e. words, are formed. The study of morphology includes two branches; inflectional morphology and derivational morphology. Regarding English and Arabic, the two languages have variant morphological features. Farghal & Almanna (2015: 25) described the morphology of English as “predominantly analytic” and the morphology of Arabic as “largely synthetic”. First, we will differentiate between English and Arabic morphological structures, then we will discuss the two branches of morphology.

English words are made out of morphemes; the smallest linguistic units of meaning. English morphemes are basically divided into 2 groups as follows:

1. Free/lexical morphemes: They are words that can stand alone. These include nouns (book), verbs (read), adjectives (tall) and adverbs (fast). Words in this group are also

referred to as ‘lexical content’ or ‘open-class’ words as they form the major part of vocabulary and new words can freely be added to them.

2. Bound/grammatical morphemes: They cannot stand alone. They are affixes which need to be attached to a base or stem; i.e. a single free morpheme. English affixes are either inflectional or derivational. Inflectional affixes are only suffixes added at the end of a stem or base. Inflectional suffixes are either visible; e.g. -s, -ing, -er; etc. or non-visible (called a null or zero morpheme as it does not have a phonetic form; e.g. ‘fish’ as a plural word has the same form of its stem ‘fish’). On the contrary, derivational affixes are either prefixes (attached before a base or stem); e.g. dis-, in-, un-; etc. or suffixes; e.g. -ful, -ment, -er; etc. The use of inflectional morphemes is determined by syntax, whereas derivational morphemes are used to generate new words by changing the grammatical category or meaning of the already existing word.

For example, the word ‘writers’ is made up of the free morpheme or root ‘write’, the bound doer morpheme ‘-er’ and the bound plural morpheme ‘-s’.

Fromkin et al. (2000: 27) discusses a third group of morphemes; independent morphemes. These are pronouns, determiners, prepositions and conjunctions. They are grammatical rather than lexical morphemes as they are limited in number and range of concepts. They are referred to as the “closed-class words” as “no new words can be added to them” (Al Ghussain 2003).

Arabic morphology is very rich and flexible but complex. Arabic words are a combination of “roots and patterns” (Dickins 2000: 39). In other words, the basis of most Arabic words is a trilateral consonantal root; e.g. ‘كتب’ /k-t-b/ (write). To this simple root (جذر) vowels and affixes (prefixes, infixes and/or suffixes) are added according to specific patterns to change its grammatical category or meaning; e.g. ‘يكتب’ /jaktubu/ (he writes/is writing), ‘كَتَبَ’ /kataba/ (he wrote), ‘كُتِبَ’ /kutiba/ (was written), ‘تكتب’ /taktubu/ (she writes/is writing), ‘كاتب’ /katib/ (writer), ‘كتاب’ /kitab/ (book), ‘مكتوب’ /maktwbun/ (written), ‘مكتبة’ /maktabah/ (library); etc.

We have already seen how English words are made out of morphemes. English words are classified into 8 groups referred to as parts of speech. These include: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections (Dickins, Hervey & Higgins 2017: 129). In Arabic words are reduced into 3 groups: nouns, verbs and particles.

Proper names, common nouns, pronouns, adjectives, relative pronouns, demonstrative articles and numerals are all parts of the group of nouns. Particles are uninflected words like conjunctions,

prepositions, adverbs and interjections (Al Ghussain 2003: 66-67).

Arabic nouns are either rigid or derived. A rigid noun is the noun that is not derived from another word and it has only one form. Rigid nouns are either concrete nouns; e.g. 'رجل' /razul/ (man), 'كتاب' /kitab/ (book), 'سما' /sama:ʔ/ (sky); etc., or abstract nouns; e.g. 'سعادة' /saʕa:dah/ (happiness), 'عمل' /ʕamal/ (work), 'كرم' /karam/ (generosity), 'جلوس' /ʒulu:s/ (sitting/to sit), 'قراءة' /qiraʔah/ (reading/to read), 'تدريس' /tadri:s/ (teaching/to teach); etc. (* An abstract noun is either a gerund 'دراسة' /dira:sah/ (studying) or infinitive 'أن أدرس' /ʔan ʔadrus/ (to study). Derived nouns are derived from other words; particularly from the abstract nouns; e.g. 'سعيد' /saʕi:d/ (happy), 'عامل' /ʕamil/ (worker), 'كريم' /kari:m/ (generous); etc. (*All Arabic verbs and derived nouns are generated from the abstract rigid nouns).

Inflectional affixes:

Inflectional morphology deals basically with how inflectional suffixes are added to stems or bases so that the resulting word can be used in specific types of phrases and sentences. In other words, inflectional morphemes add certain grammatical features to words. In English, these inflectional suffixes include -'s which denotes possession (genitive case), -s which indicates the plural of regular nouns, -s which indicates the 3rd person singular with the present simple tense, -ed which indicates the past and past participle forms of regular verbs, -ing which indicates the progressive and present participle forms of verbs and -er and -est which show the comparative and superlative forms of adjectives. English inflectional affixes are limited in number and uses. On the contrary, as a Semitic language, Arabic is highly inflectional. So, while English nouns are inflected only for number (only plural), possession and comparison, the nouns, adjectives and pronouns in Arabic are always inflected for gender (male and female), case (nominative, accusative and genitive) and number (dual and plural). While English verbs are inflected only for person (only 3rd person), tense and aspect*, Arabic verbs get inflected for person (1st, 2nd and 3rd) (by affixes attached to verbs like 'نلعب' /nalʔab/ (we play/are playing), 'لعبت' /talʔab/ (she played), 'يلعب' /jalʔab/ (he plays/is playing), 'لعبا' /laʔiba:/ (they (two) played); etc.), number (singular, dual and plural) (suffixes like '-ان' /-a:n/, '-ا' /-a:/, '-ون' /-u:n/, '-وا' /-u:/ or '-ين' /-e:n or -i:n/), gender (male and female) '-ات' /-a:t/, tense (past and present)

(diacritics ‘َ’ /a/ and ‘ُ’ /u/ at the end of verbs), mood (indicative, subjective, jussive and imperative) and voice (active and passive). *(In Arabic, particles are used to indicate aspect).

Derivational affixes:

Derivational affixes are morphemes attached to a stem; i.e. ‘the central bit of a word’ (Dickins, Hervey & Higgins 2017: 128) to add new open-class words to a language. This is because derivational affixes either change the grammatical category or meaning of already existing words. In English, derivational affixes are only prefixes and suffixes, whereas in Arabic, there are derivational prefixes, suffixes as well as infixes. English derivational prefixes like dis-, un-, in-, etc., derivational suffixes like -er, -ful, -al; etc. or both; e.g. disagreement, are added to generate new words of different meanings and/or different grammatical categories. Affixation is the most common way of building up new vocabulary in Arabic. However, compared to English, Arabic derivational affixes are very limited in number. Translating English derivational affixes into Arabic can be problematic as sometimes there is no correspondence; e.g. ‘useful’, or there is a one-to-many correspondence; e.g. ‘illegal’ is (غير قانوني) /ʕe:ir qa:nu:ni:/ or ‘مخالف للقانون’ /muxa:lif lilqa:nu:n/ or ‘ليس قانونياً’ /lae:sa qa:nu:ni:ian/.

We have seen how English and Arabic have different ways of forming words. Providing the correct form of some verbs, nouns, adjectives and adverbs while translating them into the target language was a major challenge for many participants in this study. The resulted errors, in some cases, had changed the intended meaning of the ST. For example, some participants had difficulties in providing the correct form of the adjective ‘التنموية’ in English. Therefore, they translated it using the noun ‘development’ (تنمية) /tanmi:ah/ or the adjective ‘developing’ (نامية) /na:mi:ah/ instead of the correct form ‘developmental’.

3.1.1.5 Word order

One important aspect of syntax is the order of words. Here we will discuss the order patterns of subjects and verbs and the arrangement of nouns and adjectives in the two languages. English has only one pattern of word order in which the subject always comes before the verb and the verb is positioned before the object/complement. Therefore, English is often classified as a ‘Subject–Verb–Object (SVO) language’ (Fromkin et al. 2000: 107). Arabic syntactic structure is more flexible than that of English. It has two word-order patterns: VSO which is

the most regular pattern and SVO (only in MSA) which is less commonly used. This means that the subject and verb can exchange positions in Arabic sentences. Using the SVO pattern is limited and governed by the speaker's intention to draw the attention to the doer of the action instead of the action itself. Moreover, when the emphatic particle 'انّ' /ʔinna/ begins the sentence, the use of the SV pattern becomes a must; e.g. 'تدرس الفتاة بجد' /tadrusul fata:tu bizdin/ (the girls studies/is studying hard) / 'انّ الفتاة تدرس بجد' /ʔinnal fata:ta tadrusu bizdin/ (the girl studies/is studying hard). *The traditional Arab grammarians consider the Arabic SVO sentences as nominal rather than verbal sentences; e.g. 'السماء تمطر' /assamʔu tumtiru/ (DEF-sky rain-PRS; the sky rains/is raining).

In the same vein, the arrangement of nouns and adjectives is totally the opposite between English and Arabic. So, while the English adjective precedes the noun it describes, the Arabic adjective follows the noun it describes. For example, the phrase 'a funny story' must be translated into Arabic as 'قصة مسلية' /qissatun musalli:atun/ and NOT as 'مسلية قصة' /musalli:atun qissatun/. Another feature of Arabic word order is that since the adjective comes after the noun it describes, it is not necessary to be positioned directly after the noun; in other words, it can be separated from the noun it describes. This is not a feature of English as adjectives must come directly before the nouns they describe. To illustrate, we can say 'التجربة التنموية لرابطة العالم' /attʔrubatut tanmawi:atu lira:bitatil ʕa:lamil islami:i/ (the developmental experience of Muslim World League) OR 'تجربة رابطة العالم الإسلامي التنموية' /taʔrubatu ra:bitatil ʕa:lamil islami:i atnmawi:iatu/ (the developmental experience of Muslim World League). However, in English, the adjective 'developmental' must only be positioned before the noun 'experience'. Moreover, in English, when two or more adjectives come before a noun, they must be placed according to a particular order (opinion, size/length/height, physical appearance, shape, age, color, origin, material, type and purpose). Thus, we can say 'a tall green tree' but NOT 'a green tall tree'. This a grammatical feature of English but not of Arabic. In Arabic, adjectives can be placed in any order after the noun they modify. So, we can say 'شجرة طويلة خضراء' /ʃaʒaratun tawi:latun xadraʔu/ (a tall green tree) OR 'شجرة خضراء طويلة' /ʃaʒaratun xadraʔu tawi:latun/ (a green tall tree). These two phrases are grammatically correct, but semantically they are slightly different. In the first phrase, the speaker wants to emphasize that the tree is 'tall', whereas in the second one the speaker wants to emphasize that the tree is 'green'.

English and Arabic have opposite word order, especially in the order of the verb and its subject and the noun and its adjective. Although the participants were most probably aware of such difference between English and Arabic, the majority of them made so many errors of word order. For example, they preserved the VS word order of the Arabic sentences when they translated them into English, and/or they preserved the SV word order of the English sentences when they translated them into Arabic. They also kept some adjectives placed before their nouns when they translated from English into Arabic, and/or they kept some adjectives placed after their nouns while translating in the reverse direction.

3.1.1.6 Nominal and verbal sentences

Just like most languages of the world, Arabic and English sentences have two parts. These two parts are the subject and the predicate. In the two languages, the subject can be a noun, a pronoun or a noun phrase (NP). English predicates can be composed of the verb alone or a verb phrase (VP). This means that all English sentences must have at least one main verb to be grammatically acceptable. Arabic predicates may be composed of the verb alone, a verb phrase, an adjective or a prepositional phrase. This means that some Arabic sentences can stand with no verbs at all. In other words, all English sentences are verbal sentences, whereas Arabic sentences are either verbal or nominal (non-verbal) sentences. Arabic verbal sentences start with a verb; e.g. 'يلعب الولد في الحديقة' /jalʕabul waladu fil hadi:qati/ (the boy is playing in the garden). Arabic nominal sentences start with a noun or pronoun that is called the 'subject' or 'topic' (المبتدأ) (AlFarkh 2005: 162). Arabic nominal sentences are of two types depending on the predicate (الخبر). Thus there are verbal and verbless nominal sentences (Al-Ghussain 2003: 83-84). In the verbal nominal sentences, the predicate is a verb or verb phrase; e.g. 'أتناول طعام' /ʔinnani ʔatana:walu taʕa:mal ʕaʕa:ʔi/ (I am having dinner). In the verbless nominal sentences, the predicate can be a noun 'أختي مهندسة' /ʔuxti: muhandisatun/ (sister-POSS ADJ engineer-F; my sister is an engineer), an adjective 'السماء صافية' /assama:ʔu sʕa:fi:atun/ (DEF-sky clear; the sky is clear) or 'أنا سعيدة' /ʔana: saʕi:datun/ (PRO happy-F; I am happy), a prepositional phrase; e.g. 'نحن في الهند' /naħnu fil hindi/ (we in India; we are in India). These examples refer to a state of being 'يكون' /jaku:n/ (be). In the verbless nominal sentences, the verb is not given explicitly; it is implied and usually determined by its context.

There was a major tendency by some participants in this study to translate English sentences into Arabic as nominal sentences (titles are not included here as Arabic title should be nominal sentences). For example, 3 participants translated the first sentence of the first English passage into Arabic as a nominal sentence starting them with ‘ان’ /ʔinna/ as ‘إن الولايات المتحدة وأوروبا طردت عشرات من الدبلوماسيين الروسيين ...’ /ʔinnal wilaja:til muttaḥidati wa ʔawru:bba: taradat ʕafara:tin minad diblu:masi:i:nar ru:si:i:na/ (the United States and Europe expelled dozens of Russian diplomats ...) which provides stylistically some sense of formality. 10 other participants translated the same sentence into Arabic as a nominal sentence without using ‘ان’ /ʔinnal/ but by keeping the English SV words order as the following ‘الولايات الأمريكية المتحدة ... وحلفاءها الأوربيين يطردون عشرات الدبلوماسيين الروسيين ...’ /alwilaja:tul ʔamri:ki:atul muttaḥidatu wa ḥulafa:ʔahal ʔawru:bi:i:na jatrudu:na ʕafara:tid diblu:masi:i:nar ru:si:i:na/ (the United States and its European allies are expelling dozens of Russian diplomats ...).

8 participants translated ‘the British scientist was famed for ...’ into Arabic as a nominal sentence also by keeping the subject before the verb as the following ‘العالم البريطاني ذاع صيته ...’ /alʔalim albarita:ni: ḏa:ʕa sʕi:tuhu/ (the British scientist was famed for ...) or ‘عالم بريطانيا كان شهيراً’ /kana ʔa:limu bari:ta:nja: ʕahi:ran/ (the scientist of Britain was famous for ...). One participant translated the same sentences as a nominal sentence starting it with ‘ان’ as ‘إن العالم البريطاني قد تمتع ...’ /ʔinnal ʔa:limal bari:ta:nja qad tamattaʕa/ (the British scientist was famed for ...).

3.1.1.7 Passive voice

‘Voice’ is a grammatical category of language that determines the relation between the verb of a sentence and its subject (Baker 2011: 112). In English as well as in Arabic, there are two voices: the active voice and the passive voice. Aziz (1989: 263) differentiates between these two voices as follows: the active voice is used to state that an agent is involved in an action resulting in or affecting someone or something, whereas the passive voice is used to state the resulted action and it is formed only of sentences which have a transitive verb. In other words, in the active voice, the major emphasis is directed to the doer of the action, and in the passive voice, the emphasis is directed to the resulted action itself. Moreover, in the active structure, the subject is the doer of the action, whereas in the passive structure, the subject is the receiver of the action.

In English, the active voice sentence starts with a subject/doer of the action followed by a verb and an object/receiver of the action. In Arabic, the active voice sentence starts with the verb followed by the subject and the object. Forming the passive structure in Arabic requires only changing the vowel marks of the active transitive verb. For instance, 'نُظِّفَ' /naḏ'afa/ (cleaned), 'يَأْكُلُ' /jaʔkulu/ (is eating), 'سَيُرْسِلُ' /sajursilu/ (will send) are active verbs, and 'نُظِّفَ' /nuḏ'ifa/ (was cleaned), 'يُؤْكَلُ' /juʔkalu/ (is being eaten), 'سَيُرْسَلُ' /sajursalu/ (will be sent) are their passive forms. On the contrary, the formation of the passive voice in English is much more complicated as it does not only affect the form of the active verb but it also reverses the word order of the active sentence and introduces new grammatical elements. Thus English passive voice formation requires morphological and syntactic changes. The formation of the passive voice in English can be summarized by the following steps:

1. The object (patient) of the active sentence is shifted to the first position as the subject of the passive sentence.
2. A form of the auxiliary 'Be' is introduced, depending on the tense and aspect of the active verb.
3. The active verb is changed into its past participle form.
4. The preposition 'by' is also introduced.
5. The subject (agent) of the active sentence is shifted to the final position.

We need to note that in English the agentive phrase (by + agent) may or may not appear in the passive structure.

The following illustrative examples will make the above mentioned steps more understandable:

A carpenter is fixing the door ---- The door is being fixed (by a carpenter).

A carpenter fixed the door ---- The door was fixed (by a carpenter).

A carpenter has fixed the door ---- The door has been fixed (by a carpenter).

A carpenter will fix the door ---- The door will be fixed (by a carpenter).

The passive voice has two structures: agentive and agentless. The agentive passive is used when the doer of the action is a significant part of the sentence; e.g. 'America was discovered by Christopher Columbus'. The agentless passive is used when the agent is not identified, unimportant or redundant or when the speaker or writer intends to keep the identity

of the agent anonymous; e.g. ‘Serious Covid-19 patients are being treated in ICU’. In English, the two passive structures; the agentive and agentless, are commonly and alternatively used. On the contrary, Arabic uses only the agentless structure. Therefore, the agentive passive sentences must be translated into Arabic as active sentences. For example, the following English sentence ‘the door was fixed by a carpenter’ must be translated into Arabic as ‘أصلح النجار الباب’ /ʔasʕlaħan nazʒa:rul ba:ba/ (the carpenter fixed the door) and NOT ‘أصلح الباب من قبل النجار’ /ʔusʕliħal ba:bu min qibalin nazʒa:ri/ (the door was fixed by the carpenter). In Arabic, it is much more preferable style to use the active structure whenever the agent is specified as using the agentive phrase (by + agent) is frowned upon in Arabic. This could be one the causes of the stylistic errors in English-Arabic-English translation.

Few participants in this research work faced problems in producing the correct form of the passive voice, especially while translating from Arabic into English. For example, 4 participants translated the relative clause ‘برنامج رعاية الأسرة والطفل الذي يقدمه المركز للفقراء والمرضى’ /barna:maʒi riʕa:jatil ʔusrati wat tifiil laði: juqaddimuhul markazu lilfuqara:ʔ wal marda:/ (the family and child care program which was being offered by the Center for the poor and patients) in the second sentence of the first Arabic passage into English acceptably using the passive voice. However, they made errors in the form of the passive structure. So, one participant translated it as ‘the programme of family and children care which is being introducing by the centre’ instead of ‘the programme ... which is being introduced by the Centre’, another participant translated it as ‘the family and child care programme, that’s provides the centers’ instead of ‘the ... programme that is provided by the center’, the third participant translated it as ‘the programme of family and child, which had been present the centre’ instead of ‘the program ... which had been presented by the centre’ and the last participant translated it as ‘the family and child protection program which organised by the center’ instead of ‘the ... program which was being organized by the center’.

Moreover, some participants translated some English agentless passive sentences into Arabic unacceptably as active sentences. For example, 21 participants translated ‘...: Russian diplomats are expelled across US and Europe’ in the title of the first English passage into Arabic as ‘طرَدَ الدبلوماسيون الروسيون من أنحاء الولايات المتحدة وأوروبا’ /taradad diblu:masi:u:nar ru:si:u:na min

ʔanħa:ʔil wila:jatil muttahidati wa ʔuru:bba/ (the Russian diplomats expelled from around the United States and Europe).

3.1.1.8 Definite and indefinite articles

The definite and indefinite articles are determiners that are used before nouns to describe or modify them. They determine the presence or absence of definiteness of nouns; i.e. they indicate whether a noun refers to something generic, specific or unique (reference).

In English, we can differentiate between three types of articles:

. ‘The’ is a free morpheme used as a definite article with all types of nouns when both the speaker and the hearer are familiar with their references or when the noun is mentioned for the second time.

. ‘A(n)’ is a free morpheme used as an indefinite article with singular countable non-specific nouns.

. No article (zero article) is used with plural countable nouns (e.g. ‘Elephants have sharp memories’) and mass/uncountable nouns (e.g. ‘Water is important for life’) and proper nouns (names of countries, cities, days of the week, months of the year.)

Arabic has only one definite article ‘ال’ which is equivalent to the English definite article ‘the’. Arabic definite article is a bound morpheme, and it is used before all types of nouns, whether they are of specific or generic reference; e.g. ‘القمـر ساطع الـليلة’ /alqamaru sa:tʔifunl lailah/ (the moon is shining tonight), ‘الكلاب حيوانات وافية’ /alkila:bu ħae:wa:na:tun wafi:iatun/ (dogs are faithful animals), ‘قراءة الكتب تمنحني الـسعادة’ /qira:ʔatul kutubi tamnaħuni:s saʔadah/ (reading books brings me happiness); etc. Indefiniteness is indicated in two ways in Arabic: either by the use of “nunnation”; a vowel mark or diacritic ‘ُ’, ‘ِ’ or ‘ٍ’ added at the end of singular or plural, countable or uncountable nouns and proper nouns; e.g. ‘اشتريت أثاثاً جديداً’ /iʃtarae:tu ʔaħa:ħan zadi:dan/ (I bought new furniture), ‘لقد انضمت طالباتٌ جديداً إلى المدرسة’ /laqad indʔammat ta:liba:tun zadi:da:tun ʔilal madrasati/ (New students have joined the school), or by a zero article in case of plural countable nouns and proper nouns ‘قابلت دبلوماسيين رفيعي المستوى’ /qa:baltu diblu:masi:i:na rafi:ʕi:l mustawa:/ (I met high-ranking diplomats).

Unlike English, Arabic allows the definite article to be used before concrete nouns; e.g. ‘تحدثت مع الطالبات المتفوقات’ /taħddaħtu maʔat taliba:til mutafawwiqa:ti/ (I spoke with the top students). ‘Nunnation’ also

occurs at the end of concrete nouns and adjectives. In English, days of the week (are definite even with zero article as they are proper names) and means of transportation take zero article, whereas in Arabic they take the definite article.

This is due to the great difference between the articles system of the two languages. English has three types of articles whereas Arabic has two types of Articles with two forms to indicate indefiniteness. This in addition to the difficulty in determining the type of reference each article involves in its context (al-Sulaimaan & Alsinjari 2018). Moreover, in English the choice of definite or indefinite article depends, to a great extent, on the type of the noun (singular or plural and countable or uncountable) they modify or describe. However, this restriction does not apply to Arabic. Arabic indefinite nouns become definite when they are added to one of the followings: pronouns, proper names, definite nouns, demonstrative articles or relative pronouns. In Arabic, the definite article and the indefinite markers never ever occur together on the same word. All that is mentioned before pose serious difficulties when translating articles between Arabic and English. Therefore, choosing the correct article is one of the most problematic areas of English-Arabic-English translation for learners as well as professional translators.

English and Arabic's systems of expressing definiteness and indefiniteness is not always the same. This means that translating the definite and indefinite articles between English and Arabic is not an easy task. In translating the English passages into Arabic and the Arabic passages into English, all the participants in this study faced problems - ranging from simple to serious ones - while translating articles. So, they either ignored using articles where it was required, used the one article where the other article must have been used, unacceptably used two articles and/or used the definite article with proper nouns.

3.1.1.9 Prepositions

A preposition can be a single letter, a word or a group of words that are used to connect parts of a sentence together. In English, prepositions are either simple; composed of one word; e.g. in, at, under, above; etc. or complex; composed of a group of words; e.g. in case of, instead of; etc. English Preposition are used to express a variety of relations between a noun and another noun, a noun and an adjective or a noun and a verb (for a detailed list of English prepositions and the relations they express refer to / see Aziz 1989: 184-186). In Arabic, prepositions (حروف

الجر) are either inseparable single prefixes; one consonant letter attached to a noun; e.g. ل /la:m/ (for) , ب/ba:ʔ/ (with/by), ك/ka:f/ (like/as) or a separable word which can stand alone; e.g. من /min/ (from/of), إلى/ʔila:/ (to/for), على/ʕala:/ (on/at), في/fi:/ (in); etc. Arabic prepositions are used to connect and show the relation between a noun and another noun, a noun or noun phrase and a verb or an adjective and a noun phrase (Al-Marrani 2009: 58-62). In English as well as in Arabic, prepositions come prior to their complements. However, English and Arabic have different prepositional systems. English uses around hundred prepositions, whereas Arabic has a limited number of prepositions and only a few of them are used the most.

In English, prepositions are either simple or complex. A simple preposition is composed of one word; e.g. in, at, under, above; etc. A complex preposition is composed of a cluster of words; e.g. in case of, instead of; etc. English Preposition are used to express a variety of relations between a noun and another noun, a noun and an adjective or a noun and a verb. For example, ‘in, on, at, out of, from, beyond’ are used to express spatial relation, ‘on, in, at, for, till, since’ are used to express temporal relations, ‘because of, for’ are used to express cause-purpose relations, ‘with, in’ are used to show manner, ‘by, with, without’ are used to express means or instrument, ‘by’ is used to express agentive relations; etc. (for a detailed list of English prepositions and the relations they express see Aziz 1989: 184-186).

In Arabic, prepositions are either inseparable single prefixes or separable words. An inseparable preposition is one consonant letter attached to a noun; e.g. ل /la:m/ (for). A separable preposition can stand alone; e.g. من /min/ (from/of). Arabic prepositions are used to connect and show the relation between a noun and another noun, a noun or noun phrase and a verb or an adjective and a noun phrase. For example, ‘إلى’ /ʔila:/ (to) is used to denote destination, ‘في’ /fi:/ (in) also denotes location, ‘حتى’ /ħatta:/ (until) denotes time, ‘ك’ /ka:f/ (like) expresses resemblance, ‘ل’ is used to express possession, ‘كي’ /kai:/ (to/for) denotes causative (Al-Marrani 2009: 58-62).

The noun phrase that comes after the preposition is called its complement. In Arabic as well as in English, prepositions always come prior to their complements. However, there are very limited cases in English in which the preposition comes at the end of the sentence. This happens in case of questions (Where do you come from?), passive voice sentences (The problem was dealt with.), to-Infinitive construction (There is no one to discuss the problem

with.); etc. In Arabic, the noun that comes after the preposition always takes the genitive case marker.

It is very important to keep in mind that not every preposition in English has a one-to-one correspondence in Arabic and vice versa. Some prepositions in each language can have one-to-two and even one-to many correspondences in the other language, depending on the context they are used in. There are cases in which the English preposition needs to be totally discarded when translated into Arabic and vice versa; e.g. ‘I go to school on foot’ (أذهب إلى) /ʔaðhabu ʔilal madrasati mafʔjan/ or (أذهب إلى المدرسة سيراً على الأقدام) /ʔaðhabu ʔilal madrasati saʔran ʕala:l aqda:mi/, (تتحدث الإنكليزية بطلاقة،) /tatħddaθul ʔinkli:zi:i:ah bitʕala:qah/ (she speaks English fluently). These three examples show that some prepositional phrases in English are rendered as adverbials in Arabic and vice versa. Some English prepositions such as up, above, under, beneath, etc. are considered as adverbs in Arabic. In other cases, the ST sentence does not involve a preposition and yet when rendered in the second language, a preposition must be used. For example, days of the week do not need to be preceded with a preposition in Arabic thus we say (سنسافر إلى باريس يوم الاثنين) /sanusafiru ʔla: ba:ri:sa jawmal ʔθnae:ni/ (we will travel to Paris on Monday). However, in English prepositions are necessary before days of the week thus the above mentioned Arabic sentence must be rendered in English as ‘we will travel to Paris on Monday’.

Compared to English, the number of Arabic prepositions which are most frequently used is very limited. In this case, one Arabic preposition may have several equivalences in English and several prepositions will have only one Arabic equivalence. Finding the most appropriate equivalence in this case may be a hectic job, especially for the translators who are non-native speakers of the two languages. This is the case of all the participants in this research work as all of them faced problems and difficulties while translating prepositions between English and Arabic. So, they either used one preposition in place of another, left the preposition untranslated, used two prepositions, used a preposition which is present in the ST but not needed in the TT or vice versa and/or used a wrong preposition which changes the intended meaning of the original phrase. Thus dealing with this grammatical component while translating between English and Arabic needs to be reconsidered by the students and their teachers.

3.1.1.10 Direct and Indirect speech

In/Direct speech is a way of presenting what is being said by someone. In a direct speech we place the exact words of the speaker between quotation marks. In an indirect speech no quotation marks are required. Moreover, the words of the speaker are preceded by a reporting clause consisting of a subject, a reporting verb (like said, explained, asked or wanted to know) and a subordinate conjunction (like that*, if or whether) *(the use of 'that' can be optional – not in Arabic, only in English) The direct clause is the main clause, whereas the indirect/reported clause is a subordinate clause (Aziz 1989: 273).

In English, a direct speech sentence requires certain changes to become indirect speech. These changes happen on the level of:

1. Pronouns: First person pronouns of the direct speech change into third person pronouns; e.g. /Mary: "I will quit my job"/ becomes /Mary said (that) she would quit her job/. 'You' also changes into 'I'; e.g. /"Are going to the party?"/ becomes /"He asked me if* I was going to the party."/ ('If' is added when the direct question starts with an auxiliary verb)
2. Tenses: Present tenses of the direct speech change into past tenses and past tense changes into past perfect; etc. This is called 'tense backshift' or the 'sequence-of-tense', and it is applicable when the reporting verb is in the past form. For example, /"She bought a new car"/ becomes /He told me that she had bought a new car/.
3. Adverbs of time and place: Adverbs of time like 'yesterday', 'tomorrow' and 'then' become 'the day before', 'the next day' and 'then'. 'Here' becomes 'there' (Al Ghussain 2003: 102).
4. Demonstrative articles: 'This' becomes 'that' and 'these' becomes 'those'.
5. Word order: This applies when we are reporting questions; e.g. /"Which books are you reading?"/ becomes /He wanted to know which books I was reading./ and /"Are you okay?"/ becomes /He asked me if I was okay./
6. Punctuation marks: Question mark and exclamation mark become a dot; e.g. /"What are you doing?"/ becomes /She asked me what I was doing./ and /"I am extremely happy!"/ becomes /He said (that) he was extremely happy./

All the changes mentioned above, except for the first and last ones, are not required to change a direct speech into an indirect speech in Arabic. For example, “سأسافر غداً إلى دمشق” /“saʔusafiru ɣadan ʔla: dimaʃqa”/ (“I will travel to Damascus tomorrow”) becomes ‘قال بأنه ‘سيسافر غداً إلى دمشق’ /qa:la biʔnnahu saʔusafiru ɣadan ʔla: dimaʃqa”/ (He said that he would travel to Damascus tomorrow) and “ماذا تناولت البارحة على العشاء؟” /“ma:ða: tana:waltal ba:rihata ʃala:l ʃaʃa:ʔi”/ (“What did you have for dinner yesterday?”) becomes ‘سألنتني أمي ماذا تناولت’ /saʔalatni: ʔummi: ma:ða: tana:waltul ba:rihata ʃala:l ʃaʃa:ʔi/ (My mother asked me what I had for dinner yesterday.)

Many participants in this research work faced problems while translating the direct and indirect speech sentences. So, they either translated some direct speech sentences in one language into the other language as indirect speech sentences which is not necessary but can be acceptable. However, some of these participants did not apply the verb backshift strategies explained above when they translated some Arabic indirect speech sentences into English. Moreover, the participants translated some direct speech sentences in one language into the other language acceptably as direct speech sentences but without using quotation marks, especially in the English-Arabic direction. For example, 48 participants correctly translated the first part of the fourth sentence of the first Arabic passage ‘ويبين مؤسس شركة مايكروسوفت أنه استفاد ‘من تجربة الرابطة الطويلة ... /wa bai:ana muʔassisu ʃarikati maikrusuft ʔannahu istafada min tazrubatir ra:bitʔatit tawi:lati .../ (the founder of Microsoft revealed that he had learnt from the long experience of the League ...) which is an indirect speech into English as an indirect speech. All the participants acceptably used the past tense for the reporting verb ‘بيّن’ as ‘explained’, ‘stated’, ‘revealed’, ‘said’; etc.; however, they unacceptably used the past simple tense, the present simple tense or the present perfect tense for the indirect speech verb ‘استفاد’ as ‘benefitted’, ‘was benefitted’ ‘got benefitted’, ‘took advantage’, ‘get benefitted’, ‘takes benefitted’, ‘take advantage’, ‘has made benefitted’, ‘has benefitted’, ‘has got benefitted’; etc. To achieve ‘sequence-of-tenses’ or ‘tenses harmony’, the participants must have used the past perfect tense as ‘the founder of Microsoft revealed that he had benefitted from the long experience of the league ...’.

44 participants also faced problems while translating into Arabic the direct speech sentence in the fourth sentence of the second English passage ‘In a statement, his children, Lucy, Robert

and Tim said: “He was a great scientist and an extraordinary man ...”. Thus 23 participants translated it as indirect sentence using the nominal-that clause (انّ) /ʔinna/ as the following:

وقال أولاده لكي، وروبرت، وتيم في بيان انه كان عالماً كبيراً فوق المعتاد ...

/wa qa:la ʔawladuhu laki:, wa ro:bert, wa ti:m fi baja:nin ʔinnahu ka:na ʕa:liman kabi:ran fawkal muʕtadi .../

(His kids Lucy, Robert and Tim said in a statement that he was an extraordinarily great scientist ...)

قال أطفاله في تصريح انه كان عالماً عظيماً ورجلاً عبقرياً ...

/qa:la ʔatʕfa:luhu fi tasʕri:hin ʔinnahu ka:na ʕa:liman ʕaḏʕi:man wa razulan ʕabqari:ian .../

(His children said in a statement that he was a great scientist and a generous man ...)

وفي بيان، قال أطفاله لوسي، روبرت وتيم: انه كان عالماً كبيراً ورجلاً استثنائياً ...

/wa fi baja:nin, qa:la ʔatʕfa:uhu lo:si:, ro:bert, wa ti:m: ʔinnahu ka:na ʕa:liman kabi:ran wa razulan istiḏna:ʔi:an .../

(In a statement, his children Lucy, Robert and Tim said that he was a great scientist and an exceptional man ...)

في بيان، قال أطفاله لوسي وروبرت وتيم انه كان عالماً كبيراً ورجلاً غير عادي ...

/fi baja:nin, qa:la ʔatʕfa:uhu lo:si: wa ro:bert wa ti:m: ʔinnahu ka:na ʕa:liman kabi:ran wa razulan ʕaira ʕa:di:in .../

(In a statement, his children Lucy, Robert and Tim said that he was a great scientist and an extraordinary man ...)

قال أطفاله روبرت، تيم، لكي في تصريحات، انه كان عالماً كبيراً ورجلاً غير عادي ...

/qa:la ʔatʕfa:uhu ro:bert, ti:m:, laki: fi tasʕri:ḥa:tin, ʔinnahu ka:na ʕa:liman kabi:ran wa razulan ʕaira ʕa:di:an .../

(His children Lucy, Robert and Tim said in statements, that he was a great scientist and an extraordinary man ...)

; etc.

11 participants translated it using quotation marks and the nominal that-clause (انّ) /ʔinna/ as the following:

في بيان قالت أطفاله لوسي وتم وروبرت "انه كان عالماً كبيراً ورجلاً عبقرياً، ..."

/fi baja:nin qa:lat ʔatʕfa:uhu lo:si: wa tim wa ro:bert “ʔinnahu ka:na ʕa:liman kabi:ran wa razulan ʕabqari:ian ...”/

(In a statement his children Lucy, Tim and Robert said “that he was a great scientist and a generous man ...”)

في بيان قال أبناءه لوسي وروبرت وتيم "انه كان عالماً كبيراً ورجلاً عبقرياً ..."

/fi baja:nin qa:la ʔabna:ʔahu lo:si: wa ro:bert wa taim “ʔinnahu ka:na ʕa:liman kabi:ran wa razulan ʕabqari:ian ...”/

(In a statement his kids Lucy, Tim and Robert said “that he was a great scientist and a generous man ...”)

وقال اولاده لوسي، وروبرت وتم في تصريحات لهم: "إنه كان عالماً عظيماً وشخصاً استثنائياً ..."
 /wa qa:la ʔawla:duhu lo:si:, wa ro:bert wa tim fi tasʕri:ħa:tin lahum: “ʔinnahu ka:na ʕa:liman ʕaðʕi:man wa ʕaxsʕan istiħna:ʔi:an ...”/
 (In a statement his kids Lucy, Tim and Robert said “that he was a great scientist and an extraordinary person ...”)

وقال اولاده لوسي وروبرت وتم في بيان "إنه كان عالماً عظيماً وشخصاً غير عادي ..."
 /wa qa:la ʔawla:duhu lo:si: wa ro:bert wa tim fi baja:nin “ʔinnahu ka:na ʕa:liman ʕaðʕi:man wa ʕaxsʕan ʕaira ʕa:di:in...”/
 (His children Lucy, Robert and Tim said in a statement “that he was a great scientist and an extraordinary person ...”)

; etc.

10 participants translated it using no quotation marks as the following:

قال بنوه في بيان لهم: كان عالماً كبيراً وانساناً غير عادياً ...
 /qa:la banu:hu fi baja:nin lahum: ka:na ʕa:liman kabi:ran wa ʔinsa:nan ʕaira ʕa:di:ian .../
 (His children said in their statement: he was a great scientist and an extraordinary human being ...)

في خبر/بيان أطفاله لوس، روبرت وتم قالو كان عالم كبير ورجل استثنائي ...
 /fi xabarin/baja:nin ʔatʕfa:uhu lo:s, ro:bert wa tim: qa:lu: ka:na ʕa:limun kabi:run wa razulun istiħna:ʔi:un .../
 (In a statement/report, his kids Lucy, Robert and Tim said he was a great scientist and an exceptional man ...)

في بيان قال اولاده لوس وتيم – كان هو عالم كبير ورجل ممتاز ...
 /fi baja:nin, qa:la ʔawla:duhu lo:s: wa taim - ka:na huwa ʕa:limun kabi:run wa razulun mumtazun .../
 (In a statement, his children Lucy and Tim said - he was a great scientist and an excellent man ...)

; etc.

3.1.1.11 Conjunctions

Conjunctions are non-inflected grammatical words used to connect two or more units like words, phrases, clauses, sentences or paragraphs. They do not affect the truth of what is being said. They merely indicate the way by which the writer or speaker intends the reader or hearer to connect what is about to be said to what has already been said (Baker 2011: 200). Conjunctions are either coordinators or subordinators. Coordinative conjunctions are used to relate elements of the same grammatical category or two independent clauses to form a compound sentence. Subordinators are used to link two simple sentences to form a complex sentence.

English coordinators are either simple (and, or, but) or correlative (either – or, neither – nor, both – and). Each of these words have distinctive functions. Al Ghussain (2003: 104) summarizes these functions as the following: ‘and’ is a conjunctive conjunctive coordinator and it expresses a range of meanings such as “consequence, addition, contrast, condition and chronological sequence”, ‘but’ is an adversative coordinator and it expresses contrast, ‘or’ is a disjunctive coordinator and it used to “denote a selection among alternatives”, ‘both – and’ “expresses additive meaning”, ‘either – or’ “expresses exclusive meaning” and ‘neither – nor’ “denotes a negative meaning”. On the other hand, subordinators like ‘when, after, before, however, furthermore, since, until, if, unless, finally, as soon as, although; etc.’ are connecting adverbs, usually called ‘conjunctive adverbs or adverbial conjunctions’, used to connect sentences only. The meaning each of these adverbs expresses varies. For example, in the sentence ‘It was raining heavily when they arrived in the city’, ‘when’ is used to express time. In the sentence ‘If you study hard, you will pass the exam’, ‘if’ denotes condition. In the sentence ‘Learning English is not a piece of cake; however, it is not impossible to master it’, ‘however’ denotes contrast. In the following example ‘The exam was very difficult. Furthermore, the questions were lengthy’, ‘furthermore’ introduces additional information in an argument or explanation. In the sentence ‘I have been waiting for them all day; finally, they have arrived.’, ‘finally’ expresses temporal relations.

Arabic conjunctions are particles whose function is only coordinative; i.e. they only connect nouns, phrases, clauses, sentences or paragraphs. Arabic has nine connective particles. These are: *وَ*/wa/ (and), *فَ*/fa/ (so, then), *ثُمَّ*/thumma/ (then), *لَا*/la:/ (and not), *حَتَّى*/hatta:/ (and even), *لَكِنَّ*/lakinna/ (but), *بَلْ*/bal/ (but, but rather), *أَوْ*/ʔaw, ʔam/ (or). Among these nine coordinative conjunctions, the additive conjunction *وَ*(and) is the most frequently used. It is not only used to link words, phrases and clauses, but it also appears at the beginning of a sentence or paragraph to connect it with the previous one; i.e. to achieve cohesion. This is a good writing style in Arabic; however, in English it is unacceptable, stylistically speaking, to start a sentence with ‘and’.

In Arabic, when *وَ*(and) is used to connect two or more items, it must appear after every item; e.g. *جاءت هند وليلى وعبير ومريم لزيارتي* /ʒa:ʔat hind wa laila wa abi:r wa mariam lizija:rati/. On the contrary, in English ‘and’ appears only between the last two items. So, the English translation of the Arabic sentence will be ‘Hind, Laila, Abeer and Mary came to visit me’.

(Such differences between Arabic and English types and uses of conjunctions confuse non-native students and lead them to inevitable translation errors.) This difference between English and Arabic may sometimes be a source of confusion to many novice translation students, and especially if the student is a non-native speaker of English as well as Arabic.

While the coordinating conjunction ‘و’ is over-used in Arabic, its use is limited and constrained in English. This is a source of errors while translating between English and Arabic. Data analysis reveals that many participants have difficulties with appropriately using the English coordinating conjunction ‘and’ and the Arabic coordinating conjunction ‘و’ /wa/ while translating between the two languages. This is especially the case when ‘and’ / ‘و’ was used to connect two or more nouns in a series, to connect the clauses of the same sentence and/or to connect the sentences of the same passage.

3.1.1.12 Capitalization

Capitalization is not a feature of Arabic, but it is a grammatical feature of English. Thus capitalization can be a source of errors while translating from Arabic into English. Data analysis shows that the majority of the participants had problems with using capitalization properly while translating the two Arabic passages into English. Therefore, they either did not use capital letters at the beginning of proper nouns and/or sentences, and/or they used capital letters unnecessarily. (Illustrative examples are provided in the next chapter, Section 4.2.1.5)

3.1.2 The semantic and lexical problems and difficulties

The basic goal of translators is to communicate ‘the overall meaning of a stretch of language’ (Baker 2011: 9). Thus the semantic and lexical problems and difficulties of translating between two languages arise from the translator’s inability to reproduce the same or similar meaning of an item of the ST in the TL. Finding the closest possible semantic equivalence in the TL depends, to a great extent, on understanding what the word or phrase means in the ST. Then the translator needs to choose an appropriate word that reproduces that same meaning in the TL. Here translators must be able to differentiate between the meaning of the word when it appears individually and its meaning when it appears in a particular context. This is in addition to differentiating between the meaning of the individual word and when the

word is a part of an idiom, a fixed expression or a collocation; otherwise, they may end up with literal translation or poor translation quality. Thus semantic problems and difficulties of translating between two languages are the result of the difficulties in comprehending the meaning of the ST's word or cluster of words and/or providing inappropriate equivalence(s) in the TL.

Just like any other pair of languages, the semantic and lexical problems and difficulties of translating from English into Arabic and vice versa is a matter of comprehending ST's words and finding TL equivalences. For any English-Arabic-English translation to be semantically optimum, the translator needs first to fully comprehend the message of the SL and then find the appropriate equivalent words that correctly deliver that same message in the TL. This equation between understanding the meanings of some words in the SL and finding their appropriate equivalences in the TL was not a piece of cake for the participants in this study although they were familiar with the themes of the passages (as they are assigned to translate similar texts in translation classes). This has resulted in several serious errors that have sometimes changed the intended meaning in the SLT. Data analysis revealed that all the participants in this study came across several semantic and lexical problems and difficulties while translating the English passages into Arabic and the Arabic passages into English. This is obvious in their errors which included leaving some words untranslated or providing unacceptable, inaccurate, literal translations or transliterations of other words. This is in addition to providing alternatives; i.e. two or more translations, of the same word by few participants; e.g. one participant translated 'spy' in the title of the first English passage into Arabic as 'جاسوس/عين' /ʒa:su:s/ʕain/ (spy/eye), and another participant translated 'across' in the same sentences as 'من/عبر' /min/ʕabra/ (from/across). One participant translated the adjective 'famed' in the first sentence of the second English passage into Arabic as 'معروف/مشهور' /maʕrouf/maʕhour/ (famous/well-known). One participant translated 'شركة' in the fourth sentence of the first Arabic passage into English as 'firm/company', two participants translated 'نقل' /naql/ (transfer) in the same sentence as 'transfer/convey' and 'transfer/take', and another participant translated 'مشاريع' /maʕa:ri:ʕ/ (projects) again in the same sentence as 'project/plan'. One participant translated 'تدعو' /taɖʕu:/ (calls on) in the first sentence of the second Arabic passage into English as 'calls/appeals', and two other participants translated 'أعمالها' /ʔaʕma:laha:/ (actions) as 'acts/works' and 'operation/act'. The lexical problems and difficulties basically included finding TL equivalence

at word level and above word level (translation of collocations and fixed expressions) and translation of proper nouns, abbreviations and pronouns.

3.1.2.1 TL equivalence at word level

In all languages, words are carriers of meaning. Finding TL equivalence at word level depends on whether the word occurs individually, with another word or group of words or within a particular context. Baker (2011: 15) emphasizes that choosing the suitable equivalence for a word in a given context depends on a wide range of linguistic and extra-linguistic factors. Thus trying to understand the meaning of the ST word and/or trying to find its TL equivalence which delivers that exact same meaning may sometimes be a hectic task for translators.

The participants in this study were allowed to use mono-lingual (English-English and Arabic-Arabic) dictionaries for the new words they might encounter while doing the translation test. However, all of them came across difficulties while trying to find the closest possible equivalence of some context-based words. By context-based words, we mean such lexical items whose intended meaning depends on the context they are used in. For example, the majority of the participants translated 'attack' in the fourth sentence of the first English passage 'Russia denies any role in the attack, ...' into Arabic as 'الهجوم' /alhuʒu:m/ (the attack) or 'الهجمة' /alhaʒmah/ (the attack). This is a correct translation but not in this particular context as 'attack' here refers to 'the attempt of poisoning somebody' and thus better be translated as 'محاولة التسميم' /muha:walatut tasmi:mi/. Many participants also translated the word 'للإستفادة' /lilʔistifadah/ in the title of the first Arabic passage into English as 'to get benefit', 'to exploit' or 'to utilize'. Although these are possible equivalences, but they are unacceptable in this context as 'للإستفادة' /lilʔistifadah/ here means 'to learn'.

3.1.2.2 Translation of abbreviations

Here, we will discuss the formation of abbreviations only in English as this morphological method is hardly applied to make new lexical items in Arabic. Abbreviations are the shortened forms of words and it has two basic types: clipping and acronyms. In clipping, some parts of the beginning, middle or end of the word are deleted and some parts are left; e.g. math (mathematics), gym (gymnastics), varsity (university), prof. (professor), pres. (president), dr. (doctor); etc. Acronyms are made up of the initials of two or more words; e.g. UK (United

Kingdom), UN (United Nations), USA (United States of America), NASA (National Aeronautics and Space Administration); etc.

Some participants had a difficulty with understanding or translating abbreviations, basically while translating from English into Arabic. Thus they could not provide the correct Arabic equivalence of the ‘US’ (الولايات المتحدة) /alwila:ja:tul muttaḥidatu/, ‘EU’ (الإتحاد الأوروبي) /alʔitiḥadul ʔawrubii:iu/ and ‘UK’ (المملكة المتحدة) /almamlakatul mutaḥidatu/.

3.1.2.3 Translation of proper nouns

The majority of the participants had difficulties particularly with translating names of country and cities from English into Arabic such as ‘Germany’ (ألمانيا) /ʔalmania/, ‘France’ (فرنسا) /faransa:/, ‘Ukraine’ (أوكرانيا) /ʔu:kra:nja:/, ‘the United States’ (الولايات المتحدة) /alwila:ja:tul muttaḥidatu/ and ‘Russia’ (روسيا) /ru:sia/, and from Arabic into English such as ‘اليونان’ /alju:na:n/ (Greece), ‘تركيا’ /turkia:/ (Turkey), ‘التشاد’ /attʃa:d/ (Chad) and ‘أثينا’ /ʔaθina/ (Athens), ‘أنقرة’ /ʔanqarah/ (Ankara).

3.1.2.4 Translation of collocations

A collocation is two or more words which co-exist in various texts and contexts. For example, it is ‘do a favor’ not ‘make a favor’ and ‘make an effort’ not ‘do an effort’. In Arabic, it is ‘أسدي معروفاً’ /ʔasdi: maʔru:fan/ (do a favor) not ‘اصنع معروفاً’ /isʔnaʔ maʔru:fan/ (make a favor) and ‘ابذل جهداً’ /ibḏul zuhdan/ (make an effort) not ‘افعل جهداً’ /ifʔal zuhdan/ (do an effort). Thus collocations refer to the co-occurrence of some words with other words. Firth (1968: 182) refers to this as ‘the company that words keep’. Collocation requires achieving semantic agreement between a word and another. The relationship between the parts of a collocation is transparent most of the time. However, it is sometimes ‘unpredictable’ as it may be arbitrary and figurative (Husni and Newman 2015: 1-2).

Translating collocations is problematic to novice translation students as they are bound to convention and language (Deeb 2005: 101). The analysis of the translated texts revealed that many participants did not know how to translate a collocation in one language into the other. In other words, they could not maintain the semantic relation between a word and its collocated partner in the TL. For example, 17 participants translated the adjective ‘حديثة’ /ḥaθi:θah/ in the

third sentence of the first Arabic passage into English unacceptably as ‘strong’, ‘big’, ‘fast’, ‘extensive’, ‘giant’, ‘massive’ or ‘strong’, ‘tremendous’ or ‘intensive’. However, ‘حديثة’ /ħaθi:θah/ here describes the noun ‘efforts’ and thus it is best be translated into English as ‘great’.

3.1.2.5 Translation of fixed expressions

Fixed expressions are words of fixed forms and orders which are always used together. Fixed expressions have transparent meanings; i.e. the meaning of the fixed expression is derived from the meanings of its individual words; e.g. ‘to whom it may concern’ (إلى من يهمه الأمر) /ʔila: man juħimmuhul ʔamru/. The fixed Arabic expression ‘في أنحاء العالم’ /fi ʔanħa:ʔil ʕa:lami/ is equivalent in English to ‘around the world’, ‘across the globe’, ‘over the world’, ‘throughout the world’, ‘worldwide’; etc. However, 14 participants faced problems in translating it into English. So, one participant translated it as ‘in the corner of the world’, 4 participants translated it as ‘in the whole world’ or ‘in whole world’, 3 participants translated it as ‘in all over the world’, one participant translated it as ‘in the every part of the world’, 3 participants translated it as ‘in the world’, one participant translated it as ‘in the all over the world’, and one participant translated it as ‘all around the world’.

3.1.3 The stylistic problems and difficulties

English and Arabic have variant styles of writing (Akan et al. 2019). Therefore, translating one language into the other may entail many stylistic problems and difficulties, especially if the translator is a non-native speaker of the two languages. The researcher inferred during data analysis that many participants were not aware of the stylistic differences between English and Arabic. So, they kept the style of writing of one language while translating into the other. This resulted in unacceptable stylistic errors, particularly in using verbal or nominal sentences in titles, in using short or long sentences, in choosing appropriate TL equivalences and in using active or passive structures. The above mentioned problems and difficulties apply basically to the translation in the English-Arabic direction.

3.1.3.1 Nominal or verbal sentences

A stylistic feature of Arabic is that titles should be nominal rather than verbal sentences. However, many participants were not aware of this feature. So, they tended to translate the English titles into Arabic unacceptably as verbal sentences where nominal sentences could have been used. Illustrative examples are provided in Chapter 4, Section ...

3.1.3.2 Length of sentences

Arabic style of writing allows the use of long sentences; it is called eloquence. Moreover, in Arabic, it is preferable to use conjunctions and commas to connect the sentences of one passage to make the whole passage look like one long sentence. On the contrary, short sentences are more preferable in English. However, many participants were not aware of this stylistic difference between English and Arabic. Therefore, they did not try to connect their English sentences when they translated them into Arabic, and/or they did not divide the long connected Arabic sentences when they translated them into English.

3.1.3.3 Active or passive sentences

We have already mentioned in Section 3.1.1.7 above that both the agentive and agentless passive structures are commonly used in English. However, in Arabic, the agentless passive structure is the only one used. In other words, the agentive passive structure is never used in Arabic. Moreover, the 'by phrase' (من قبل) /min qibali/ is not stylistically acceptable in Arabic. Therefore, both 'the boy broke the window' and 'the window was broken by the boy' are acceptable in English, but the two structures should be translated into Arabic as an active sentence 'كسر الولد النافذة' /kasaral waladun na:fiḏata/ (the boy broke the window). This is because 'كُسرت النافذة من قبل الولد' /kusiratun na:fiḏatu min qibalil waladi/ (the window was broken by the boy) is grammatically correct but stylistically not acceptable. However, few participants were not aware of this. So, they translated some English active sentences into Arabic unacceptably as passive sentences using the 'by phrase'. For example, five participants translated the third sentence of the first English passage 'Germany, France, Ukraine and various other EU countries have made the same move' into Arabic unacceptably as 'قد اتُخذت نفس الخطوة من قبل ألمانيا وفرنسا' /qad ittuxiḏat nafsul xutʿwati min qibali ʔalmania wa faransa: wa ʔu:kra:nja:/ or 'أُتخذت نفس الخطوة من قبل اليونان، وفرنسا، ويوكرين ...' /ittuxiḏat nafsul xutʿwati min qibalil ju:nani, wa faransa:, wa ju:kri:n/ (the same move have been made by Germany, France, Ukraine ...).

3.1.3.4 Choosing appropriate TL equivalences

Some participants had difficulties with choosing the most appropriate not semantic but stylistic equivalence of some words. For example, 3 participants translated the word ‘spy’ in the title of the first English passage into Arabic as ‘عين’ /ʕai:n/ (literally meaning ‘eye’). This translation is semantically correct as it delivers the meaning of the word ‘spy’. However, ‘جاسوس’ /ʒa:su:s/ (spy) is stylistically a more appropriate equivalence. 40 participants translated ‘died’ in the first sentence of the second English passage into Arabic as ‘مات’ /ma:ta/, ‘وافاه الأجل’ /wa:fahul ʔaʒalu/ or ‘وافته المنية’ /wa:fathul mani:iatu/. These are possible translations; however, the use of ‘توفي’ /tuwuffia/ is the best appropriate translation here. 3 participants translated ‘extraordinary’ in the fourth sentence of the same passage as ‘خارق’ /xariq/. ‘Extraordinary’ can be translated as ‘خارق’ /xariq/ or ‘غير عادي’ /ɣair ʕa:di:/ but not in this context as it is not stylistically acceptable. The most appropriate equivalence for ‘extraordinary’ here is ‘استثنائي’ /istiθna:ʔi:/ or ‘متميز’ /mutamai:iz/.

3.2 Other transfer Issues

This part is dedicated to highlighting and discussing some other transfer-related issue which the researcher noticed while analyzing the translated texts. They include, inter alia: the spelling of words (major errors and minor errors), ignoring the translation of titles, leaving sentences or whole passages untranslated, translation of singular nouns as plural nouns and vice versa, addition of unnecessary information in the TT. Each issue is presented and discussed below along with illustrative examples from the actual sample.

3.2.1. Spelling of words

Some participant in this research work made one or more spelling errors. The researcher divided the detected spelling errors into minor and major. By minor errors we mean the errors which do not affect the meaning of the ST’s word. The major errors are the errors which do affect and sometimes change the meaning of the original word. For example, 4 participants misspelled the verb ‘to expel’ in the title and first sentence of the first English passage in Arabic as ‘يطرح’ /jatʕraħ/ (to subtract) instead of ‘يطرد’ /jatʕrud/ (to expel) which has changed the meaning of the ST word into ‘to ask’ (for instance, ‘يطرح سؤالاً’ /jatʕraħ suʔa:lan/ (to ask a

question)). 11 participants misspelled the proper name ‘غيّس’ /gaitis/ (Gates) in the second sentence of the first Arabic passage by translating into English as ‘Gats’, ‘Gattes’, ‘Getts’, ‘Gets’, ‘Gate’, ‘Guets’ or ‘Gits’. 7 participants misspelled ‘الإنسانية’ /alʔinsani:iah/ (humanitarian) in the third sentence the same passage as ‘huminatarian’ or ‘huminatrian’. 8 participants misspelled ‘تجربة’ /taʒrubah/ (experience) in the fourth sentence of the same passage as ‘exprinence’, ‘expriance’ or ‘expirience’. 15 participants misspelled ‘غير القانونية’ /yairl qanu:ni:iah/ (illegal) in the title of the second Arabic passage when they translated it into English as ‘illigle’, ‘illigal’, ‘illegat’, ‘illeagal’, ‘ellegal’, ‘illegal’ or ‘illigle’. 6 participants misspelled ‘اليونان’ /alju:nan/ (Greece) in the second sentence of the same passage as ‘Greec’ or ‘Grice’.

3.2. Ignoring translation of titles

Some participants tended to ignore the translation of titles. Thus 3 participants did not translate the title of the first English passage and 9 participants did not translate the title of the second English passage. 5 participants did not translate the title of the first Arabic passage and 8 participants did not translate the title of the second Arabic passage.

3.2.3 No translation of sentences

Few participants did not translate some sentences. For example, 2 participants did not translate the third sentence of the second English passage, one participant did not translate the fourth sentence of the first English passage and 2 participants left the fourth sentence of the second English passage untranslated. Moreover, one participant did not translate the third sentence of the first Arabic passage.

3.2.4 No translation of whole passages

Few participants avoided translating one or more passages. For example, one participant did not translate the first English passage into Arabic and 3 other participants left the second English passage untranslated. 4 participants did not translate the second Arabic passage at all.

3.2.5 Translation of singular and plural nouns

For not justifiable reason, there was a major tendency by some participants to translate plural nouns as singular nouns and vice versa. For example, 5 participants translated ‘diplomats’ in the title of the first English passage into Arabic as a singular non ‘دبلوماسي’ /diblu:ma:si:/ (diplomat). 14 participants translated ‘black holes’ in the second sentence of the second English passage into Arabic as ‘الثقب الأسود’ /aθθuqbul ʔaswad/, ‘الحفرة السوداء’ /alhufurutus sawda:ʔ/ or ‘الشق الأسود’ /affjaqqul ʔaswad/ (black hole). 6 participants translated the singular noun ‘برنامج’ /barna:miz/ (program) in the second sentence of the first Arabic passage into English as ‘programs’, and 4 participants translated the plural noun ‘الجهود’ /alzuhu:d/ (efforts) in the third sentence of the same passage as ‘effort’. 7 participants translated the plural noun ‘أعمالها’ /ʔaʕma:laha:/ (actions/activities) in the first sentence of the second Arabic passage into English as ‘activity’ or ‘work’, and 15 participants translated the plural noun ‘احتفالات’ /ihtifa:la:t/ (celebrations) in the third sentence of the same passage as ‘celebration’.

3.2.6 Adding information

Few participants tended to add a word or some information in their translated texts which were neither present in the ST nor required in the TT. For example, two participants unnecessarily added the words ‘المستر’ /almister/ or ‘السيد’ /assai:id/ (Mr.) while translating ‘US President Donald Trump’ in the second sentence of the first English passage into Arabic as ‘رئيس الجمهورية للولايات المتحدة المستر دونالد ترامب’ /raʔi:sul zumhu:ri:ati lilwila:ja:til muttaħidati almister do:nald tra:mb/ (the President of the Republic of the United States Mr. Donald Trump) or ‘رئيس الوزراء الأمريكي السيد دونالد ترامب’ /raʔi:sul wuzara:ʔil ʔamri:ki:iu assai:idu do:nald tramb/ (the American Prime Minister Mr. Donald Trump). 10 participants added the proper noun ‘Bill’ before ‘Gates’ while translating the title of the first Arabic passage although this word is not present in the title of the ST neither required in the title of the TT. While translating the third sentence of the same passage into English, one participant added the phrase ‘it is worth mentioning that ...’ at the beginning of the sentence.

3.3 Conclusion

The fact that English and Arabic belong to two variant language groups, the linguistic structures and stylistic features of the two languages differ to a great extent. Such differences

pose several problems and difficulties while translating one language into the other even if the translator is a native speaker of one of these two languages. Moreover, translating between English and Arabic becomes even more difficult to handle if the translator is a non-native speaker of the two languages. The results of these problems and difficulties are serious translation errors and poor translation quality.

This chapter presented the major linguistic (grammatical, semantic and lexical and stylistic) problems and difficulties the non-native speakers of English and Arabic face while translating between the two languages. The grammatical problems and difficulties include the translation of tense and aspect, agreement, case, prepositions, articles, coordinating conjunctions, direct and indirect speech, passive voice and nominal and verbal sentences. This is in addition to their problems with using capital letters, reversing word order and providing the correct form of words. The semantic and lexical problems and difficulties include comprehending the meaning of a word or group of words in the ST and reproducing it acceptably and accurately in the TL. Such problems and difficulties happened while translating individual words, abbreviations, proper nouns, collocations and fixed expressions. Finally, the stylistic problems and difficulties include translating titles as nominal sentences, using long or short sentences and connecting Arabic sentences, using the active voice or passive voice sentences and providing the most appropriate TL equivalence based on contextual factors.

Before discussing each problem/difficulty, the researcher presented a brief contrastive analysis of the linguistic similarities and differences between English and Arabic in relation to that problem/difficulty. The major aim of this short contrastive analysis is to give the readers of this research work a general idea of the basic linguistic and stylistic similarities and differences between the two languages. This will make it easier for them to understand the linguistic problems and difficulties faced by the participants while translating one language into the other. Readers may also be able to anticipate and understand one side of the reasons behind the participants' errors.

Some other general transfer-related issues which were detected in the participants' translations were presented and discussed at the end of this chapter. These issues include; inter alia, spelling errors, ignoring the translation of titles, sentences or whole passages, the translation of singular and plural nouns and adding unnecessary information in the TT. Every

issue was clarified by providing several illustrative examples from the participants' actual translations.

Chapter Four: Analysis of Research Findings

4.0 Introduction

This chapter is an analysis of the research findings. It presents an analysis of the most recurrent linguistic problems and difficulties the participants encountered while translating from English into Arabic and vice versa. The most frequent grammatical, semantic and lexical and stylistic problems and difficulties that the participants came across were statistically analyzed and fully described. This chapter is divided into two major sections: English to Arabic and Arabic to English. The English to Arabic section presents an analysis of the problems and difficulties that the participants encountered while translating the two English passages into Arabic. The Arabic to English section presents an analysis of the problems and difficulties that the participants faced while translating the two Arabic passages into English. Each section is further divided into three sub-sections: the grammatical problems and difficulties, the semantic and lexical problems and difficulties and the stylistic problems and difficulties. The sub-sections are again divided into sub-sub-sections covering each single problem/difficulty. Each and every problem/difficulty is fully analyzed and described. The problems/difficulties in each sub-section are organized according to their frequency.

The analysis of each problem/difficulty was introduced by means of tables and charts. The tables were used to show the number of the participants who faced a particular problem/difficulty while translating the title, first sentence, second sentence, third sentence and fourth sentence of each passage in each language. The overall number and percentage of all the participants who faced that problem/difficulty while translating one language into the other were placed at the end of each table. The charts were used to show the distribution of every problem/difficulty. Another chart was also used to show the percentage of the participants who faced that difficulty compared to the percentage of the participants who did not. This chapter is furnished with as many illustrative examples as possible from the participants' actual translations; i.e. the translated passages. Such examples are used to clarify the discussion provided after every table.

4.1 Section One: English to Arabic

We have seen in the previous chapter that the participants in this research work were confronted with several grammatical, lexical and semantic and stylistic problems and difficulties while trying to transfer the content of the two English passages into Arabic. This section is a statistical analysis of the most recurrent problems and difficulties detected while analyzing the Arabic translations of the English passages. In this section, the problems and difficulties are arranged from the most to the least frequent ones. The grammatical problems and difficulties discussed here include prepositions, tenses, the definite and indefinite articles, agreement, grammatical cases, order of words and formation of words. The semantic and lexical problems and difficulties include the translation of individual words in context, proper nouns, abbreviations, quantifiers, collocations and possessive adjectives. In the stylistic problems and difficulties, we discussed the translation of titles as nominal sentences and the use of the coordinating conjunction ‘ و ’ to connect items in a series and the sentences of the same passage.

4.1.1 The grammatical problems and difficulties

4.1.1.1 Prepositions

Translating English prepositions into Arabic was the first major difficulty that faced all the participants in this research work.

Table 4.1: Number and percentage of the participants who faced problems in translating English prepositions into Arabic

	The first passage	The second passage	Remarks
The title	25	9	3 participants did not translate the title of the first passage and 9 participants did not translate the title of the second passage
The first sentence	36	5	-----

The second sentence	18	23	-----
The third sentence	-----	18	2 participants did not translate the third sentence of the 2 nd passage
The fourth sentence	25	14	One participant did not translate the 4 th sentence of the 1 st passage and 2 participants left the 4 th sentence of the 2 nd passage untranslated
The total number of the participants who faced problems in translating prepositions	57		One participant did not translate the first passage and 3 other participants left the second passage untranslated
The percentage	100%		-----

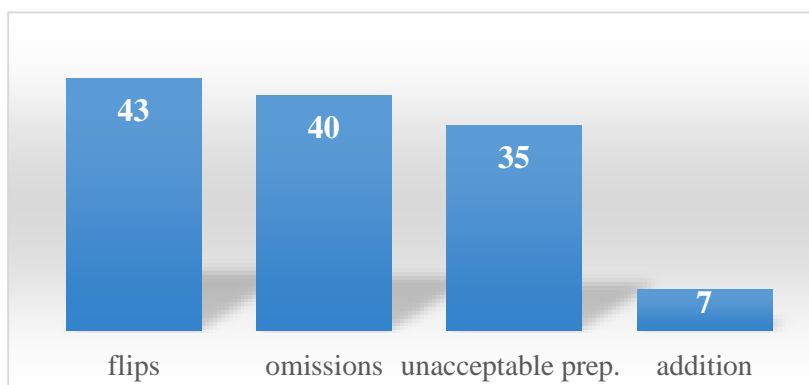


Chart 4.1/A: Types of errors in translating prepositions

As shown in Table 4.1, 57 participants (all the participants in this study) were confronted with problems and difficulties while trying to find the suitable Arabic equivalence for an English preposition. Chart 4.1/A reveals the types of errors while translating prepositions from English into Arabic as follows: flip errors, errors of omission, using unacceptable prepositions and errors of addition. Flips, which were made by 43 participants (constituting 75% of the total number of the participants who faced difficulties in translating tenses), happened when the participants used one preposition instead of the other; but this did not greatly affect the overall meaning of the phrase or sentence. Omission errors, which were made by 40 participants (70%),

happened when the participants left a ST's preposition untranslated and/or they did not add a preposition where no preposition was used in the English text but a preposition was a requirement for the correct structure and meaning of the Arabic text. Using unacceptable prepositions, which was made by 35 participants (61%), happened when the participants rendered an English preposition into Arabic using an unacceptable equivalence which affected - and in most cases changed - the intended meaning of the ST. Addition errors, which were made by 7 participants (12%), happened when the participants some prepositions in the TT; however, these prepositions were neither existing in the ST nor were they necessary for the structure or meaning of the TT.

Examples:

While translating the first English passage into Arabic:

The title: While translating into Arabic the preposition 'across', 22 participants had difficulties. So, they either unacceptably translated it using the prepositions 'في' /fi:/ (in) or 'عن' /ʕan/ (of), the adverbs 'عبر' /ʕabra/ (across) or 'حول/نحو' /naħwa/ħawla/ (around), a preposition and an adverb as 'في نحو' /fi: naħwa/, 'في أنحاء' /fi: ʔanħa:ʔ/ (in around) or they left it untranslated. 'Across', in this context, is simply equivalent to the Arabic preposition 'من' /min/ (from) or 'من أنحاء' /min ʔanħa:ʔ/ (from all over).

3 other participants translated 'spy poisoning' as 'تسميم لjasوس' /tasmi:mun lijaso:sin/ (poisoning for a spy) or 'تسميم بالjasوس' /tasmi:mun biljaso:si/ (poisoning with a spy), adding the prepositions 'ل' /la:m/ (for) and 'ب' /baʔ/ (with) for no reason.

The first sentence: 36 participants had difficulties while translating the prepositions of the phrase 'as a response to'. 24 participants unacceptably translated 'as' to 'ل' /la:m/ (to/for), 'من أجل' /min ʔazli/ (for) or 'في' /fi/ (in). 'As', in this context, is equivalent to the Arabic preposition 'ك' /ka:f/. Two other participants left 'as' untranslated.

13 participants unacceptably translated the preposition 'to' as 'إلى' /ʔila:/ (to), 'ل' /la:m/ (for/to) or 'عن' /ʕan/ (from/of). 'To' in this context simply means 'على' /ʕala:/ (this is an example of no one to one correspondence). 11 other participants ignored translating 'to'.

The second sentence: 3 participants translated this sentence as ‘ أمر الرئيس الأمريكي دونالد ترامب إلى ‘ /ʔamarar raʔi:sul ʔamri:ki:u do:na:ld tra:mb ʔila sitti:na diblu:ma:si:ian .../ (the American President Donald Trump ordered to sixty diplomats to leave the country), ‘ الرئيس ‘ /ʔamarar raʔi:sul ʔamri:ki:u do:na:ld tra:mb ʔamara lisitti:na minad diblu:ma:si:inar ru:si:ina .../ (the American President Donald Trump ordered for sixty of the Russian diplomats to leave the country) and ‘ أمر رئيس دونالد ترامب لستين سفراء ... ’ /ʔamara raʔi:su do:na:ld tramb lisitti:na sufara:ʔin .../ (a President Donald Trump ordered for sixty ambassadors to leave the country). The addition of prepositions ‘ل’ /lam/ (for) and ‘إلى’ /ʔila:/ (to) before ‘ستين’ /sitti:n/ (sixty) are not required at all.

13 participants translated ‘... has ordered sixty Russian diplomats to leave the country’ as ‘ أمر ‘ /ʔamarar raʔi:sul ʔamri:ki:u do:na:ld tra:mb ʔila sitti:na diblu:ma:si:ian ro:si:ian limuʔa:daratil bila:di/ (ordered sixty Russian diplomats for leaving the country), or adding no preposition before ‘ وأمر ‘ /ʔamarar raʔi:sul ʔamri:ki:u do:na:ld tra:mb ʔila sitti:na diblu:ma:si:ian ro:si:ian muʔa:darata minal bila:di/ (and ordered sixty Russian diplomats leave the country), instead of ‘ وقد أمر ستين دبلوماسياً ‘ /wa ʔamarar raʔi:sul ʔamri:ki:u do:na:ld tra:mb ʔila sitti:na diblu:ma:si:ian ro:si:ian bimuʔa:daratil bila:di/ (has ordered sixty Russian diplomats to leave the country).

Note: Two participants made errors of prepositions in the two parts of this sentence.

The fourth sentence: 19 participants unacceptably translated ‘indicates that’ as ‘تشير أنها’ /tuʃi:ru ʔannaha:/ (indicates that or points out that), using no preposition after the verb. 6 other participants unacceptably translated it adding the preposition ‘ب’ /ba:ʔ/ (with) as ‘تشير بأنها’ /tuʃi:ru biʔannaha:/ (indicates with that). Although ‘indicates’ in the English text does not require a preposition, when translated into Arabic, it must take the preposition ‘إلى’ /ʔila:/ (to) as ‘تشير إلى أنها’ /tuʃi:ru ʔila: ʔannaha:/ (indicates to that).

While translating the second English passage into Arabic:

The title: While translating ‘aged 76’, 3 participants provided incorrect prepositions as ‘ من عمر ‘ /min ʔumri 76/ (from the age of 76) or ‘على عمر 76’ /ʔala: ʔumri 76/ (on the age of 76) instead of ‘في السادسة والسبعين من عمره’ /fi:s sadisati was sabʕi:na min ʔumrihi/ (at the age of 76). One participant unacceptably translated it using no preposition as ‘ توفي 76 من عمر ’ /tuwuffia 76 min ʔumrihi/ (died 76 from age).

min ʕumrihi/ (dies 76 of age). Although no preposition was used in the English phrase, a preposition is required when translated into Arabic.

Note: One participant did not translate ‘aged 76’.

The first sentence: 5 participants had difficulties with translating the preposition ‘at’ in ‘at the age of’. So, 4 participants translated it unacceptably using the prepositions ‘على’ /ʕala:/ (on) or ‘إلى’ /ʔila:/ (to) instead of ‘في’ /fi:/ (at). The fifth participant unacceptably dropped ‘at’ and translated the sentence as ‘كان هو ستة وسبعين من عمره’ /huwa ka:na 76 min ʕumrihi/ (he was 76 of age).

The second sentence: 23 participants has difficulties with translating the prepositions ‘for’ and ‘with’ in this sentence “the British scientist was famed for his work with black holes and relativity”. So, they rendered ‘for’ in Arabic literally as ‘من أجل’ /min ʔaʒli/ (for) and ‘with’ as ‘مع’ /maʕ/ (with) or left one or the two of them untranslated. Only very few participants rendered ‘for’ correctly as ‘ل’ /la:m/ (for) or ‘ب’ /ba:ʔ/ (because of) and ‘with’ as ‘في مجال’ /fi maʒa:li/ (in the field of).

The third sentence: 17 participants translated ‘with’ in “... after being diagnosed with a rare form of motor neuron disease” literally as ‘مع’ /maʕ/ (with) or unacceptably as ‘من’ /min/ (from) or ‘ل’ /la:m/ (for). One participant unacceptably dropped ‘with’ and translated the clause as ‘بعد أن تشخص مرض من شكل نيورون’ /baʕda ʔannahu taʕaxxasa maradʕun min ʕakli nju:run/ (after he diagnosed an illness of a from of nuoron). The best Arabic equivalence for ‘with’ in this context is ‘ب’ /ba:ʔ/ (with) as ‘بعد أن تم تشخيصه بنوع نادر من مرض العصبون الحركي’ /baʕda ʔan tamma taʕxisuhu binawʕin nadirin min maradʕil ʕusʕbu:nil ʕaraki:i/ (after being diagnosed with a rare form of motor neuron disease).

Note: 11 participants left ‘after being diagnosed with ...’ untranslated, so they were not included in the count.

The fourth sentence: 14 participants faced problems while translating the preposition ‘for’ in the clause ‘... whose work will live on for many years’. So, 10 participants used wrong equivalences as ‘على’ /ʕala:/ (on), ‘حتى’ /hatta:/ (till) or ‘إلى’ /ʔila:/ (to) instead of ‘ل’ , and 4 other participants unacceptably dropped the preposition and translated the clause as ‘تبقى أعماله عدة’ /tabqa: ʔaʕma:lahu ʕiddatas sanawa:ti/ (his work live on many the years), ‘تبقى أعماله’

سيحيا ، /tabqa: ʔaʕma:lahu sanawa:tin ʕadi:datin/ (his work lives on many years) or 'عمله السنوات العديدة' /sajaħja: ʕamalahu assanawa:til ʕadidatah/ (his work will live on the many years).

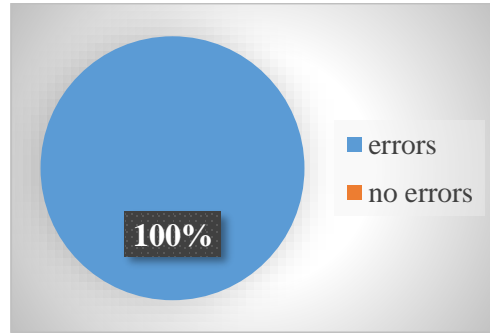


Chart 4.1/B: Translation of prepositions

Chart 4.1/B shows that all the participants in this research work faced difficulties while translating prepositions from English into Arabic. This means that translating English prepositions into Arabic is a great challenge for the students who are non-native speakers of neither English nor Arabic.

4.1.1.2 Tenses

The second translation difficulty that was faced by almost all the participants is related to correctly translating English tenses into Arabic.

Table 4.2: Number and percentage of the participants who faced difficulties in translating English tenses into Arabic

	The first passage	The second passage	Remarks
The title	-----	-----	3 participants did not translate the title of the first passage and 9 participants did not translate the title of the second passage
The first sentence	7	35	-----

The second sentence	31	15	-----
The third sentence	39	8	2 participants did not translate the third sentence of the 2 nd passage
The fourth sentence	33	35	One participant did not translate the 4 th sentence of the 1 st passage and 2 participants left the 4 th sentence of the 2 nd passage untranslated
The total number of the participants who faced difficulties in translating tenses	56		One participant did not translate the first passage and 3 other participants left the second passage untranslated
The percentage	98%		-----

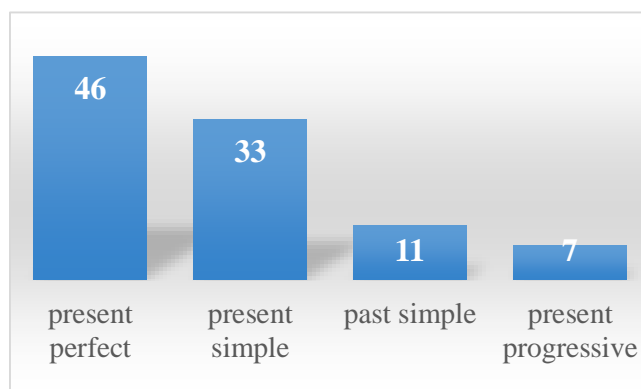


Chart 4.2/A: Types of errors of tenses

Table 4.2 shows that 56 participants (98%) made so many errors while translating the English tenses into Arabic, especially while translating the present perfect tense, the present simple tense, the past simple tense and the present progressive tense. Chart 4.2/A reveals that 46 participants (82%) faced difficulties in properly translating the English present perfect tense into Arabic. Therefore, they rendered it as a simple past tense by using the Arabic perfective verb form without preceding it with the particle 'قد' /qad/. 33 participants (59%) faced problems while trying to transfer the English present simple tense into Arabic. Thus they translated it using the Arabic perfective verb form which is equivalent to the English past simple tense. On

the contrary, 11 participants (20%) translated the English past simple tense either by using the Arabic imperfective verb form which is equivalent to the English present simple tense or present progressive tense or by correctly using the perfective verb form but preceding it with 'قد' /qad/, a form which is equivalent to the present perfect tense in English. Finally, 7 participants (13%) had difficulties while translating the English present progressive tense. So, they rendered it into Arabic as the simple past tense.

Examples:

While translating the first English passage into Arabic:

The first sentence: The tense used in this sentence is the present progressive 'The United States and its European allies are expelling dozens of Russian diplomats ...' which must be rendered into Arabic as the imperfective tense 'تطرد' /tatʕrudu/ or 'تقوم ... بطرد' /taqwmu bitʕardi/ (is expelling). However, 6 participants unacceptably rendered it using the perfective verb form as 'طردت' /tʕaradat/ or 'راحت تطرد' /ra:ħat tatʕrudu/ (expelled). One participant translated it using the imperfective verb form, but unacceptably preceded it with the auxiliary 'كانوا' /ka:nu:/ (were) which gives the sense that the action was in progress in the past which does not agree with the intended tense of the ST.

The second sentence: The English present perfect is equivalent to the Arabic perfective verb form, and the particle 'قد' /qad/ is usually placed before the verb to indicate that the action happened at an unspecified time in the past (cf. Chapter 3, Section ...). Almost all the participants translated '... have made the same move' into Arabic using the perfective verb form. However, 30 of them did not precede it with the perfect aspect indicator 'قد' /qad/, which makes it equivalent to the English past tense. One participant rendered it using the perfective verb form preceded by the particle 'لقد' /laqad/ which makes it equivalent to the English past perfect tense.

The third sentence: 39 participants unacceptably translated the present perfect tense of the third sentence 'US President Donald Trump has ordered ...' into Arabic using the perfective verb form as 'أمر' /ʔamara/ (ordered), without adding the aspectual indicator 'قد' /qad/ which makes it equivalent to the English simple past tense.

The fourth sentence: Translating the tenses of this sentence was a challenge to many participants. This sentence was particularly challenging as it has two tenses the present simple of the conjoined verbs ‘denies ... and indicates’ which is equivalent to the Arabic imperfective verb form ‘وتشير ... وتتكبر’ /tunkiru ..., wa tufī:ru/ (denies ..., and indicates) and the simple future of ‘will respond’ which is also equivalent to the Arabic imperfective verb form but preceded by a future marker ‘سوف ترد/سترد’ /sawfa taruddu/ sataruddu/ (will respond). However, 29 participants translated ‘denies’ using the perfective verb form as ‘أنكرت/رفضت’ /ʔankarat/ rafadʔat/ (denied/refused). 25 participants translated ‘indicates’ using the perfective form of the verb as ‘أشارت’ /ʔa:rat/ (indicated). Finally, 17 participants rendered ‘will reply’ into Arabic using the imperfective form ‘ترد’ /taruddu/ (replies) but without adding any future marker.

Note: Only 10 students translated the tenses of the three verbs into Arabic correctly.

While translating the second English passage into Arabic:

The first sentence: 35 participants translated the present perfect tense in this sentence ‘... has died ...’ into Arabic using the perfective verb form as follows ‘توفي/مات/لقى مصرعه/وافاه الأجل’ /tuwuffia/ma:ta/laqia masʔrafahu/wafa:hul ʔazalu/ (died/ passed away). Using the perfective verb form here is correct; however, the participants must have preceded the verb with the particle ‘قد’ /qad/ which indicates that the action happened at an unspecified time in the past.

The second sentence: 12 participants unacceptably translated ‘was famed’ in the second sentence into Arabic using the perfective verb form ‘اشتهر’ /iftahara/ (famed), preceding it with the particle ‘قد’ /qad/ as ‘قد اشتهر’ /qad iftahara/ (has been famous) which makes it equivalent to the English present perfect tense ‘he has been famed’.

One participant unacceptably translated ‘wrote’ in the same sentence using the imperfective form ‘يكتب’ /jaktubu/ (writes/is writing) which is equivalent to the English simple present tense. Two other participants unacceptably translated ‘wrote’ using the Arabic perfective verb form and the particle ‘قد’ /qad/ as ‘قد كتب’ /qad kataba/ (has written) which makes it equivalent in English to ‘he has written’.

The third sentence: 8 participants translated the past simple tense of the first part of this sentence ‘..., Prof. Hawking was given only a few years to live ...’ using the perfective verb form but unacceptably preceding it with the particle ‘قد’ /qad/ as ‘قد كان له’ /qad ka:na lahu/ (he has had),

‘قد مُنح’ /qad muniha/ (he has been given), ‘قد أُتِيح’ /qad ?uti:ha/ (he has been made available); etc. which makes it equivalent to the English present perfect tense.

Note: 3 participants did not translate this part of the sentence. Therefore, they were excluded from the count.

The fourth sentence: 35 participants rendered the future time of the second part of the fourth sentence ‘... whose work will live on for many years’ into Arabic using the imperfective verb form ‘يدوم/يحيا/يبقى’ /jadu:mu/ jaħja:/ jabqa:/ (lives on) but without any future indicator.

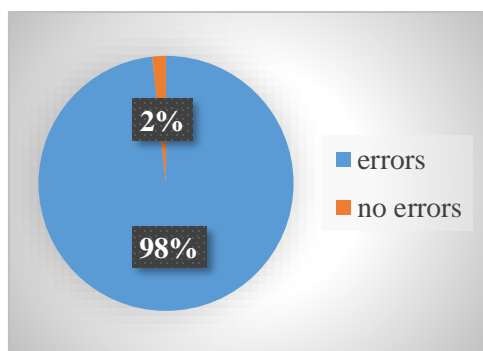


Chart 4.2/B: Translation of tenses

Chart 4.2/B shows the percentage of the participants who made errors while trying to properly transfer the English present perfect, present simple, past simple and present progressive tenses into Arabic which is 98% compared to the percentage of the participants who did not which is only 2%. The means that translating tenses from English into Arabic is a quite problematic area for the non-native students.

4.1.1.3 Definiteness and indefiniteness

Almost all the students who participated in this study faced problems and difficulties while trying to indicate the English cases of definiteness and indefiniteness in Arabic.

Table 4.3: Number and percentage of the participants who faced problems in indicating definiteness and indefiniteness while translating from English into Arabic

	The first passage	The second passage	Remarks
The title	49	-----	3 participants did not translate the title of the first passage and 9 participants did not translate the title of the second passage
The first sentence	38	14	-----
The second sentence	14	24	-----
The third sentence	11	11	2 participants did not translate the third sentence of the 2 nd passage
The fourth sentence	17	15	One participant did not translate the 4 th sentence of the 1 st passage and 2 participants left the 4 th sentence of the 2 nd passage untranslated
The total number of the participants who faced difficulties in indicating definiteness and indefiniteness	56		One participant did not translate the first passage and 3 other participants left the second passage untranslated
The percentage	98%		-----

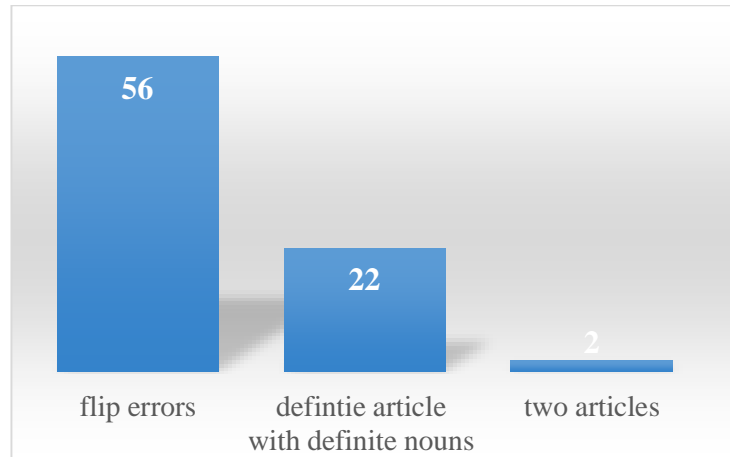


Chart 4.3/A: Types of errors of definiteness and indefiniteness

As shown in Table 4.3, 56 participants (98%) faced difficulties in revealing definiteness and indefiniteness while translating from English into Arabic. These difficulties were clear in the errors made by the participants while rendering the English definite and indefinite articles into Arabic. As presented in Chart 4.3/A, the errors of indicating definiteness and indefiniteness as emerged from the analysis of the translated Arabic texts are the followings: a) flip errors which mean using the definite article instead of the indefinite indicator and vice versa; an error made by all the participants who faced this difficulty, b) using the definite article with definite nouns; 22 participants (39%) unacceptably added the Arabic definite article ‘ال’ /al/ before some definite nouns like proper nouns and names and c) using two articles; 2 participants (4%) used the Arabic definite article and indefinite indicator with the same noun which is totally unacceptable.

Examples:

While translating the first English passage into Arabic:

The title: 41 participants translated ‘spy poisoning’ as ‘تسميم الجاسوس / العين’ /tasmi:mul za:su:si/ alʕaini/ (poisoning the spy/ the eye). Using the definite article here is incorrect as in the ST the identity of ‘الجاسوس’ /alza:su:si/ (the spy) is not revealed and thus ‘spy’ must be translated into Arabic using the indefinite marker; ‘nunnation’ (See Chapter 3, Section) as ‘جاسوس’ /za:su:sin/ (a spy).

37 participants unacceptably added the definite article when translated ‘Russian diplomats are expelled’ as ‘طرد الدبلوماسيين الروسيين’ /tʔardud diblu:ma:si:inar ru:si:ina/ (the Russian diplomats are expelled).

16 participants unacceptably added the Arabic definite article to the proper noun ‘أوروبا’ /ʔwrubba/ (Europe) when translating the title into Arabic as ‘الأوروبا’ /alʔwrubba/ (the Europe).

The first sentence: 21 participants translated the indefinite noun ‘a spy’ as ‘الجاسوس’ /alʒa:su:si/ (the spy), adding the definite article ‘ال’ /al/ (the) for no reason. This unacceptable as the word ‘spy’ is mentioned only one time in the four sentences and the ST does not provide any specific information about the identity of this spy.

29 participants also unacceptably added the definite article ‘ال’ /al/ (the) to the indefinite noun ‘diplomats’ while translating ‘dozens of Russian diplomats’ as ‘عشرات من الدبلوماسيين الروسيين’ /ʕaʃara:tin minad diblu:ma:si:inar ru:si:ina/ (dozens of Russian diplomats).

The second sentence: 11 participants translated the indefinite noun ‘diplomats’ as a definite noun ‘الدبلوماسيين’ /addiblu:ma:si:ina/ (the diplomats).

3 other participants unacceptably translated ‘Europe’ as ‘الأوروبا/الأوروبا’ /alʔwrubba/ (the Europe). One participant unacceptably translated ‘diplomats’, using the definite article (ال) /al/ (the) and the indefinite article (nunnation) as ‘الدبلوماسيا’ /addiblu:ma:si:ian/ (the a diplomat). Arabic never allows the use of the definite and indefinite articles together.

The third sentence: 11 participants translated ‘Germany’, ‘France’ and/or ‘Ukraine’ unacceptably adding the definite article (ال) /al/ (the) to them.

The fourth sentence: 17 participants translated ‘Russia’ into Arabic unacceptably adding the definite article to it as ‘الروسيا’ /alrru:sja:/ (the Russia).

While translating the second English passage into Arabic:

The first sentence: 14 participants translated ‘... physicist Stephen Hawking ...’ as ‘عالم فيزيائي ... ستيفن هاوكينغ’ /ʕa:lim fi:zja:ʔi: stefen ha:wking/ (a physicist Stephen Hawking). However, in Arabic the two parts of a conjunct structure must agree in definiteness and indefiniteness (cf. Chapter Three, Section 3.1.1.8). Since ‘Stephen Hawking’ is a proper name, ‘physicist’ must

be definite. Therefore, the phrase must be rendered in Arabic as ‘العالم الفيزيائي ستيفن هوكينغ’ /alʕa:limul fi:zja:ʔi:u stefen ha:wking/ or ‘عالم الفيزياء ستيفن هوكينغ’ /ʕa:limul fi:zja:ʔi stefen ha:wking/ (the physicist Stephen Hawking).

The second sentence: 8 participants unacceptably translated ‘black holes and relativity’ in the second sentence as indefinite nouns ‘ثقوب سوداء ونسبية’ /θuqu:b sawda:ʔ wa nisbi:iah/ (a black holes and a relativity). However, ‘black holes’ and ‘relativity’ are two well-known theories introduced by the physicist Stephen Hawking and thus must be translated into Arabic using the definite article as ‘الثقوب السوداء والنسبية’ /aθθuqu:bus sawda:ʔ wan nisbi:iah/ (the black holes and relativity).

Note: 5 participants did not translate ‘black holes and relativity’ and 3 other participants transliterated it. So, they were excluded from the count here.

21 participants translated ‘books’ in ‘popular science books’ as a definite noun preceding it with the Arabic definite article as ‘الكتب العلمية الرائجة’ /alkutubul ʕilmi:iatur ra:ʔizatu/ (the popular science books), ‘الكتب العلوم الشعبية’ /alkutubul ʕulu:mif ʕaʕbi:iatu/ (the popular science books), ‘الكتب المشهورة في العلوم’ /alkutubul maʕhu:ratu fi:l ʕulu:mi/ (the famous books about science). However, ‘books’ is indefinite plural noun in the ST and must be translated into Arabic using the indefinite indicator ‘التنوين’ (nunnation) as ‘كتبا علمية رائجة’ /kutuban ʕilmi:iatan ra:ʔizatan/ (popular science books).

Note: 5 participants made errors of articles while translating ‘black holes and relativity’ and ‘popular science books’.

The third sentence: 2 participants unacceptably translated ‘at the age of 22, ...’ as ‘في ثان وعشرين’ /fi: θa:nin wa ʕifri:na min ʕumrihi/ (at an age of 22) instead of ‘في الثاني والعشرين من’ /fi:θ θa:ni: wal ʕifri:na min ʕumrihi/ (at the age of 22).

7 participants translated ‘a rare disease’ in ‘after being diagnosed with a rare motor neuron disease’ unacceptably as a definite noun ‘المرض النادر’ /almaradʕin na:diri/ (the rare disease).

2 other participants unacceptably translated ‘few years’ as ‘بضع السنوات’ /bidʕas sanawa:ti/ (the few years) instead of ‘بضع سنوات’ /bidʕa sanawa:tin/ (few years).

The fourth sentence: 15 participants translated the phrase ‘for many years’ unacceptably as ‘إلى الأعوام الكثيرة’ /ʔla:l ʔaʕwa:mi:l kaθi:rati/ (for the many years), ‘إلى السنوات الكثيرة’ /ʔla:s sanwa:til kaθi:rati/ (for the many years), ‘لعدة السنوات’ /liʕiddatis sanawa:ti/ (for the few years), ‘للسنوات القادمة’ /lissanawa:til qadimati/ (for the coming years), ‘للسنوات الطويلة’ /lissanawa:titʕ tʕawi:lati/ (for the long years); etc.

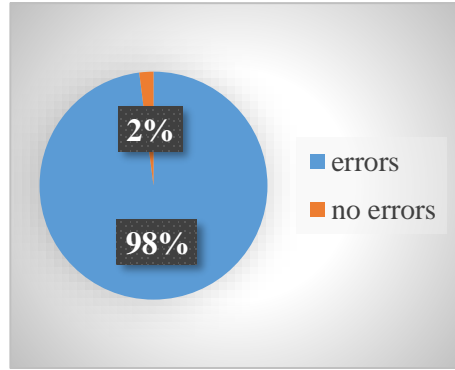


Chart 4.3/B: Indicating definiteness and indefiniteness

Chart 4.3/B shows the percentage of the participants who encountered problems and difficulties while translating the definite and indefinite articles from English to Arabic which is 98% compared to the percentage of the participants who did not which is only 2%. Being faced by a huge percentage of the participants, translating the defining and indefinite articles from English into Arabic really poses a difficulty for the non-native students.

4.1.1.4 Grammatical agreement

The fourth grammatical component that posed a difficulty for the majority of the participants while translating from English into Arabic is related to revealing grammatical agreement between two items in a sentence.

Table 4.4: Number and percentage of the participants who faced problems and difficulties of grammatical agreement in English to Arabic translation

	The first passage	The second passage	Remarks
The title	2	3	3 participants did not translate the title of the first passage and 9 participants did not translate the title of the second passage
The first sentence	39	4	-----
The second sentence	4	5	-----
The third sentence	26	2	2 participants did not translate the third sentence of the 2 nd passage
The fourth sentence	20	3	One participant did not translate the 4 th sentence of the 1 st passage and 2 participants left the 4 th sentence of the 2 nd passage untranslated
The total number of the participants who faced problems and difficulties of grammatical agreement	52		One participant did not translate the first passage and 3 other participants left the second passage untranslated
The percentage	91%		-----

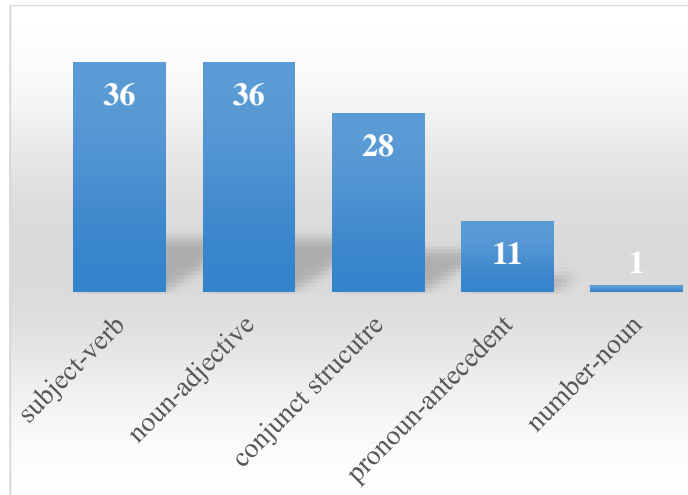


Chart 4.4/A: Types of errors of grammatical agreement

Table 4.4 shows that 52 participants (91%) faced problems and difficulties of grammatical agreement while trying to translate the English extracts into Arabic. This is obvious in the errors made by the participants. These errors are, as shown in Chart 4.4/A, distributed into:

- a) subject-verb agreement errors: in the translations of 36 participants (69%), there was no grammatical agreement in number and/or gender between the verb and its subject.
- b) noun-adjective agreement errors: in the translations of 36 participants (69%), there was no grammatical agreement between the adjective and the noun in gender, number, case and/or definiteness.
- c) errors of agreement between two elements in a conjunct structure: 28 students (54%) did not attain grammatical agreement in case and/or definiteness between the elements of a conjunct structure.
- d) pronoun-antecedent agreement errors: in the translations of 11 students (21%), grammatical agreement between the pronoun and its antecedent in gender and/or number was not achieved.
- e) number-noun agreement errors: one student (2%) did not achieve agreement in gender between the noun and the number it modifies.

Examples:

While translating the first English passage into Arabic:

The title: Two participants made subject-verb agreement errors translating ‘Russian diplomats are expelled’ as ‘أخرجت الدبلوماسيون الروسيون’ /ʔaxrazatid dibu:mi:u:nar ru:si:u:na/ (made the Russian diplomats go out) and ‘طردت الروس الدبلوماسيون’ /tʕaradati ru:sud diblu:masi:u:na/ (expelled the Russian diplomats). ‘الدبلوماسيون’ /addiblu:masi:u:na/ (the diplomats) is a masculine plural noun whereas adding ‘ت’ /ta:ʔ/ (feminine marker) to the verbs ‘أخرج’ /ʔaxraʒa/ (made someone go out) and ‘طرد’ /tʕarada/ (expelled) makes them indicate a singular feminine noun.

The first sentence: 9 participants translated ‘‘The United States and its European allies are expelling dozens of Russian diplomats ...’’, making subject-verb agreement errors. Some illustrative examples are provided below:

يخرج الولايات المتحدة ومساعدتها كثيراً من الدبلوماسيين الروسيين ...

juxrizul wila:ja:tul muttaħidatu wa musa:ʕidatuha kaθi:ran minad diblu:ma:si:inar ru:si:ina ...

the United States and its assistant are making many Russian diplomats go out...

يخرج أمريكا وحلفاءه في أوروبا سفراء روسيا ...

juxrizu ʔamri:ka: wa ħulafa:ʔhi fi ʔwru:bba: sufara:ʔ ru:si:a: ...

America and allies in Europe are making the ambassadors of Russia go out ...

يطرد الولايات المتحدة وحلفاءها الأوروبيون عشرات من سفراء روسيا ...

jatʕrudul wila:ja:tul muttaħidatu wa ħulafa:ʔaha:l ʔawru:bi:iu:na ʕaʕaratin min sufara:ʔi ru:si:ia

...

the United States and its assistant are expelling dozens of the ambassadors of Russia ...

الولايات المتحدة وحلفاءها الأوروبية تطرد عشرات من الدبلوماسيين الروسيين ...

alwila:ja:tul muttaħidatu wa ħilfuha:l ʔawru:bi:iatu tatʕrudu ʕaʕaratin minad dibloma:si:r ru:si:i

...

the United States and its European ally are expelling dozens of the Russia diplomat ...

إن الولايات المتحدة وأوروبا طردت عشرات من الدبلوماسيين الروسيين ...

ʔinnal wila:ja:til muttaḥidati wa ʔawru:bba: tʔaradat ʕaʕaratid minad diblu:ma:si:inar ru:si:ina
...

the United States and Europe are expelling dozens of Russian diplomats ...

In these translations, there is no S-V agreement. In the 1st, 2nd and 3rd translations, there is no agreement between the subject and the verb in gender as the closest subject to the verb; i.e. ‘الولايات المتحدة’ /alwila:ja:t almuttaḥidah/ (the United States) and ‘أمريكا’ /ʔamri:ka/ (America), are feminine proper nouns in Arabic, whereas ‘يخرج’ /juxriʕu/ (makes someone go out) and ‘يطرد’ /jatʔrudu/ (expels) indicate a masculine subject. Thus they must have translated ‘are expelling’ as ‘تطرد’ /tatʔrudu/ to indicate S-V agreement. In the rest translations, the students positioned the conjoined subject before the verb. In such case the verb must agree with the closest subject which is ‘حلفاؤها’ /ḥulafa:ʔuha:/ ‘its allies’ in gender and with the overall subject which is ‘الولايات المتحدة وحلفاؤها’ /alwila:ja:tul muttaḥidatu wa ḥulafa:ʔuha:/ (the United States) in number. So, they must have translated the sentence as ‘الولايات المتحدة وحلفاؤها الأوروبيون يطردون ... عشرات الدبلوماسيين الروسيين ...’ /alwila:ja:tul muttaḥidatu wa ḥulafa:ʔuha:l ʔawru:bi:iu:na jatʔrudu:na ʕaʕaratid dibloma:si:inar ru:si:ina .../ (the United States and its European allies are expelling dozens of Russian diplomats ...).

27 participants unacceptably translated the compound subject “the United States and its European allies” using the nominative marker ‘ُ’ /u/ for ‘the United States’ as ‘الولايات المتحدة’ /alwila:ja:tul muttaḥidatu/ (the United-NOM States-NOM; the United States) and the accusative or genitive case marker for ‘its ... allies’ as ‘حلفاءها’ /ḥulafa:ʔaha:/ (allies-ACC-her; its allies) or ‘حلفائها’ /ḥulafa:ʔiha:/ (allies-GEN-her; its allies). However, ‘the United States’ and ‘its allies’ are two elements in a conjunct structure. We have already explained in Chapter Three, Section that the two elements of a conjunct structure must agree in case. This means that ‘its ... allies’ must be rendered into Arabic using the nominative case marker as ‘حلفاؤها’ /ḥulafa:ʔuha:/ (allies-NOM-her; its allies).

Note: One participant left the word ‘allies’ untranslated, so he/she was excluded from the count.

2 participants unacceptably translated ‘its’ into Arabic as ‘حلفاءه/حلفاؤه’ /ḥulafa:ʔah/ ḥulafa:ʔuh/ (his allies). ‘ه’ /h/ (his) is a pronoun which is used to refer to singular masculine nouns. The pronoun ‘its’ in the ST refers to ‘the United States’, which is a feminine noun in Arabic. Thus

to achieve agreement between the pronoun and its reference, the participants must have translated ‘its’ using the feminine pronoun ‘ها’ /ha:/ (her) as ‘حلفاؤها’ /ħulafa:ʔuha:/ which is equivalent in English to (its allies).

22 participants unacceptably translated ‘its European allies’ as ‘حلفاءها الأوروبيون’ /ħulafa:ʔaha:l ʔawru:bi:iu:na/ (allies-ACC-its/DEF DEF-Europeans-NOM; its European allies), ‘حلفاؤها الأوروبيين’ /ħulafa:ʔuha:l ʔawru:bi:ina/ (allies-NOM-its/DEF DEF-Europeans-GEN; its European allies), ‘حلفاءها الأوروبية’ /ħulafa:ʔaha:l ʔawru:bi:iah/ (allies/M/PL-its/DEF DEF-European/F/SG; its European allies), ‘حليفها اوروبية’ /ħalifuha: ʔawru:bbi:iah/ (ally/M-its/DEF European/F/INDEF; its European allies), ‘حلفائها الأوروبي’ /ħulafa:ʔiha:l ʔawru:bi:i/ (allie/PL-its DEF-European/SG; its European allies); etc. In all these translations, there is no agreement between the noun ‘allies’ and its adjective ‘European’ either in case, number, definiteness and/or gender. This phrase must be translated as ‘حلفاؤها الأوروبيون’ /ħulafa:ʔaha:l ʔawru:bi:iu:na/ (allies-NOM/M-its/DEF DEF-Europeans/NOM/M; its European allies).

Note: 7 participants left the adjective ‘European’ untranslated. Two participants translated ‘its allies’ unintelligibly as ‘تحريف’ /taħri:f/ (---) and ‘حريفة’ /ħari:fah/ (---), so the researcher excluded their translations.

Note: One participant did not translate the first part of the sentence; i.e. “The United States and its European allies are expelling dozens of Russian diplomats ...”. So he/she was excluded from the analysis of this part.

6 participants unacceptably translated ‘a former Russian spy’ as ‘جاسوس الروسي السابق’ /za:su:sin arru:si:I assa:biqi/ (spy-INDEF DEF-Russian DEF-former; the former Russian a spy), ‘جاسوس الروسي السابق’ /za:su:sin ru:si:in assa:biqi/ (spy-INDEF Russian-INDEF DEF-former; the former a Russian spy), ‘السابق روسي جاسوس’ /assa:biqi ru:si:in za:su:sin/ (DEF-former DEF-Russian spy-INDEF; the former a Russian spy); etc. In these translations, either of the two adjectives ‘روسي’ /ru:si:/ (Russian) / ‘سابق’ /sa:biq/ (former) or the two of them are defined with ‘ال’ /al/ (the), whereas the noun they describe; i.e. ‘جاسوس’ /za:su:sin/ (a spy), is indefinite. Another participant translated it as ‘الجواسيس الروسيين الأسبق’ /alzawa:si:sir ru:si:inal ʔasbaqi/ (DEF-spies DEF-Russians DEF-former/SG). Here there is no agreement in number between the noun ‘الجواسيس’ /alzawa:si:s/ (spies) which is plural and its adjective ‘الأسبق’ /alʔasbaq/ (former) which is singular. For the sake of achieving grammatical agreement between the noun and the

adjectives describing it, the phrase must be translated as ‘جاسوس روسي سابق’ /ʒa:su:sin ru:si:in sa:biqin/ (a former Russian spy).

Note: One student did not translate this whole phrase; i.e. ‘a former Russian spy’. Therefore, he/she was not included in the analysis.

The second sentence: Two participants translated ‘US President Donald Trump’ as ‘الرئيس دونالد ترامب’ /arraʔi:sul ʔamri:ki:iatu do:na:ld tramb/ (DEF-President-M DEF-American-F Donald Trump; the American President Donald Trump) and ‘رئيس دونالد ترامب’ /raʔi:su do:na:ld tramb/ (President-INDEF Donald Trump; a President Donald Trump). In the first translation there is no agreement in gender between the noun and its adjective. In the second translation, there is no agreement in definiteness and indefiniteness between the two nouns of the conjunct structure ‘President Donald Trump’. ‘دونالد ترامب’ /do:na:ld tramb/ (Donald Trump) is a proper name so it is definite. Thus the phrase must have been translated as ‘الرئيس دونالد ترامب’ /arraʔi:su do:na:ld tramb/ (the President Donald Trump).

Two participants translated ‘Russian diplomats’ as ‘دبلوماسيين روسيين’ /diblo:ma:si:inar ru:si:ina/ (diplomat-PL-INDF DEF-Russian-PL) and another participant translated it as ‘الدبلوماسيون الروسية’ /addiblo:ma:si:iu:nar ru:si:iah/ (DEF-diplomat-PL/M DEF-Russian-SG/F). In the first translation, there is no agreement between the noun and its adjective in definiteness and indefiniteness and in the second translation, there is no agreement in number and gender.

The third sentence: We have already mentioned in Chapter Three, Section 3.1.1.2 that in Arabic, the verb agrees with the gender of the closest subject in the two sentence patterns (SV or VS) and the number of the overall subject only in the SV sentence structure. ‘Germany’, ‘France’, ‘Ukraine’ and ‘EU countries’ together are the subject of the third sentence. When the sentence is translated into the V-S Arabic structure, ‘Germany’ will be the closest subject to the verb. Since Germany is a singular feminine noun in Arabic, the verb ‘have made the same move’ must be translated as ‘قامت بنفس الخطوة’ /qa:mat binafsil xutʕwati/. However, 5 participants did not achieve agreement in gender between the verb and its subject when they unacceptably translated ‘have made’ as masculine verbs ‘قام’ /qa:ma/, ‘عمل’ /ʕamila/ or ‘اتخذ’ /itaxaḏa/.

When the sentence is translated into the S-V Arabic structure, ‘EU countries’ will be the closest subject. Since ‘EU countries’ is a plural feminine noun in Arabic, the verb ‘have made the same

move' must be translated as 'قمن بنفس الخطوة' /qumna binafsil xut^uwati/. 20 participants used the S-V word order when they translated the third sentences but they did not achieve agreement in number between the verb and its subject when they translated 'have made' as 'اتخذت' /itaxaḏat/, 'أخذت' /axaḏat/, 'بذلت' /baḏalat/, 'فعلوا' /faʕalu:/, 'خطى' /xat^ua:/ or 'سار' /sa:ra/.

The translations provided by these 25 students indicate that the students are unaware of the Arabic subject-verb agreement rules.

Two participants translated 'EU' as 'الاتحاد الأوربية' /alithā:dul ʔawrubī:iatu/ (DEF-union/M DEF-European-F), in which there is no agreement in gender between the noun and its adjective.

Note: One participant has made both errors; i.e. subject-verb agreement and noun-adjective agreement, while translating this sentence.

The fourth sentence: 20 students had difficulties in achieving subject-verb agreement and/or pronoun-reference agreement while translating this sentence into Arabic. The subject of this sentence; i.e. 'Russia', is a feminine proper noun in Arabic. However, 13 participants translated the verbs in this sentences 'denies', 'indicates' and 'will respond' as 'ينكر' /junkir/, 'يشير' /juʕi:r/ and 'سيرد' /sajarud/; etc., which are used when the subject is masculine. To achieve subject-verb agreement in gender, the verbs must be translated as 'تتكر' /tunkir/, 'تشير' /tuʕi:r/ and 'سترد' /satarud/. 7 participants also translated the pronoun 'it' (which refers to Russia) as 'ه' /h/ (he) which indicates a masculine noun, instead of 'ها' /ha:/ (she).

While translating the second English passage into Arabic:

The title: 3 other participants translated 'dies' in 'visionary physicist dies' as 'تموت' /tamu:tu/ and 'تتوفى' /tatawaffa:/ (she dies). Their translations are unacceptable because 'visionary physicist' refers to 'Stephen Hawking'. Therefore, 'dies' must be translated as 'يموت' /jamu:tu/ or 'يتوفى' /jatawaffa:/ (he dies).

The First sentence: 4 participants translated 'world renowned physicist' as: 'عالم النفس الشهيرة' /ʕa:limun nafsif ʕahi:ratu/ (scientist/M/INDEF DEF-psychology DEF-famous-F; the famous scientist of psychology), 'عالم فيزيائي العالمي' /ʕa:limu fi:zi:a:ʔi: alʕa:lami:/ (scientist/INDEF physicist/INDEF DEF-international; the international a scientist of physics), 'عالم فيزيائي ذات' /ʕa:limun fi:zi:a:ʔi:un ḏa:tu fuhratin ʕa:liah/ (scientist-M physicist-M of high fame-F; شهرة عالية

a scientist of physics of high fame) and ‘الفيزيائي معروف/مشهور’ /alfi:zi:a:ʔi: maʕru:fun/maʕhu:run/ (DEF-physicist well-known/famous/INDEF; a well-known/famous the physicist). In such translations, there is no agreement in gender, definiteness and/or indefiniteness between the noun and its adjective.

The second sentence: Two participants unacceptably translated ‘the British scientist was famed for’ as:

‘العالم البريطاني ذاعت صيته’

<i>alʕa:limul</i>	<i>bari:tani:u</i>	<i>ða:ʕat s'i:tuhu</i>
DEF-scientist/M	DEF-British	was famed-she
(the British scientist was famed for)		

‘قد شاع شهرة العالم البريطاني’

<i>qad</i>	<i>ʕa:ʕa</i>	<i>ʕuhratul</i>	<i>ʕa:limil</i>	<i>bari:tani:i</i>
PAR	spread/M	fame-F	DEF-scientist	DEF-British
(the fame of the British scientist spread)				

In the first translation, ‘العالم’ /alʕa:lim/ (scientist) is a masculine noun whereas adding the feminine marker ‘ت التأنيث’ /at/ to the verb ‘ذاع’ /ða:ʕa/ (was famed for) makes it indicate a feminine noun. In the second translation, ‘شهرة’ /ʕuhratu/ (fame) is a feminine noun whereas the verb ‘شاع’ /ʕa:ʕa/ (spread) is used with masculine nouns.

3 other participants translated ‘several popular science books’ as ‘كتبا عديدة الشهيرة في العلوم’ /kutuban ʕadi:datan aʕʕahi:ratan fi:l ʕulu:mi/ (books-INDEF many-INDEF DEF-famous in science; many famous books about science), ‘كتبا علمياً كثيراً’ /kutuban ʕilmi:an kaθi:ran/ (books-INDEF/F scientific-INDEF/M many-INDEF/M; many scientific books) and ‘عيدا من الكتب العلمي الشهيرة’ /ʕadi:dan min kutubil ʕilmi:if ʕahi:ratu/ (many-INDEF of DEF-kutubi/F DEF-scientific/M DEF-famous/F; many famous science books). In the first translation, the participant did not achieve agreement between the noun ‘كتب’ /kutub/ (books/INDEF) and the adjective ‘الشهيرة’ /aʕʕahi:ratu/ (DEF-famous) as the noun ‘كتب’ /kutub/ (books) is indefinite and its adjective ‘الشهيرة’ /aʕʕahi:ratu/ (the famous) is defined with ‘ال’ /al/ (the). In the second and third translations, the participants translated the adjective ‘popular’ as masculine ‘علمياً’ /ʕilmi:ian/ (scientific-INDEF) and ‘العلمي’ /alʕilmi:/ (DEF-scientific). This is unacceptable as in Arabic, ‘كتب’ /kutub/ (books) is a broken plural noun and thus it must be treated as a feminine singular noun. So, the adjective it modifies must also be feminine too. Therefore, ‘scientific’ must be translated here as ‘علمية’ /ʕilmi:iatan/.

The third sentence: Two participants made errors of agreement while translating this sentence. One participant translated ‘... , Prof. Hawking was give ...’ as ‘... البروفيسور هانكنغ قد أعطيت ...’ /... albro:fi:so:r hawking qad ʔuʃtʕjat .../ (... Professor Hawking has been given ...). In this translation, there is no agreement in gender between the verb ‘أعطيت’ /ʔuʃtʕjat/ (give/PPT-F) and its masculine subject ‘البروفيسور هانكنغ’ /albro:fi:so:r hawking/ (Pro. Hawking). The other participant translated ‘a rare ... disease’ as ‘مرضا خطيره’ /maradʕan xatʕi:ran/ (disease-INDEF/M serious-F; a serious disease), achieving no agreement in gender between the noun and its adjective.

The fourth sentence: 3 participants made pronoun-reference agreement errors in their Arabic translations of this sentence. One participant translated it as ‘قال أولاده، لوسى روبرت وتيم عن أبيه ...’ /qa:la ʔawla:duhu, lo:si: ro:ba:rt wa taim ʕan ʔabi:hi .../ (his children, Lucy Robert and Tim said about his father ...), achieving no agreement in number between the singular masculine pronoun ‘ه’ /h/ (his) and its plural reference ‘أولاد’ /ʔawla:d/ (children). The second participant translated ‘his children’ as ‘أطفالها’ /ʔatʕfa:luha:/ (her kids), achieving no agreement in gender between the singular masculine pronoun ‘ها’ /ha:/ (her) and its masculine reference ‘Stephen Hawking’. Finally, the third participant translated “... a great scientist and an extraordinary man whose work ...” as ‘... عالماً كبيراً ورجلاً خارقاً العادة وستبقى أعمالها ...’ /... ʕa:liman kabi:ran wa razulan xa:riqanl ʕa:dah wa satabqa: ʔaʕma:luha: .../ (a great scientist and an supernatural man and her works will live on), achieving no agreement in gender between the feminine pronoun ‘ها’ /ha:/ in ‘أعمالها’ /ʔaʕma:luha:/ (her works) and its masculine reference ‘Hawking’.

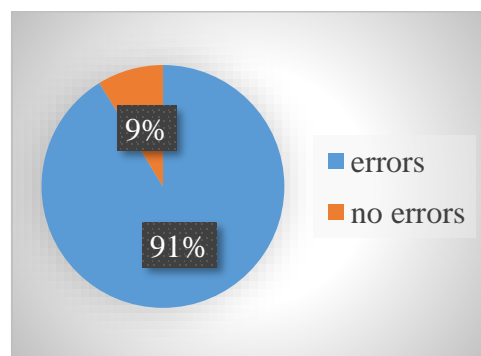


Chart 4.4/B: Translating grammatical agreement

Chart 4.4/b shows the percentage of the participants who made errors of grammatical agreement while translating from English into Arabic which is 91% compared to the percentage of the participants who did not which is only 9%. The fact that 91% of the participants made errors of grammatical agreement proves that it is a major difficulty for the non-native students while translating from English into Arabic.

4.1.1.5 Grammatical cases

Revealing Arabic three cases (nominative, accusative and genitive) was the fifth difficulty for the majority of the participants while translating from English into Arabic.

Table 4.5: Number and percentage of the participants who faced problems and difficulties of grammatical cases in English to Arabic translation

	The first passage	The second passage	Remarks
The title	16	-----	3 participants did not translate the title of the first passage and 9 participants did not translate the title of the second passage
The first sentence	27	-----	-----
The second sentence	12	4	-----
The third sentence	-----	-----	2 participants did not translate the third sentence of the 2 nd passage
The fourth sentence	-----	15	One participant did not translate the 4 th sentence of the 1 st passage and 2 participants left the 4 th sentence of the 2 nd passage untranslated

The total number of the participants who faced problems and difficulties of grammatical cases	51	One participant did not translate the first passage and 3 other participants left the second passage untranslated
The percentage	89%	-----

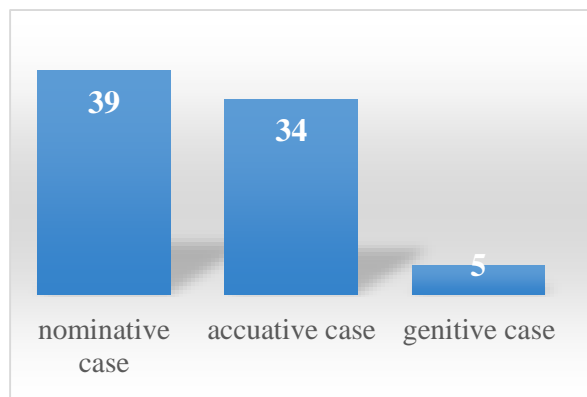


Chart 4.5/A: Types of errors of grammatical case

Table 4.5 shows that 51 participants (89%) came across problems while trying to reveal Arabic three grammatical cases. Thus they unacceptably used one case in place of the other. Chart 4.5/A shows that 39 participants (76%) had a difficulty in revealing the nominative case; viz., they incorrectly used the accusative or genitive markers for the nominative case, that 34 participants (67) faced difficulties in revealing the accusative case; viz., they incorrectly used the nominative markers for the accusative case, and that 5 participants (10%) encountered problems while revealing the genitive case; viz., they incorrectly used the accusative or nominative markers for the genitive case.

Examples:

While translating the first English passage into Arabic:

The title: 16 participants translated ‘Russian diplomats’ as ‘الدبلوماسيون الروسيون’ /addiblo:ma:si:u:nar ru:si:u:na/ (DEF-diplomat-PL/NOM DEF-Russian-PL/NOM; the Russian diplomats). Using the nominative case marker is unacceptable here. The students should have read the title carefully and the passage to understand that ‘Russian diplomats’ is the receiver of

the action in this sentence. Therefore, they must have translated it using the accusative case marker ‘-ين’ /i:n/ as ‘الدبلوماسيين الروسيين’ /addiblo:ma:si:i:nar ru:si:i:na/ (DEF-diplomat-PL/ACC DEF-Russian-PL/ACC; the Russian diplomats).

The first sentence: 26 participants translated ‘its European allies’ as ‘حلفاءها الأوروبيين’ /ħulafa:ʔaha:l ʔawrubi:i:na/ (allies-ACC-her DEF-European-GEN; its European allies) or ‘حلفائها الأوروبيين’ /ħulafa:ʔiha:l ʔawrubi:i:na/ (allies-GEN-her DEF-European-GEN; its European allies). Such translations express the accusative or genitive case respectively. However, ‘its European allies’ is part of the conjoined subject ‘‘The United States and its European allies’’. Therefore, the nominative case marker must have been used here as ‘الولايات المتحدة وحلفاؤها الأوروبيون ...’ /alwila:ja:tul muttaħidatu wa ħulafa:ʔuha:l ʔawrubi:u:na/ (DEF-states-NOM DEF-united-NOM and allies-NOM-her DEF-Europeans-NOM; the United States and its European allies).

One participant translated ‘dozens of Russian diplomats’ using the nominative case markers as ‘عشرات من الدبلوماسيون الروسيون’ /ʕafara:tin minad diblo:ma:si:i:nar ru:si:i:na/ (dozens of DEF-diplomats-NOM DEF-RussianS-NOM; the Russian diplomats). This is unacceptable because after prepositions, nouns must be in the genitive not nominative case. Thus the phrase must be translated into Arabic as ‘عشرات من الدبلوماسيين الروسيين’ /ʕafara:tin minad diblo:ma:si:i:nar ru:si:i:na/ (dozens of DEF-diplomats-GEN DEF-Russians-GEN; the Russian diplomats).

The second sentence: 12 participants translated ‘60 Russian diplomats’ unacceptably as ‘ستين دبلوماسي روسي’ /sitti:na diplo:ma:si:un ru:si:un/ (60 diplomat-NOM Russian-NOM). However, ‘diplomats’ is the object of the sentence and must take the accusative case marker as ‘ستين دبلوماسياً روسياً’ /sitti:na diplo:ma:si:an ru:si:an/ (60 diplomat-ACC Russian-ACC)..

While translating the second English passage into Arabic:

The second sentence: 4 participants translated ‘the British scientist was famed for ...’ as ‘كان العالم البريطاني مشهور ...’ /ka:nal ʕa:limul bari:tʕa:ni:u maʕhu:run/ or ‘كان العالم البريطاني شهير ...’ /ka:nal ʕa:limul bari:tʕa:ni:u fahi:run/ (was DEF-scientist-NOM DEF-British-NOM famous-NOM; the British scientist was famous for ...). However, ‘مشهور’ /maʕhu:run/ and ‘شهير’ /fahi:run/ ‘famous’ here is the predicate of the modal verb ‘كان’ /ka:na/ and must take the accusative case marker as ‘كان العالم البريطاني مشهوراً ...’ /ka:nal ʕa:limul bari:tʕa:ni:u maʕhu:ran/ or ‘كان العالم ...’

... البريطاني شهيراً /ka:na:l ʕa:limul bari:tʕa:ni:u ʕahi:ran/ (was DEF-scientist-NOM DEF-British-NOM famous-ACC; the British scientist was famous for ...).

The fourth sentence: 8 participants rendered the phrase ‘his children’ using the accusative case marker as ‘أبناءه’ /ʔabna:ʔahu/ (children-ACC-his; his children) or the genitive case marker ‘أبنائه’ /ʔabna:ʔihi/ (children-GEN-his; his children). This is unacceptable as ‘his children’ is the subject of the sentence and the nominative case marker must be used as ‘أبنائه’ /ʔabna:ʔuhu/ (children-NOM-his; his children).

8 participants translated “He was a great scientist and an extraordinary man ...” in the same sentence as nominative ‘كان عالماً عظيمٌ ورجلاً استثنائياً’ /ka:na ʔa:limun ʔaðʕi:mun wa raʒulun istʔna:i:un/ (was scientist-NOM great-NOM and man-NOM extraordinary-NOM; he was a great scientist and an extraordinary man). This translation is unacceptable as this phrase is the predicate of the modal verb ‘كان’ /ka:na/ and must take the accusative marker as ‘كان عالماً عظيماً’ /ka:na ʔa:liman ʔaðʕi:man wa raʒulan istʔna:i:an/ (was scientist-ACC great-ACC and man-ACC extraordinary-ACC; he was a great scientist and an exceptional man).

Note: One participant faced difficulties of grammatical case while translating ‘his children’ as well as “a great scientist and an extraordinary man”.

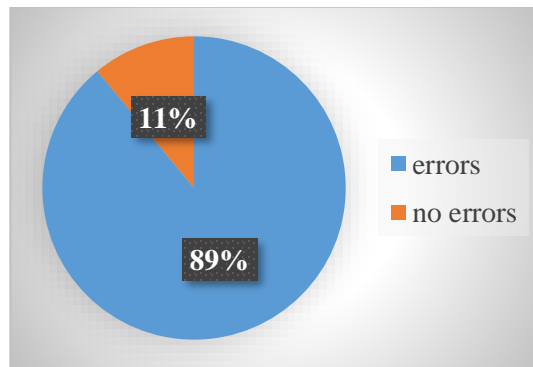


Chart 4.5/B: Translation of grammatical case

Chart 4.5/B shows the percentage of the participants who made errors while trying to reveal the Arabic three grammatical cases which is 89% compared to the percentage of the participants who did not which is 11%. The fact that 89% of the participants made errors while revealing

the grammatical cases verifies that it is another major difficulty for the non-native students while translating from English into Arabic.

4.1.1.6 Word order

Many participants did not reverse the order of subjects and verbs and adjectives and nouns while translating the English passages into Arabic. This resulted in major grammatical errors.

Table 4.6: Number and percentage of the participants who faced problems and difficulties in reversing word order while translating from English into Arabic

	The first passage	The second passage	Remarks
The title	4	25	3 participants did not translate the title of the first passage and 9 participants did not translate the title of the second passage
The first sentence	15	11	-----
The second sentence	12	7	-----
The third sentence	20	-----	2 participants did not translate the third sentence of the 2 nd passage
The fourth sentence	5	10	One participant did not translate the 4 th sentence of the 1 st passage and 2 participants left the 4 th sentence of the 2 nd passage untranslated
The total number of the participants who faced difficulties in reversing the order of words	49		One participant did not translate the first passage and 3 other participants left the second passage untranslated
The percentage	86%		-----

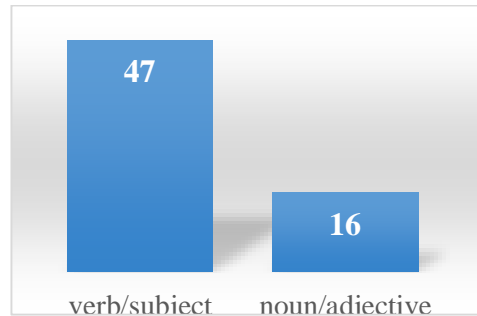


Chart 4.6/A: Errors of word order

As shown in Table 4.6, 49 participants (86) did not reverse the order of words while translating the English passages into Arabic. This particularly applies to the order of the verb and its subject and the noun and its adjective. While in English the verb comes after its subject and the noun comes after its adjective, in Arabic it is the total opposite; viz., the verb comes before its subject and the noun comes before its adjective (as explained in Chapter 3, Section 3.1.1.5). However, 47 participants (96%) unacceptably placed the subject before the verb and 16 participants (33%) unacceptably placed the adjective before the noun while translating from English into Arabic (as illustrated in Chart 4.6/A). In other words, those participants unacceptably kept the English words order in the translated texts.

Examples:

While translating the first English passage into Arabic:

The title: 4 participants translated ‘Russian diplomats’ into Arabic as ‘روسيون دبلوماسيون’ /ru:si:u:na diblo:ma:si:u:na/, keeping the adjective ‘روسيون’ /ru:si:u:n/ (Russian) before the noun ‘دبلوماسيون’ /diblo:ma:si:u:m/ (diplomats). This is not acceptable as in Arabic adjectives are positioned after nouns.

The first sentence: 3 participants unacceptably placed the adjective before the noun while translating ‘Russian diplomats’ as ‘روسيين دبلوماسيين’ /ru:si:i:na diblo:ma:si:i:na/.

Two participants unacceptably kept the English adjective/noun word order while translating ‘a former Russian spy’ into Arabic as ‘السابق روسي جاسوس’ /assabiq ru:si: za:su:s/ or ‘الروسية السابق’ /arru:si:ahs sabiq ʕai:n/.

11 participants unacceptably kept the English SV words order while translating this sentence into Arabic as:

الولايات المتحدة وتحالفها الأوروبي راحت تطرد عشرات من الدبلوماسيين الروسيين ...

alwila:ja:tul muttaḥidatu wa taḥa:lifuha:l ḥawru:bbi:u raḥat tatʿrudu ḥaṣaratin minad diblu:ma:si:inar ru:si:ina ...

the United States and its European supporters started expelling dozens of Russian diplomats

...

الولايات الأمريكية المتحدة وحلفاءها الأوروبيين يطردون عشرات الدبلوماسيين الروسيين ...

alwila:ja:tul muttaḥidatu wa taḥa:lifuha:l ḥawru:bbi:u raḥat tatʿrudu ḥaṣaratin minad diblu:ma:si:inar ru:si:ina ...

the American United States and its European allies are expelling dozens of Russian diplomats

...

الولايات المتحدة وحلفاءها الأوروبية تطرد عشرات الدبلوماسيين الروسيين ...

alwila:ja:tul muttaḥidatu wa ḥilfuha:l ḥawru:bbi:atu tatʿrudu ḥaṣaratid diblu:ma:si:inar ru:si:ina ...

the United States and its European allies are expelling dozens of Russian diplomats ...

...; etc.

The second sentence: 9 participants kept the English SV words order while translating this sentence into Arabic. 3 other participants unacceptably translated ‘Russian diplomats’ placing the adjective before the noun.

The third sentence: 20 participants unacceptably kept the English SVO words order while translating ‘Germany, France, Ukraine and various other EU countries have made the same move’ into Arabic as:

المانيا، فرنسا اوكرانيا ومتعددة بلاد اتحاد أوروبا الأخرى فعل سواء العمل.

ḥalma:nia:, fra:ns ḥwkri:n wa mutaḥadidat bila:d ḥittiḥa:d ḥawrubba:l ḥuxra: faḥala siwa:l ḥamali.

Germany, France Ukraine and many other countries of the Europe Union made the same work.

ألمانيا، فرنسا، يوكراين والبلدان غيرها في أوروبا اتخذت الخطوة مثله.

ʔalma:nia:, faransa:, juwkri:n wal bulda:nu ʔai:ruga: fi ʔawrubba: ittaxaḏʕatil xutʕwata miθlahu.

Germany, France, Ukraine and other countries in Europe took the same move like it.

وألمانيا، فرنسا، يوكراين وعدة دول من الاتحاد الأوروبي قد خطى خطوة الولايات.

wa ʔalma:nia:, faransa:, juwkri:n wa ʕiddatu duwalin mil ʔittiha:dil ʔawrubbi:u qad xatʕa: xutʕwatal wila:ja:ti.

Germany, France, Ukraine and many countries of the Europe Union have made the move of the States.

ألمانيا فرنسا، أكرانية وأيضا بعض الممالك في الإتحاد الأوروبي عمل نفس العمل.

ʔalma:niah, fra:ns, ʔwkra:njah wa ʔai:dʕan baʕdul mama:liki fi:l ʔittiha:dil ʔawrubbi:l ʕamila nafsah ʕamali.

Germany, France, Ukraine and also some kingdoms in the Europe Union made the same work.

ألمانيا. فرنسا. يوكراين كذلك البلدان الأوروبية المختلفة اختارت نفس الشيء.

ʔalma:nia: . faransa: . jwkra:nia: kaḏalikal bulda:nul ʔawrubbiatul muxtalifatu xta:rat nafsah ʕaiʔi.

Germany. France. Ukraine and also the different European countries chose the same thing.

...; etc.

The fourth sentence: 5 participants kept the English SV words order while translating this sentences into Arabic as the following:

روسيا يرفض أنه ليس دوراً في الحملة ...

ru:si:a: jarfudʕu ʔannahu lai:sa dawran fi:l hamlati ...
Russia refuses that it is not a role in the campaign ...

والروسيا قد تبرأت من أي دور في الحملة ...

war ru:si:a: qad tabarraʔat min dawrin fi:l hamlati ...
and Russia has disowned any role in the campaign ...

بينما الروسية نفي أي دور في الحملة ...

bai:nama:r ru:si:a: nafa: ʔai:ia dawrin fi:l hamlati ...

while Russia denied any role in the campaign ...

الروس ترفض دور في الإعتداء ...

arru:s tarfud^su dawr fi:l ?i?tida:ʔi ...
the Russians refuses role in the attack ...

الروسيا تنكر دوراً في الحملة ...

arru:si:a: tunkiru dawran fi:l ḥamlati ...
the Russia denies a role in the campaign ...

While translating the second English passage into Arabic:

The title: 22 participants unacceptably did not reverse the English words order of the subject followed by the verb while translating the title into Arabic as:

استيفن هاكنغ، الفيزيائي المثالي مات في عمر 76.

stefen ha:king, alfi:zya:ʔi:ul miθali:u ma:ta fi: ʕumri 76.

Stephen Hawking, the perfect physicist died aged 76.

استيفن هوكينس: صاحب الرويا فيسيست مات في عمر 76.

istefen ha:wki:ns: s^a:ḥibur rwja: fi:si:st ma:ta fi: ʕumri 76.

Stephen Hawkins: the (...) physicist died aged 76.

ستيفن هاوكنغ: الفيزيائي النظري تتوفى في عمر 76.

stefen ha:wking: alfi:zya:ʔi:un naḏ^a:ari:u ttawaffa: fi: ʕumri 76.

Stephen Hawking: the theoretical physicist dies aged 76.

...; etc.

7 participants also translated ‘visionary physicist’ in the title keeping the English words order into Arabic as ‘صاحب بصيرة فيزيائي’ /s^a:ḥib basⁱ:rah fi:zya:ʔi:/ (visionary physicist). Such translation is unacceptable in Arabic as the noun must always come before its adjective as ‘الفيزيائي ذو البصيرة’ /alfi:zya:ʔi: ḏu:l basⁱ:rah/ (the visionary physicist).

Note: 5 participants did not translate ‘visionary’ and 3 participants left ‘physicist’ untranslated. These patricians were not included in the count.

The first sentence: 10 participants unacceptably kept the English SV words order and translated this sentence into Arabic as:

الفيزيائي العالمي الشهير استيفن هاوكينغ توفي في 76 من عمره.

alfi:zya:ʔi:ul ʕa:lami:uf fahi:ru isti:fen ha:wki:ng tuwuffi:a fi: 76 min ʕumrihi.

The famous international physicist Stephen Hawking died at the age of 76.

عالم النفس الشهيرة استيفن هاكيك قد توفي 76 من عمره.

ʕa:limun nafsi:f fahi:ratu istfi:n ha:ki:k qad tuwuffi:a 76 min ʕumrihi.

The famous psychiatrist Istphen Hakik died of 76.

فيزيائي مشهور في انحاء العالم استيفن هاكنغ قد مات في 76 من عمره.

fi:zya:ʔi:un mafhu:run fi ʔanħa:ʔil ʕa:lam isti:fen ha:ki:ng qad ma:ta fi: 76 min ʕumrihi.

A world-known physicist Stephen Hawking has died at the age of 76.

...; etc.

Two participants unacceptably kept the adjective before the noun when they translated ‘world renowned physicist’ as ‘الشهير العالمي الفيزيائي’ /aʃfahi:ruʔa:lami:ul fi:zya:ʔi:u/ (the international famous physicist) and ‘شهير فيزيائي’ /fahi:run fi:zya:ʔi:un/ (a famous physicist).

The second sentence: 7 participants unacceptably did not reverse the order of the subject and verb when they translated this sentence as:

‘العالم البريطاني ذاعت صيته لعمله ...’

alʕa:limul bari:ta:ni:u ða:ʕat sʕi:tuhu ʕamalihi ...

(the British scientist was famed for his work ...)

‘والعلماء البريطانيون شهر على عمله ...’

wal ʕulama:ʔul bari:ta:ni:u:na ʕahara ʕala: ʕamalihi ...

(the British scientists famed on his work...)

‘العالم من البريطانيه كان يعمل هذا العمل ...’

alʕa:limu minal bari:ta:ni:ah ka:na jaʕmalu haða:l ʕamala ...

(the scientist from Britain was working this work ...)

...; etc.

The fourth sentence: 10 participants unacceptably kept the English VS words order when they translated ‘... an extraordinary man whose work will live on for many years’ to:

‘... وعمله يعيش للسنة الكثيرة في العالم.’

... *wa Ḥamaluhu jaḥi:fu lissanatil kaḥirati fi:l Ḥa:lam.*

... and his work will live for the many year in the world.

‘... وعمله سيعيش / سيبقى للعديد من السنوات.’

... *wa Ḥamaluhu sajaḥi:fu / sajabqa: lilḤadi:di minas sanawati.*

... and his work will live for the many year in the world.

‘... وأعماله ستبقى إلى السنوات الطويلة.’

... *wa Ḥamaluhu satabqa: Ḥila:s sanawa:tit⁶ t⁶awi:lah .*

... and his works will live on for the long years.

...; etc.

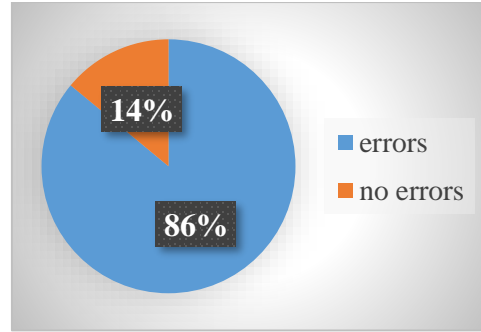


Chart 4.6/B: Reversing the order of word

Chart 4.6/B shows the percentage of the participants who kept the English order of subjects and verbs and adjectives and nouns while translating in the Arabic translation which is 86% compared to the participants who reversed this order to suit Arabic structure which is 14%. Being faced by a huge percentage of the participants, translating the defining and indefinite articles from English into Arabic really poses a difficulty for the non-native students.

4.1.1.7 Formation of words

Translating an English word into Arabic using the correct word form was another grammatical difficulty faced by more than half of the participants.

Table 4.7: Number and percentage of the participants who faced problems and difficulties in words formation

	The first passage	The second passage	Remarks
The title	16	-----	3 participants did not translate the title of the first passage and 9 participants did not translate the title of the second passage
The first sentence	16	-----	-----
The second sentence	6	5	-----
The third sentence	3	-----	2 participants did not translate the third sentence of the 2 nd passage
The fourth sentence	6	-----	One participant did not translate the 4 th sentence of the 1 st passage and 2 participants left the 4 th sentence of the 2 nd passage untranslated
The total number of the participants who encountered problems and difficulties in forming words	32		One participant did not translate the first passage and 3 other participants left the second passage untranslated
The percentage	56%		-----

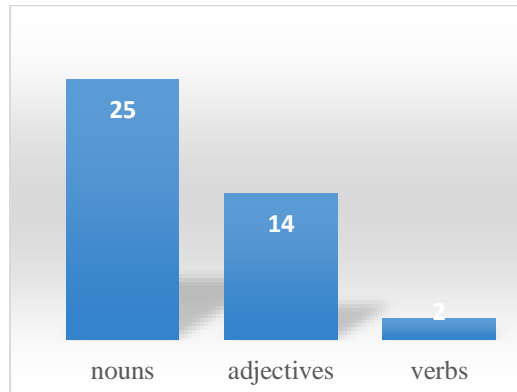


Chart 4.7/A: Types of word formation errors

Table 4.7 shows that providing the correct form of words while translating from English into Arabic was a challenging task for 32 participants (56%). Chart 4.7/A clarifies that 25 participants (78%) had a difficulty in providing the correct form of some English nouns in Arabic, so they translated them as adjectives, verbs or gerunds. 14 participants (44%) had difficulties in translating some English adjectives into Arabic, so they translated them as nouns or as verbs. Finally, two participants (6%) could not provide the correct form of two English verbs in Arabic, so one of them rendered it as an adjective and the other one rendered it as a noun.

Examples:

While translating the first English passage into Arabic:

The title: While rendering the phrase ‘spy poisoning’ into Arabic, 9 participants unacceptably translated ‘poisoning’ as ‘سم’ /sum/ (poison), and 4 participants unacceptably translated ‘spy’ as ‘تجسس’ /tazassus/ (spying). However, to properly convey the ST intended meaning, the first group of participants must have translated ‘poisoning’ as a gerund as ‘تسميم’ /tasmi:m/. The second group of participants must have translated ‘spy’ by deriving its meaning from the gerund ‘تجسس’ /tazassus/ (spying) as ‘جاسوس’ /ʒa:su:s/ (spy). Pre-reading the ST would have helped them in providing correct translations of this phrase.

7 participants translated ‘Europe’ as an adjective ‘أوروبي/أوربي’ /ʔuwrubbi:/ (Europe).

4 participants unacceptably translated ‘Russian’ in ‘Russian diplomats’ as a noun ‘الوفود الروسية’ /alwufu: dur ru: sja/ (the Russia delegations) and ‘الروسيا الدبلوماسية’ /arru: sjad diblo: masi:/ (the Russia diplomat).

The first sentence: 14 participants translated the gerund ‘poisoning’ as a noun ‘سم/سموم’ /sum/sumu: m/ (poison/poisons) or as a verb ‘تسمم’ /tasammama/ (got poisoned). ‘Poisoning’ must be translated here into Arabic as ‘تسمم’ /tasammum/.

Two participants translated ‘European’ as a noun ‘أوربا’ /ʔawrubba/. Translating the adjective ‘European’ as a noun changed the meaning of the original phrase from ‘European allies’ to ‘allies of Europe’.

One participant translated ‘allies’ as an adjective ‘متحالف’ /mutaħa: lif/ (allied).

One participant unacceptably translated spy as an adjective ‘متجسس’ /mutaʒassis/ (being spied on); which changes the meaning of the word in the ST.

The second sentence: One participant unacceptably translated the verb ‘has ordered’ in the second sentence as an adjective ‘مأمور’ /maʔmu: r/ (being ordered). This has changed the ST meaning from ‘ordering someone to do something’ to ‘being ordered by someone to do something’. 5 other participants unacceptably translated ‘Russian’ as a noun ‘روسيا’ /ru: sja/ (Russia).

The third sentence: Two participants translated ‘Germany’ as ‘الماني/ألمانية’ /ʔalma: ni:/ʔalma: ni: iah/ (German), one participant translated ‘France’ as ‘فرنسية’ /faransi: iah/ (French) and one participant translated ‘Ukraine’ as ‘اكراني’ /ʔukra: ni:/ (Ukrainian).

Note: One participant made errors while forming the adjectives ‘Germany’ and ‘Ukraine’.

The fourth sentence: 6 participants unacceptably translated ‘Russia’ in the fourth sentence as an adjective ‘روس’ /ru: s/ ‘Russians’.

While translating the second English passage into Arabic:

The second sentence: 5 participants translated ‘the British scientist was famed for ...’ as ‘كان العالم البريطاني اشتهر ...’ /ka: nal ʕa: limul bari: ta: ni: u iftahara .../. Such translation is unacceptable

as the adjective ‘famed’ was translated into Arabic as a verb ‘اشتهر’ /iʃtahara/ which resulted in an awkward structure.

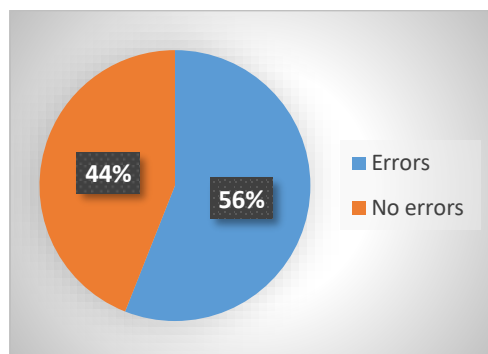


Chart 4.7/B: Formation of words

Chart 4.7/B shows the percentage of the participants who made errors of words formation, which is 56%, compared to the percentage of the participants who did not, which is 44%. So, providing the correct word form while translating from English into Arabic is also a difficulty for the non-native students.

4.1.2 The semantic and lexical problems and difficulties

Understanding the meaning of some individual words or groups of words in the English passages and/or choosing their most appropriate lexical equivalences in Arabic was a major difficulty for all the participants.

Table 4.8: Number and percentage of the participants who faced semantic and lexical difficulties in English to Arabic translation

	The first passage	The second passage	Remarks
The title	19	24	3 participants did not translate the title of the first passage and 9

			participants did not translate the title of the second passage
The first sentence	32	10	-----
The second sentence	20	35	-----
The third sentence	57	30	2 participants did not translate the third sentence of the 2 nd passage
The fourth sentence	54	27	One participant did not translate the 4 th sentence of the 1 st passage and 2 participants left the 4 th sentence of the 2 nd passage untranslated
The total number of the participants who encountered semantic and lexical problems and difficulties in English to Arabic translation	57		One participant did not translate the first passage and 3 other participants left the second passage untranslated
The percentage	100%		-----

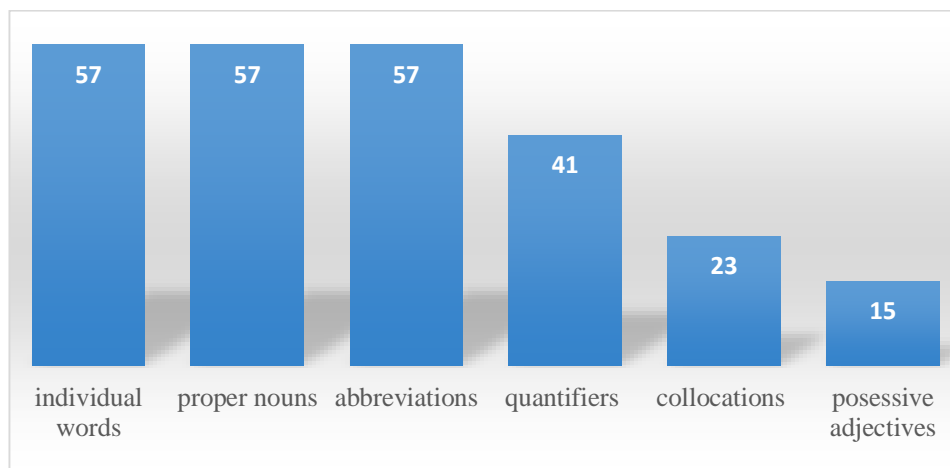


Chart 4.8/A: Distribution of the semantic and lexical errors

Table 4.8 shows that every participant in this study faced many semantic and lexical problems and difficulties. This means that they faced problems and difficulties in comprehending the

meaning of an item (a word or group of words) in the English passages and/or in rendering it correctly in Arabic. This includes (as presented in Chart 4.8/A) the translation of individual words in context; faced by all the participants, translation of proper nouns; also faced by all the participants, translation of abbreviations; faced by all the participants, translation of collocations; faced by 23 participants (40%) and translation of pronouns; faced by 15 participants (26%). Whenever the participants were encountered with such problems and difficulties, they translated the ST item either by using unacceptably TL equivalence, by leaving it untranslated, by transliterating it or by providing two equivalences.

Examples:

While translating the first English passage into Arabic:

The title: Two participants translated ‘poisoning’ (تسميم) /tasmi:m/ unacceptably as ‘وسم’ /wasm/ (mark) or ‘رسم’ /rasm/ (drawing).

5 participants translated ‘diplomats’ (دبلوماسيون) /diblo:masi:iu:n/ unacceptably as ‘سياسي’ /sja:si:/ (a politician), ‘وفود/مندوبون’ /wufu:d/mandu:bu:n/ (delegates/delegations) or ‘مخابرات’ /muxa:bara:t/ (intelligence), 13 participants translated it inaccurately as ‘سفراء’ /sufara:ʔ/ (ambassadors), and one participants transliterated it as ‘ديپلوميت’ /di:plumi:t/.

13 participants translated ‘are expelled’ unacceptably as ‘خرج’ /xaraʒa/ (went out), ‘نفي’ /nufija/ (was exiled), ‘فصل’ /fusʕila/ (was fired), ‘تترك’ /tatruku/ (are leaving), ‘يُشرد’ /juʃarridu/ (is displacing), ‘الغاء’ /ʔilya:ʔ/ (cancellation), ‘استخرجوا’ /istaxraʒa:/ (they extracted), ‘يطاردوا’ /jutʕa:ridu:/ (are chasing) or ‘تعزل’ /taʕzulu/ (are dismissed; of a job or work). 7 participants translated ‘are expelled’ inaccurately as ‘يخرج/اخراج’ /juxriʒu/ ʔixra:ʒ/ (to make someone get out of a place).

The Arabic equivalence for the ‘US’ is ‘الولايات المتحدة’ /alwila:ja:t almuttaħidah/ (the United States) or ‘أمريكا’ /ʔamri:ka:/ (America). However, two participants unacceptably translated it as ‘الأمم المتحدة’ /alʔumam alalmuttaħidah/ (the United Nations/UN) or ‘الإتحاد الأمريكي’ /alʔittiha:d alʔamri:ki:/ (the American Union). 15 other participants translated it inaccurately as ‘أمريكي/أمريكية’ /alʔamri:ki:/ ʔamri:ki:iah/ (American), ‘الأمريكية المتحدة’ /alʔamri:ki:iah almuttaħidah/ (the United American), ‘المتحدة الامريكة’ /almuttaħidah alʔamri:ki:iah/ (the United

America), 'ولايات الأمريكية المتحدة' /wila:ja:t alʔamri:ki:iah almuttaḥidah/ (the States of United America) or 'الولاية المتحدة' /alwila:jah almuttaḥidah/ (the United State).

One participant translated 'Europe' unacceptably as 'الاتحاد الأوروبي' /alʔittḥa:dul ʔawrubī:/ (the European Union/ EU). Two other participants transliterated it as 'اليوروبا' /aljurubba:/ or 'اليوروب' /alju:rwb/.

The first sentence: 3 participants translated 'the United States' (الولايات المتحدة) /alwila:ja:t almuttaḥidah/ unacceptably as 'الأمم المتحدة' /alʔumam alalmuttaḥidah/ (the United Nations/UN) and one participant left it untranslated. 8 other participants translated 'the United States' inaccurately as 'الولاية المتحدة' /alwila:jah almuttaḥidah/ (the United State), 'الأمريكا المتحدة' /alʔamri:ka: almuttaḥidah/ (the United America) or 'المتحدة الأمريكية' /almuttaḥidah alʔamri:ki:iah/ (the American United).

8 participants translated 'allies' (حلفاء) /ḥulafa:ʔ/ unacceptably as 'قوات' /quwa:t/ (forces), 'مساعدتها' /mus:ʕidatuha:/ (its assistants), 'علاقاتها' /ʕala:qa:tuha:/ (its relations), 'اتحادات' /ʔittiḥa:da:t/ (Unions) or unintelligibly as 'حريفة' /ḥari:fa/ (---).

2 participants translated the possessive adjective 'its' in 'the United States and its European allies' unacceptable using the masculine pronoun 'هـ' /h/ (its) as 'حلفاءه' /ḥulafa:ʔah/ or 'حلفاؤه' /ḥulafa:ʔuh/ (his allies). 9 other participants translated this phrase but left 'its' untranslated as 'الولايات المتحدة والحلفاء الأوروبيون' /alwila:ja:tul muttaḥidatu wal ḥulafa:ʔul ʔawrubbi:iu:na/ (the United states and the European allies), which somehow affect the intended meaning of the ST. 'Its' here refers to 'the United States', and since 'the United States' (الولايات المتحدة) /alwila:ja:tul muttaḥidatu/ is feminine in Arabic, 'its European allies' must be translated into Arabic using the feminine pronoun 'ها' as 'حلفاؤها الأوروبيون' /ḥulafa:ʔuha:l ʔawrubbi:iu:na/.

15 participants translated 'are expelling' (يطرد/تطرد) /jatʕrud/tatʕrud/ unacceptably as 'تترك' /tatruk/ (are leaving), 'تطارده' /tutʕa:rid/ (are chasing), 'تعزل' /taʕzul/ (are dismissed*), 'تنكر' /tunkir/ (are denying), 'طرحته' /tʕarahat/ (asked), 'تردد' /taraddad/ (hesitated), 'تشرده' /tuʕfarrid/ (are displacing), 'تنفي' /tanfi:/ (are denying), 'تفصل' /tafsʕil/ (are firing), 'تعطل' /tuʕatʕʕil/ (to bring down) or 'خرجت' /xarazat/ (went out). 5 participants translated 'are expelling' inaccurately as 'تخرج/أخرج' /tuxrizu/ ʔaxraʕa/ (to make someone get out of a place).

19 participants had difficulties in translating ‘dozens’. So, they either translated it incorrectly as ‘آلاف/ألوفاً’ /ʔa:la:f/ ʔulu:fan/ (thousands), ‘كثيراً’ /kaθi:ran/ (a lot of), ‘عدة/العديد’ /alʕadi:dah/ ʕiddah/ (many) or ‘عشرة’ /ʕaʕarah/ (ten), literally as ‘دزينة/اثنا عشر’ /iθna: ʕaʕar/ dazzi:nah/ (twelve), unintelligibly as ‘عسير/عسيل’ /ʕasi:r/ ʕasi:l/ or left it untranslated. ‘Dozens’ in this context is best translated into Arabic generally as ‘عشرات’ /ʕaʕara:t/.

5 participants translated ‘diplomats’ (دبلوماسيون) /diplo:ma:si:iu:n/ unacceptably as ‘رجال’ /riʕa:l/ (men), ‘سياسي’ /sja:si:/ (a politician) or ‘وفود/مندوبون’ /wufu:d/ mandu:bu:n/ (delegates/delegations), 13 participants translated ‘diplomats’ inaccurately as ‘سفراء’ /sufara:ʔ/ (ambassadors), and one participant transliterated it as ‘ديپلوميت’ /diplo:mi:t/.

5 participants translated ‘as a response to’ (رداً على) /raddan ʕala:/ unacceptably as ‘من أجل’ /min ʔaʕl/ (for), ‘انتقاماً’ /intiqa:man/ (as a revenge to), ‘بسبب’ /bisabab/ (as a reason of), ‘نتيجة’ /nati:ʕah/ (as a result of) or ‘عقب’ /ʕaqba/ (after/following).

One participant provided an unintelligible translation of ‘poisoning’ as ‘اثلاف’ (---).

The Arabic equivalence for the ‘UK’ is ‘المملكة المتحدة’ /almamlakah almuttaħidah/. However, six participants unacceptably translated it as ‘الأمم الموحدة’ /alʔumam almuwa:hidah/ (the Unifying Nations), ‘الأمم المتحدة’ /alʔumam almuttaħidah/ (the UN), ‘الولايات المتحدة’ /alwila:ja:t almuttaħidah/ (the US), ‘المتحدة الأمريكية’ /alʔamri:ka: almuttaħidah/ (the United America) or ‘المملكة الانجلترا’ /almamlakah alʔinʕiltra:/ (the Kingdom of England), 20 participants translated it inaccurately as ‘بريطانية’ /bari:tʕa:niah/ (Britain), ‘انكلترا’ /ʔinkiltra:/ (England) or ‘مملكة موحدة’ /mamlakah muwaħħadah/ (Unifying Kingdom), and one participant provided an unintelligible translation of it as ‘الحمانية المتحدة’ /alhima:na:jah almutthidah/.

The second sentence: Two participants translated ‘president’ inaccurately as ‘رئيس وزراء’ /raʔi:s wuzara:ʔ/ (prime minister).

One participant unacceptably translated ‘US President’ as ‘رئيس الأمم المتحدة’ /raʔi:s alʔumam almuttaħidah/ (the President of the UN), 6 participants translated it inaccurately as ‘رئيس’ /raʔi:s/ (president of the American), ‘رئيس المتحدة الامريكية’ /raʔi:s alʔamri:ki:iah/ (president of the American united) or ‘ولاية متحدة’ /wila:jah muttaħidah/ (United State), and one participant left it untranslated.

5 participants translated ‘has ordered’ unacceptably as ‘حكم/أصدر حكماً’ /hakama/ ʔasʔdara hukman/ (sentenced).

5 participants translated ‘diplomats’ unacceptably as ‘مندوبين’ /mandu:bi:n/ (delegates) or ‘دبلوماساً’ /diblo:man/ (diploma), 8 participants translated it inaccurately as ‘سفراء’ /sufara:ʔ/ (ambassadors), and two participants transliterated it as ‘الدبومات’ /addiblo:ma:t/ or ‘ديبلميت’ /diblo:mi:t/.

3 participants translated ‘to leave the country’ as ‘لتخليّة البلاد’ /litaxliatil bila:di/ (to empty the country), ‘لإجلاء البلاد’ /liʔizla:ʔil bila:di/ (to vacate the country) or ‘أن يتخلوا عن البلاد’ /ʔan jataxallu: ʔanil bila:di/ (to give the country up).

3 participants unacceptably translated ‘country’ as ‘ولاية’ /wila:jah/ (state), ‘وطن’ /watʔan/ (home) or ‘مملكة’ /mamlakah/ (kingdom).

The third sentence: Two participants translated ‘Germany’ (ألمانيا) /ʔalma:nja/ unacceptably as ‘اليونان’ /alju:na:n/ (Greece) or ‘اليمن’ /aljaman/ (Yemen) and 3 other participants transliterated it as ‘جرمني’ /ʔirmani:/.

10 participants transliterated ‘France’ (فرنسا) /faransa:/ as ‘فرانس’ /fra:ns/.

33 participants transliterated ‘Ukraine’ (أوكرانيا) /ʔwka:nja:/ as ‘يوكرين’ /ju:kri:n/ or ‘أوكرين’ /ʔu:kri:n/, 3 participants left it untranslated.

5 participants translated ‘various’ incorrectly as ‘مختلفة’ /muztalifah/ (different), ‘بعض’ /baʔdʕ/ (some) or ‘عدد’ /ʔadad/ (number), and 30 other participants left it untranslated.

The Arabic equivalence for the ‘EU’ is ‘الاتحاد الأوروبي’ /alʔittiha:d alʔawrubbi:/. However, 40 participants had a difficulty in finding the exact Arabic equivalence for ‘EU countries’. Thus they either translated it incorrectly as ‘الامارات المتحدة’ /alʔmara:t almuttaḥidah/ (the united states), ‘الحلفاء الأوروبيين’ /alhulafa:ʔ alʔawrubbi:i:na/ (the European allies), ‘الإمارات’ /alʔima:ra:t/ (Emirates) or ‘الدولة الأفريقا’ /addawlah alʔafri:qa:/ (the country Africa); inaccurately as ‘الدول/البلدان الأوروبية’ /addwal/ albulda:n alʔrubbi:ah/ (the European countries), ‘دول/بلدان أوروبا’ /duwal/ bulda:n ʔawrubba/ (the countries of Europe), ‘البلاد الغربية’ /albila:d al/ (the Western countries), ‘ولايات الاتحاد الأوروبية’ /wila:ja:t alʔttiha:d alju:ru:bbiah/ (the European states of the union), ‘دول المتحدة/الوحدات الأوروبية’ /duwal almuttaḥidah/ alwaḥda:t alʔawrubbi:/ (the counties

of the European united/European units) or ‘المتحدة الأوربي’ /almuttaḥidah alʔawrubbi:/ (the European united) or left it untranslated.

13 participants translated ‘have made’ literally as ‘جعلت’ /ʔaʕalat/, ‘عملت’ /ʕamilat/ or ‘فعلت’ /faʕalat/ (have made).

22 participants translated ‘the same move’ inaccurately as ‘نفس الشيء’ /nafs aʃʃai:ʔ/ (the same thing), ‘نفس العمل’ /nafs alʕamal/ (the same work), ‘مثل ذلك’ /miθl ðalik/ (like that), ‘هكذا’ /hakaða: / (like this), ‘نفس المعاملة’ /nafs almuʕa:malah/ (the same treatment), ‘نفس الخطة’ /nafs alxutʕʔah/ (the same plan) or ‘نفس الطريقة’ /nafs atʕʔari:qah/ (the same way).

5 participants translated ‘move’ literally as ‘حركة’ /ḥarakah/ (move).

23 participants translated the collocation ‘have made the same move’ unacceptably as ‘قامت قاءت’ /ittaxaḍat nafs alʔizra:ʔ/ (have made the same step) or ‘اتخذت نفس الخطوة’ /ittaxaḍat nafs alxutwah/ (have taken the same move) instead of ‘اتخذت نفس الإجراء’ /ittaxaḍat nafs alʔizra:ʔ/ (have taken the same step) and ‘قامت بنفس الخطوة’ /qa:mat bnaʕsil xutwah/ (have made the same move).

The fourth sentence: 36 participants translated ‘denies’ (تُنكر) /tunkiru/ unacceptably as ‘ترفض’ /tarʕudʕu/ (refuses), ‘تمنع’ /tamnaʕu/ (prevents), ‘تبرأت’ /tabarraʔt/ (disowns) or ‘تجهر’ /taʔzharu/ (speaks loudly/discloses). Only 19 students translated it correctly as ‘أنكرت’ /ʔankarat/ (denied).

10 participants unacceptably translated ‘the attack’ (محاولة الإغتيال) /muḥa:walatul ʔiytiʔa:l/ as ‘مكافحة’ /mukafaḥah/ (fighting), ‘الحملة’ /alḥamlaḥ/ (campaign), ‘الخطة’ /alxutʕʔah/ (plan) or ‘العمل’ /alʕamal/ (action), 41 participants translated it literally as ‘الهجوم’ /alḥuʔum/, ‘المهاجمة’ /almuḥaʔmaḥ/, ‘الهجمة’ /alḥuʔmaḥ/ almuḥaʔamah/ alḥuʔu:m/ (attack), and one participant left it untranslated.

51 participants unacceptably translated ‘will respond’ as ‘تجيب’ /tuʔi:b/ or ‘تجاوب’ /tuʔa:wib/ (reply), ‘تستجوب’ /tastaʔweb/ (is questioning), ‘ستكون الإجابة’ /sataku:n alʔiʔa:baḥ/ (the answer will be) and ‘يتعامل’ /jataʕa:mal/ (deals with) and two participants left it untranslated.

31 participants translated ‘proportionately’ (بشكل مناسب/بطريقة مناسبة) /biʕʕari:qah muna:sibaḥ/ biʕʕaklin muna:sib/ unacceptably as ‘في وقت مناسب’ /fi: waʔtin muna:sib/ (at a suitable time), ‘في طريق مناسب’ /fi: tʕariqin muna:sib/ (at a suitable road), ‘جزئياً’ /ʔuzʔi:an/ (partially), ‘جيداً’ /ʔai:ban/ (in a good way), ‘قريباً’ /qari:ban/ (soon), ‘حسب الضرورة’ /ḥasbaḍ dʕaru:rah/ (as necessary), ‘مؤكدة’

/muʔakkadah/ (confirmed), 'خاصة' /xa:sʕah/ (specially), 'بشكل لائق' /bifaklin la:ʔiq/ (properly), 'بشكل منتظم' /bifaklin muntaðʕam/ (regularly), 'بمناسبة' /bimuna:sabah/ (on an occasion), 'بشكل غير متكافئ' /bifaklin ɣairi mutaka:fiʔ/ (unequally), 'بأفضل صورة' /biʔafdʕali sʕu:rah/ (in the best form) or 'خاصة' /xa:sʕah/ (especially), 9 participants translated it literally as 'متناسب' /mutana:sib/ or 'نسبياً' /nisbi:an/, one participant provided an unintelligible transliteration of it as 'متساوقاً' /mutase:wiqan/ (---), and 3 participants left it untranslated.

While translating the second English passage into Arabic:

The title: 22 participants translated 'visionary' unacceptably as 'ذات الخيالي' /ða:t alxaja:li:/ (imaginary), 'رؤى' /ruʔa:/ (dreams), 'منفتح' /munfatih/ (open-minded), 'روى' /rawa:/ (narrated), 'الشهير' /aʃʃahi:r/ (famous), 'معروف' /maʕru:f/ (well-known), 'المثالي' /almiθa:li:/ (perfect), 'صاحب الرواية' /sʕa:ħibur riwa:jah/ (author), 'الوهمي' /alwahmi:/ (illusionary) or 'النظري' /annaðʕari:/ (theoretical), 5 participants translated it literally as 'ذو الرؤية' /ðu:r ruʔjah/ or 'صاحب الرؤية' /sʕa:ħibur ruʔjah/, and 5 other participants left it untranslated.

10 participants translated 'physicist' unacceptably as 'الطبيب الطبيعي' /atʕʕabi:b atʕʕabi:ʕi:/ (the natural doctor), 'عالم النفسية' /ʕa:lim annafsi:iah/ (psychologist), 'طبيعي' /tʕabi:ʕi:/ (natural), 'عالم' /ʕa:lim ki:mja:ʔi:/ (chemist), 'عالم طبيعي' /ʕa:lim tʕabi:ʕi:/ (the natural scientist) or 'فضائي' /fadʕa:ʔi:/ (spaceman), one participant transliterated it as 'فيزيست' /fizi:st/ and 3 other participants left it untranslated.

The first sentence: 6 participants translated 'world-renowned' unacceptably as 'العماق' /alʕimla:q/ (giant), 'خبيراً' /xabi:ran/ (professional), 'متجدد' /mutaʒadid/ (renewed), 'مثالي' /miθali:/ (perfect) or 'الكبير' /alkabi:r/ (great), and one participant translated it inaccurately as 'مشهور دولي' /maʃhu:r duwali:/ (internationally famous).

13 participants translated 'physicist' unacceptably as 'عالم النفس' /ʕa:lim annafs/ (psychologist), 'الرجل العلمي' /arraʒul alʕilmi:/ (the scientific man), 'الطبيب الطبيعي' /atʕʕabi:b atʕʕabi:ʕi:/ (the natural doctor), 'عالم كيميائي' /ʕa:lim ki:mja:ʔi:/ (chemist), 'العالم الطبيعي' /alʕa:lim atʕʕabi:ʕi:/ (the natural scientist) or 'البارع الجديد' /alba:riʕ alʒadi:d/ (the new brilliant), 5 participants translated it incompletely as 'العالم' /alʕa:lim/ (the scientist), and 2 participants transliterated it as 'الفيزيونيست' /alfi:zju:ni:st/ or 'صاحب فيزيكس' /sʕa:ħib fi:zi:ks/.

3 participants translated ‘died’ unacceptably as ‘لقي حتفه’ /laqja hatfahu/ or ‘لقي مصرعه’ /laqja mas’ra’hu/ (was killed).

The second sentence: One participant translated the possessive adjective ‘his’ in ‘his work’ unacceptable using the feminine pronoun ‘-ها’ /ha:/ (her) as ‘عملها’ /ʕamalu:ha:/ (her work). 5 other participants did not translate ‘his’. ‘His’ here refers to ‘Stephen Hawking’, and must be translated into Arabic using the singular masculine pronoun ‘-هـ’ /h/ (his) as ‘عمله’ /ʕamaluhu/ (his work).

35 participants had difficulties in translating ‘black holes’ and/or ‘relativity’. So, one participant translated ‘black holes’ unacceptably as ‘حجر أسود’ /ħaʒar ʔaswad/ (the black stone), ‘المخارج السوداء’ /almaxa:riʒ assawda:ʔ/ (the black exits), ‘التحليلات السوداء’ /attħli:la:t asswda:ʔ/ (the black analyses) or ‘الحجيرة السوداء’ /alħuzairah assawda:ʔ/ (the black compartment), 2 participants transliterated it as ‘بليك هول’ /bli:k hwls/ or ‘بلاك هولس’ /bla:k hwls/, 6 other participants left it untranslated and one participant provided two equivalences as ‘الثقوب/الفجوة السوداء’ /aθθuqu:b/alfaʒwah assawda:ʔ/ (black holes/gaps). 13 participants translated ‘relativity’ unacceptably as ‘الرابطية’ /arra:bt’i:ah/ (the connectivity), ‘الحقيقية’ /alħaqi:qi:ah/ (the true), ‘ما يتعلق بهما’ /ma:jataʕallqu bihuma:/ (what is related to them), ‘قريبة’ /qari:bah/ (close), ‘تقارب’ /taqa:rub / (closeness), ‘العلاقات’ /alʕal:qa:t/ (relationships) or ‘ربطها’ /rabt’iha:/ (its connectivity) and 14 participants left it untranslated. ‘Black holes’ and ‘relativity’ are two well-known scientific theories introduced by Stephen Hawking and must be translated into Arabic as ‘نظرية الثقوب’ /nað’ari:iat aθθuqu:b assawda:ʔ/ and ‘النظرية النسبية’ /annað’ariah annsbi:iah/.

Note: 9 students faced problems in translating ‘black holes’ as well as ‘relativity’.

The third sentence: 6 participant translated ‘motor neuron disease’ unacceptably as ‘مرض دماغي’ /marad’ dima:yi:/ (brain disease), ‘مرض خطير’ /marad’ xat’i:r/ (serious disease), ‘مرض دقيق’ /marad’ daqi:q/ (precise disease), 8 participants transliterated it as ‘نيورون’ /nju:run/, ‘نيورون’ /nju:rwn/, ‘موتوز نيورون’ /mwtwz nju:rwn/ or ‘نيورون موتور’ /nju:rwn mwtwr/, and 16 participants left it untranslated.

The fourth sentence: 11 participants translated ‘extraordinary’ unacceptably as ‘ممتازاً’ /mumta:zan/ (excellent), ‘موهوباً’ /mawhu:ban/ (skilled), ‘رائعاً’ /ra:ʔiʕan/ (wonderful), ‘فريداً’ /fari:dan/ (unique), ‘خاص’ /xa:s’s’/ (special), ‘صافياً’ /s’a:fi:an/ (clear), ‘يعمل بجدية’ /jaʕmalu

biʒiddiah/ (is working hard) or 'لديه صلاحيات' /ladajhi sʕala:ħi:at/ (having authority), 14 participants translated it literally as 'خارق العادة' /xa:riq alʕa:dah/, 'فوق المعتاد' /fawq almuʕta:d/ (above usual) or 'غير عادي' /yai:r ʕa:di:/ (unusual) and two participants left it untranslated.

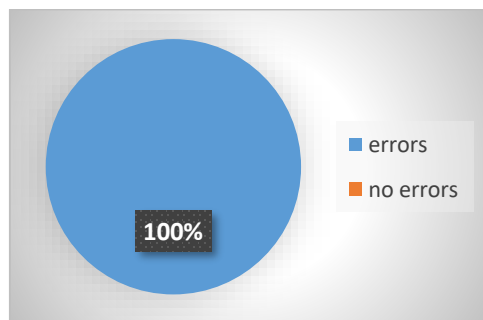


Chart 4.8/B: Finding semantic and lexical equivalences

Chart 4.8/B shows that all the percentage of the participants faced semantic and lexical difficulties while translating the English passages into Arabic. This means that finding the suitable semantic and lexical equivalence is a tough job for the non-native English-Arabic translation students.

4.1.3 The stylistic problems and difficulties

4.1.3.1 Translation of titles

The majority of the participants had difficulties in translating the titles of the two English passages into Arabic as nominal sentences which is a major stylistic error in Arabic.

Table 4.9: Number and percentage of the participants who faced problems in translating English titles into Arabic nominal sentences

	The first passage	The second passage	Remarks
The title	36	44	3 participants did not translate the title of the first passage and 9 participants did not translate the title of the second passage
The total number of the participants who translated English titles into Arabic as verbal sentences	52		One participant did not translate the first passage and 3 other participants left the second passage untranslated
The percentage	96%		This percentage is calculated out of 54 NOT 57 participants as 3 participants left the titles of the two English passages untranslated

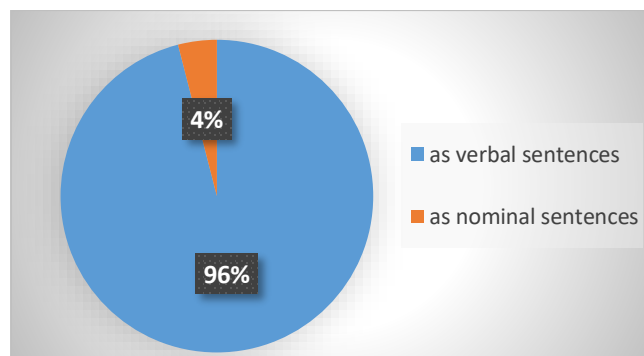


Chart 4.9/A: Translation of English titles into Arabic

As shown in the Table 4.9 and Chart 4.9/A reveals that 52 participants (96%) translated the titles of the two English passages into Arabic as verbal sentences whereas only 2 participants (4%) translated them as nominal sentences.

Examples:

While translating the first English passage into Arabic:

36 participants translated the title “Spy poisoning: Russian diplomats expelled across US and Europe” into Arabic as a verbal sentence:

‘تسميم الجاسوس: تم طرد الدبلوماسيين الروسيين من جميع أنحاء الولايات المتحدة وأوروبا’

tasmi:mul za:su:si:: tamma t'ardud diblo:ma:si:i:nar ru:si:i:na min zami:ʕi ʔanħa:ʔil wila:til muttaħidati wal ʔawrubba:

Poisoning the spy: The Russian diplomats were expelled from all parts of the United States and the Europe.

‘تسميم الجاسوس: فصل الدبلوماسيون الروسيون عن أمريكا وأوروبا’

tasmi:mul za:su:si:: fus^ʕilad diblo:ma:si:u:nar ru:si:u:na ʕan ʔamri:ka: wa ʔawrubba:

Poisoning the spy: The Russian diplomats separated of America and Europe.

‘تسميم الجاسوس: يطرد الدبلوماسيون الروسيون من أوروبا والولايات المتحدة’

tasmi:mul za:su:si:: jat^ʕrudu addiblo:ma:si:u:na arru:si:u:na min ʔawrubba: wa alwila:ti almuttaħidati

Poisoning the spy: The Russian diplomats are expelling from Europe and the United States.

‘تسميم الجاسوس: طُرد السفراء الروسيون من الولايات المتحدة وأوروبا’

tasmi:mul za:su:si:: t^ʕurida assfara:ʔ arru:si:u:na min alwila:ti almuttaħidati wa ʔawrubba:

Poisoning the spy: The Russian diplomats were expelled from the United States and Europe.

‘تجسس التسميم: تم إخراج الدبلوماسيين الروسيين من أنحاء الولايات المتحدة وأوروبا’

tazassus attasmi:m: tamma ʔixra:zud diblo:ma:si:i:nar ru:si:i:na min ʔanħa:ʔil wila:til muttaħidati wa ʔawrubba:

Spying the poison: The Russian diplomats were moved out from the United States and Europe.

...; etc.

While translating the second English passage into Arabic:

44 participants translated the title “Stephen Hawking: Visionary physicist dies aged 76” into Arabic as a verbal sentence:

‘استيفن هاكينغ: مات عالم فيزيائي في عمره السادس وسبعين’

isti:fin ha:ki:ng: ma:ta ʕa:lim fi:zi:aʔi: fi: ʕumrihi assa:disi was sabʕi:na

Stephen Hawking: a physical scientist died at the age of 76

‘استيفن يوكنك: مات عالم النفسية ذات الرؤية 76 من عمره’

isti:fin jawkink: ma:ta ʕa:limun nafsi:ati ḏa:tur ruʔiah fi: 76 min ʕumrihi

Stephen Yawkink: a psychiatrist of vision died at the age of 76

‘مات استيفين هاكنك، عالم فيزيائي ذو بصيرة في عمره 76’

ma:ta isti:fi:n ha:kink, ʕa:limun fi:zi:aʔi: ḏu: basʕi:rah fi: ʕumrihi 76

Stephen Hakink died, a physical scientist of vision died at the age of 76

‘استيفن هاكينغ: توفي صاحب الروية وماهر الكيمياء في عمر يناهز ست وسبعين سنة’

isti:fin ha:ki:n: tuwuffi:a sʕa:hibu arriwajah wa ma:hirul ki:mi:a:ʔi fi: ʕumrin junahizu sit wa sabʕi:na sanah

Stephen Haking: the person of calmness and the smart chemist passed away at the age of 76.

‘استيفن هاكنغ: توفي الفيزيائي النظري على السادس وسبعين من عمره’

isti:fin ha:king: tuwuffia alfi:zi:aʔi:u annaḏʕari:u ʕala:s sa:disi was sabʕi:na min ʕumrihi

Stephen Haking: the theoretical physicist passed away on the age of 76

...; etc.

This means that there is a common tendency among non-native students to translate English titles into Arabic as verbal sentences. However, these students need to understand that, stylistically speaking, Arabic titles should be nominal sentences. Thus the title of the first English passage must have been rendered into Arabic as ‘*تسميم جاسوس: طرد دبلوماسيين روسيين من الولايات المتحدة وأوروبا* /tasmi:mu za:su:sin: tʕardu diplo:masi:i:na ru:si:u:na minal wila:til muttahidati wa ʔawrubba:/ (Poisoning a spy: Expelling Russian diplomats of the United States and Europe) and the title of the second English passage must have been rendered as ‘*ستيفن هاوكينغ: وفاة عالم الفيزياء صاحب البصيرة عن عمر ناهز الستة والسبعين عاماً* /sti:fin ha:wki:ng: wafa:tu ʕa:limil fi:zi:aʔi wa sʕa:hibul basʕi:rati ʕan ʕumrin na:hazas sittata was sabʕi:na ʕa:man/ (Stephen Hawking: The death of a visionary physicist at the age of 76).

4.1.3.2 The use of ‘و’

All participants faced difficulties in using the Arabic coordinating conjunction ‘و’ /wa/ (and) between two or more items in a series, between two or more clauses and/or between the sentences of the same passage while translating the English passage into Arabic.

Table 4.10: Number and percentage of the participants who faced problems with using ‘و’

	The first passage	The second passage	Remarks
The title	-----	-----	3 participants did not translate the title of the first passage and 9 participants did not translate the title of the second passage
The first sentence	-----	-----	-----
The second sentence	41	33	-----
The third sentence	39	31	2 participants did not translate the third sentence of the 2 nd passage
The fourth sentence	28	52	One participant did not translate the 4 th sentence of the 1 st passage and 2 participants left the 4 th sentence of the 2 nd passage untranslated
The total number of the participants who made errors while using ‘و’	57		One participant did not translate the first passage and 3 other participants left the second passage untranslated
The percentage	100%		-----

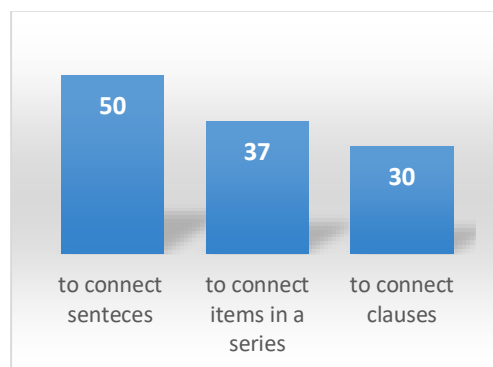


Chart 4.10/A: Distribution of errors in using ‘و’

As shown in the Table 4.10, all participants had difficulties in using the Arabic coordinating conjunction ‘وَ’. This, as shown in the Chart 4.10/A, includes: using ‘وَ’ /wa/ (and) to connect one sentence with the previous one; an error made by 50 participants (88%), using ‘وَ’ /wa/ (and) to connect two or more items in a series; an error made by 37 participants (65%) and using ‘وَ’ /wa/ (and) to connect two independent clauses; an error made by 30 participants (53%).

Examples:

While translating the first English passage into Arabic:

Unlike English in which the coordinating conjunction ‘and’ must be used between the last two items in a series, the Arabic coordinating conjunction ‘وَ’ /wa/ (and) must be added after every item. However, 22 participants translated ‘Germany, France, Ukraine and various other EU countries’ in the third sentence into Arabic, adding no conjunctions between two or more nouns in this series as the following:

‘جرماني، فرنسا، أكرين وكثير من الدول الأوريبا ...’

ʒirma:ni:, faransa:, ʔukri:n wa kaθi:rn min addwal alʔawrubja ...

(Germany, France, Ukraine and many countries of Europe ...)

‘ألمانيا، فرانس اوكرين و متعددة إتحاد أوربا الأخرى ...’

ʔalma:nja:, fra:ns ʔwkri:n wa mutaʕaddidat ʔittiha:d ʔuwrubba: alʔuxra: ...

(Germany, France Ukraine and various other Union of Europe ...)

‘ألمانيا، فرنسا، يوكراتن و البلدان المختلفة الأخرى من أوروبا ...’

ʔalma:nja:, faransa:, juwkra:tin wal bulda:nul muxtalifatu mutaʕaddidatul ʔuxra: min ʔuwrubba: ...

(Germany, France, Ukraine and the other different countries from Europe ...)

...; etc.

These participants should have translated the sentence using ‘وَ’ after every noun as ‘ألمانيا وفرنسا و أوكرانيا و عدة دول أخرى في الإتحاد الأوروبي ...’ /ʔalma:nja: and faransa: and ʔuwkra:nja: wa ʕiddatu duwalin alʔuxra: fil ʔittiha:dil ʔuwrubbi:i .../ (Germany and France and Ukraine and various other countries in the European Union ...).

While translating the second English passage into Arabic:

15 participants translated ‘... his children Lucy, Robert and Tim ...’ of the fourth sentence into Arabic without using ‘وَ’ /wa/ (and) between ‘لوسي’ /lo:si:/ (Lucy) and ‘روبرت’ /rwbert/ (Robert) and/or between ‘روبرت’ /rwbert/ (Robert) and ‘تيم’ /ti:m/ (Tim). Examples from the participants’ actual translations are provided below:

‘... أولاده لوسي، روبرت وتم ...’

... ʔwla:duhu lo:si:, rwbert wa tim ...
(... his children Lucy, Robert and Tim ...)

‘... أطفاله بمن فيهم لوسي، روبرت، تيم ...’

... ʔtʃa:luhu biman fi:hum lo:si:, rwbert, taim ...
(... his kids including Lucy, Robert, Tim ...)

‘... أطفاله لوسي. روبرت وتيهم ...’

... ʔtʃa:luhu lo:si:. rwba:rt wa ti:hm ...
(... his kids Lucy. Robart and Tihm ...)

...; etc.

These participants should have translated the phrase as ‘... أولاده لوسي وروبرت وتيم ...’ /... ʔwla:duhu lo:si: wa rwbert wa taim .../ (... his children Lucy and Robert and Tim ...).

30 participants translated the direct quotation in the same sentence ‘‘He was a great scientist and an extraordinary man, whose work will live on for many years’’ of the second English passage into Arabic using no conjunction between the main clause and the relative clause as the following:

‘كان عالما كبيرا وانسانا غير عاديا يدوم عمله إلى سنوات طويلة’

ka:na ʃa:liman kabi:ran wa ʔinsa:nan ɣaira ʃa:di:in jadu:mu ʃamaluhu ʔila:s
sanawa:titʃ tʃawi:lati

(He was a great scientist and an unusual man his work will live on to the long years)

‘إنه كان عالما كبيرا فوق المعتاد، ستبقى أعماله أعواما كثيرة’

ʔinnahu ka:na ʃa:liman fawqal muʃta:d, satabqa: ʔaʃmaluhu ʔaʃwa:man kaθi:rah
(that he was an unusual great scientist, his works will live on for many years)

‘هو كان عالما كبيرا ورجلا غير عادي تكون أعماله حية إلى سنوات’

huwa ka:na ʃa:liman kabi:ran wa razulan ɣaira ʃa:di:in taku:nu ʃamaluhu ʃai:iatan ʔila:
sanawa:tin

(He was a great scientist and an unusual man his work will be living to years)

...; etc.

These participants should have used ‘وَ’ /wa/ (and) before the second clause as ‘كان عالماً عظيماً ، وَرجالاً استثنائياً وَسيبقى عمله خالداً لسنوات عديدة /ka:na ʕa:liman ʕaðʕi:man wa razulan istiθna:ʔi:an wa sajabqa: ʕamaluhu xa:lidan lisanawa:tin ʕadi:datin/ (He was a great scientist and an extraordinary man, and his work will live on for many years).

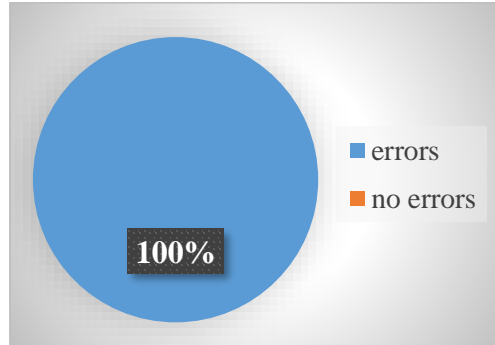


Chart 4.10/B: Translation of ‘وَ’

Chart 4.10/B shows that every participant in this research work made one or many errors while using the Arabic coordinating conjunction ‘وَ’ /wa/ (and). This means that non-native students need to be cautious while using this tiny grammatical component.

4.2 Section Two: Arabic to English

This section is a statistical analysis of the most recurrent linguistic (grammatical, semantic and lexical and stylistic) problems and difficulties the participants encountered while rendering the two Arabic passages into English. In this section, the problems and difficulties are arranged from the most to the least frequent ones. The grammatical problems and difficulties discussed here include tenses, the definite and indefinite articles, prepositions, formation of words, capitalization, order of words, use of ‘and’, agreement and absence of subject and/or verb. The semantic and lexical problems and difficulties include the translation of individual words in context, collocations, possessive adjectives and proper nouns. In the stylistic problems and difficulties, we discussed the length of sentences.

4.2.1 The grammatical problems and difficulties

4.2.1.1 Tenses

Finding the appropriate equivalence of Arabic two tenses (past and present) in English was a major translation difficulty faced by all the participants.

Table 4.11: Number and percentage of the participants who faced difficulties in translating Arabic tenses into English

	The first passage	The second passage	Remarks
The title	29	3	5 participants did not translate the title of the 1 st passage and 8 participants did not translate the title of the 2 nd passage
The first sentence	2	6	-----
The second sentence	44	8	-----

The third sentence	22	51	One participant left the third sentence of the 1 st passage untranslated
The fourth sentence	54	-----	-----
The total number of the participants who faced difficulty translating tenses	57		4 participants did not translate the 2 nd passage
The percentage	100%		-----

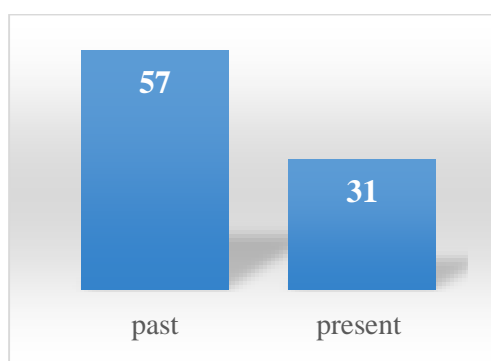


Chart 4.11/A: Types of errors of tenses

Table 4.11 reveals that all the participants made so many errors while translating the two Arabic tenses into English. Chart 4.11/A shows that all the participants could not provide the most appropriate tense while translating the Arabic past into English. Therefore, all the participants unacceptably rendered the Arabic past tense into English as the present simple tense, the present progressive tense or the future tense. 31 participants (54%) unacceptably rendered the Arabic present tense into English using the past simple tense, the past progressive tense, the past perfect tense or the future tense.

Examples:

While translating the first Arabic passage into English:

The title: The tense used in the title of the first Arabic passage is the imperfective tense ‘ غيتس: /nasʕa: lilʔstifa:dati min tazrubati ra:bitʕatil ʕa:lamil ʔsla:mi:it tanmawi:iah/. As explained in Chapter Three, Section 3.1.1.1, the

Arabic imperfective tense is equivalent to the English simple present tense or present progressive tense. In English, it is preferable, stylistically speaking, to use the simple present tense in titles. However, this title is a direct quotation of Bill Gates in which he indicates that his foundation is trying to benefit from the developmental experience of Muslim World League, which can be understood as a temporary action. This means that the present progressive would be the best equivalent English tense in this case as ‘we are seeking to benefit from the development experience of Muslim World League’ is the best equivalent translation for the tense of this title. However, 26 participants translated ‘نَسْعِي’ /nasʕa:/ (we seek) into English using the present continuous tense as ‘we are trying’ or ‘we are seeking’. 3 other participants translated it the imperfective verb form preceded by the future marker as ‘we will need to seek’.

The first sentence: Two participants unacceptably translated the tense of this sentence using the present simple as ‘visit/visits’. However, the verb ‘زار’ /za:ra/ (visited) is in the perfective form and is only equivalent to ‘visited’ in English.

The second sentence: The main verb of this sentence is in the perfective form ‘اطَّلَع’ /itʔʔalaʕ/ and indicates a completed past action and thus it is best be translated in English using the past simple as ‘was informed’. However, 6 participants translated it incorrectly using the present simple, present progressive or present perfect tenses.

The verb form of the dependent relative clause ‘الذي يقدمه المركز’ /allaḏi: juqaddimuhul markazu/ indicates a continuous past action; therefore, it should be translated into English using the past progressive tense as ‘which the Center was offering’ or more preferably as ‘which was being offered by the Center’. However, 43 participants translated this clause using the present simple, present progressive, past simple, past perfect or future tenses.

Note: 5 participants made errors while trying to provide the most appropriate equivalences of the two tenses. One participant left the verb ‘يقدمه’ /juqaddimuhu/ (was offered by) untranslated, so he/she was not included in the count.

The third sentence: 4 participants translated ‘مبديا إعجابه’ /mubdi:ian ʔiʕza:bahu/ using the present simple tense ‘he expresses his admiration’ or the present progressive tense ‘he is expressing his admiration’. However, the main clause of this sentence indicates a completed past action and must be translated using the past simple tense as ‘he expressed his admiration’.

20 participants translated the relative clause of this sentence ‘... التي تبذلها الرابطة في أنحاء العالم’ /allati: tabðuluha:r ra:bitʕah fi: ʔanħa:ʔil ʕa:lam/ using the present simple, present progressive or simple future tenses. The participants must have used the past progressive tense as this clause in the ST indicates a continuous past action. Thus this clause is best be translated into English as ‘... the efforts which the League was making all over the world’ or ‘... the efforts which were being made by the League all over the world’ or simply as ‘... the efforts made by the League all over the world’.

Note: Two participants made errors while translating the tenses of the two parts.

While translating the second Arabic passage into English:

The title: 3 participants unacceptably translated the imperfective Arabic verb ‘تدعو’ /tadʕu:/ (she calls) using the past simple tense as ‘she called’.

The first and second sentences: The majority of the participants did not have any difficulty in translating the simple past tense of the first and second sentences. Since the verbs are in the perfective forms and the adverb ‘أمس’ /ʔams/ (yesterday) is used to indicate a past action in the two sentences, the participants did not hesitate in translating the sentences into English using the past tense. However, 6 participants translated the first sentence using the present simple tense ‘calls’, ‘calls on’ or ‘invites’, ‘requests’; etc., and 8 participants translated the second sentence using the present simple tense ‘witness’ or the past progressive ‘was witnessing’ tense which is neither acceptable nor justifiable.

The third sentence: This sentence consists of two parts ‘... جاءت احتفالات العام الحالي’ /ʕa:ʔat ʔiħtifa:la:tul ʕa:mil ħa:li:/ (the current year’s celebrations took place ...) and ‘في وقت تعاني فيه’ ... ’اليونان من’ /fi: waq̄tin tuʕa:ni: fi:ħil ju:nanu min .../ (when Greece was suffering from ...). 51 participants had difficulties in producing the correct tenses while translating into English the tenses of either of the two parts or the two of them. This sentence expresses two actions in the past; one was in progress when the other happened. Moreover, to achieve tense harmony or sequence, this sentence must be translated into English using the past simple tense as an equivalence for the Arabic perfective verb form ‘جاءت’ /ʕa:ʔat/ (took place) and the past progressive tense as an equivalence for the Arabic imperfective verb form ‘تعاني’ /tuʕa:ni:/ (was suffering) as ‘the current year’s celebrations took place when Greece was suffering from ...’.

However, 4 participants unacceptably translated the first part using the present simple tense ‘come/comes/takes place’, the present progressive tense ‘are held’ or the present perfect tense ‘have come’. 51 participants unacceptably translated the second part using the present progressive tense ‘is suffering’ or the past simple tense ‘suffers/faces’.

Note: 4 participants made errors while translating the two tenses. One participant provided an unintelligible translation of this sentence and 4 other participants did not translate the second passage. This means that only one participant provided correct English tenses while translating this sentence.

Note: Only 15 students translated the tenses of the whole sentence correctly.

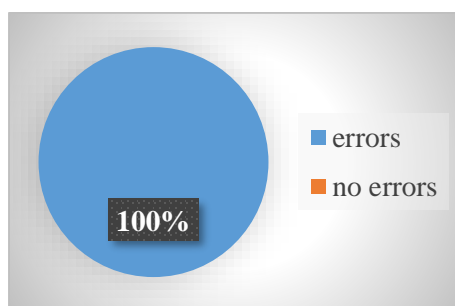


Chart 4.11/B: Translation of tenses

Chart 4.11/B reveals that all the participants made errors while trying to properly produce the Arabic tenses into English. This means that translating tenses from Arabic into English is absolutely tricky for the non-native students.

4.2.1.2 Definite and indefinite articles

All the participants had problems and difficulties in revealing definiteness and indefiniteness while translating from Arabic into English.

Table 4.12: Number and percentage of the participants who faced difficulties while indicating definiteness and indefiniteness in English

	The first passage	The second passage	Remarks
The title	16	29	5 participants did not translate the title of the 1 st passage and 8 participants did not translate the title of the 2 nd passage
The first sentence	44	42	-----
The second sentence	23	8	-----
The third sentence	15	30	One participant left the third sentence of the 1 st passage untranslated
The fourth sentence	29	50	-----
The total number of the participants who faced problems in indicating definiteness and indefiniteness	57		4 participants did not translate the 2 nd passage
The percentage	100%		-----

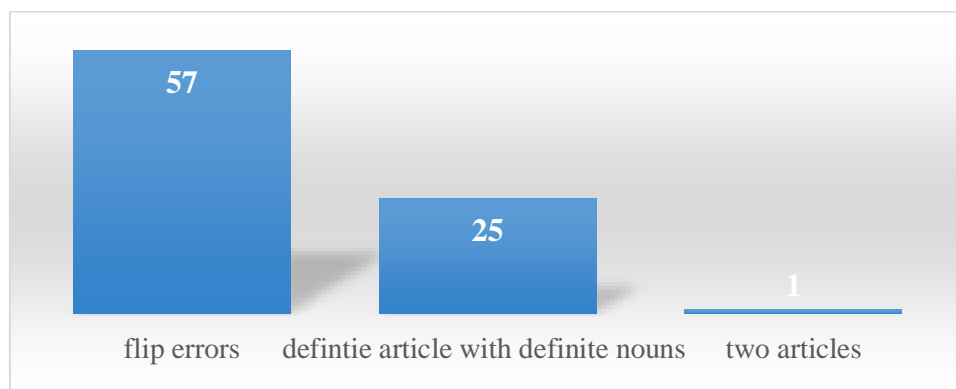


Chart 4.12/A: Types of errors of definite and indefinite articles

As Table 4.12 reveals, all the participants faced problems and difficulties in translating definiteness and indefiniteness from Arabic into English. Chart 4.12/A illustrates that all the participants used one article instead of the other; e.g. they used the definite article in place where the indefinite article must have been used and vice versa or used a zero article where the definite article must have been used and vice versa. 25 participants (44%) unacceptably used the definite article with proper nouns. Finally, one participant used the definite and indefinite article with the same noun which is totally unacceptable.

Examples:

While translating the first Arabic passage into English:

The title: 16 participants translated 'تجربة' /*tazrubah*/ (experience) in 'تجربة رابطة العالم الإسلامي' /*tazrubat ra:bit'at alʕa:lam alʔsla:mi:i attanmawi:iah*/ without preceding with any article. It seems that they were confused as the word 'تجربة' /*tazrubah*/ (experience) in the original text does not have the definite article /*al*/ (the) or the indefinite marker /*nunnation*/. So they automatically translated it into English using no article which is totally unacceptable. These participants must have noted that 'تجربة' /*tazrubah*/ (experience) is added to a proper name; i.e. the name of a league 'رابطة العالم الإسلامي' /*ra:bit'atil ʕa:lamil ʔsla:mi:it tanmawi:iah*/ (Muslim World League). We already mentioned in Chapter Three, Section 3.1.1.8 that in Arabic when an indefinite noun is added to a proper noun, it becomes definite. Thus 'تجربة' /*tazrubah*/ (experience) here is definite and must be translated into English as 'the experience of Muslim World League'.

The first sentence: 10 participants translated 'رابطة العالم الإسلامي' /*ra:bit'at alʕa:lam alʔsla:mi: attanmawi:iah*/ (Muslim World League) unacceptably adding the definite article to the proper noun (the name of the league) as 'the Muslim World Organization', 'the World Muslim League', 'the World Islamic Organization', 'the World Islamic League'; etc.

36 participants translated 'رجل الأعمال الأمريكي بيل غيتس' /*razul alʔaʕma:l alʔamri:ki: bil yaits*/ using a zero article as 'American businessman Bill Gates' or using the indefinite article as 'a American businessman Bill Gates' or 'an American businessman Bill Gates'. However, the noun phrase 'رجل الأعمال الأمريكي' /*razul alʔaʕma:l alʔamri:ki:/* (American businessman) refers

to a specific person who is (Bill Gates) and thus must be preceded by the definite article as ‘the American businessman Bill Gates’.

Note: Two participants made the two errors.

The second sentence: It is true that ‘مؤسس’ /*muʔassis/* (founder) in the ST is not preceded by any article but it is a definite noun since it is added to a proper noun ‘جمعية بيل وميلندا غيتس الخيرية’ /*ʒamʕi:iat bil wa mi:li:nda: yaits alxai:ri:iah/* (Bill and Melinda Gates Charity Foundation) and thus must be translated into English as ‘the founder’. However, 7 participants incorrectly translated it using no article as ‘Founder of ...’ or the indefinite article as ‘A founder of ...’.

While translating the proper noun ‘جمعية بيل وميلندا غيتس الخيرية’ /*ʒamʕi:iat bil wa mi:li:nda: yaits alxai:ri:iah/* (Bill and Melinda Gates Charity Foundation), 3 participants incorrectly preceded it with the definite article as ‘the “Bill and Melinda Gates ...”’.

9 participants translated ‘برنامج رعاية الأسرة والطفل الذي يقدمه المركز’ /*barna:miz riʕa:ʒat alʔusrah wa atʔifl allaði: juqaddimuhu almarkaz/* (the program of family and child care program) using no article before ‘برنامج’ /*barna:miz/* (program) or preceding it with the definite article ‘a’ instead of using the definite article as ‘the program which was being offered by the Center’. Although ‘برنامج’ /*barna:miz/* (program) is not preceded by the definite article in the ST, but it is a definite noun here because it is added to the relative pronoun ‘الذي’ /*allaði:/* (which/that) (See also Chapter Three, Section 3.1.1.8). 9 participants also translated ‘المركز’ /*almarkaz/* (the center) using no article as ‘offered by center’ or the indefinite article as ‘offered by a center’. ‘المركز’ /*almarkaz/* (the center) in the ST is preceded with the definite article, mentioned for the second time and refers to a particular entity ‘Al-Khair Health Center’ which is mentioned in the first sentence. Thus it must be translated into English as ‘the program’.

Note: 5 participants are made errors of articles while translating all that is mentioned above.

The third sentence: One participant translated ‘الجهود الإنسانية الحثيثة التي تبذلها الرابطة في أنحاء العالم’ /*alʒuhu:d alʔnsa:ni:iah alhaθi:θah allati: tabðuluha arra:btʔah fi: ʔanhʔ alʕa:lam/* (the big humanitarian efforts which were made by the League around the world) as ‘the League is doing a big humanitarian efforts in the world’. It is absolutely grammatically incorrect to use the indefinite article before the plural noun ‘efforts’. Either the definite article or zero article is to be used before a plural noun. In this case, the student must have used zero article as ‘the League

is doing big humanitarian efforts in the world'. 5 participants used zero article before 'efforts'. However, this word is definite in the ST as it is followed by the relative pronoun 'التي' /allati:/ (which/that).

7 other participants translated 'الرابطة' /arra:bt'ah/ (the league) with zero as 'League/league', but this word is mentioned for the second time and refers to a proper noun 'رابطة العالم الإسلامي' /ra:bit'atil ʕa:lamil ʔsla:mi:it tanmawi:iah/ (Muslim World League). Thus the definite article must be the only choice.

Two participants translated 'في أنحاء العالم' /fi: ʔanħʔ alʕa:lām/ (around the world) as 'all over world' and 'in different part of world' instead of 'all over the world' and 'in different parts of the world'. Thus those students must have used the definite article before the word 'world' - as it is a familiar reference - to get grammatically correct translations. Thus this clause must be translated as 'the big humanitarian efforts which were being offered by the League around the world'.

The fourth sentence: 7 participants translated 'مؤسس شركة مايكروسوفت' /muʔssis ʕarikat ma:i:kruswft/ with zero article before the noun 'founder'. 'مؤسس' /muʔssis/ (founder) here refers to a particular person; i.e. 'Bill Gates' and must be preceded by the definite article as 'the founder'.

10 participants translated 'مايكروسوفت' /ma:i:kruswft/ (Microsoft) preceding it with the definite article as 'the Microsoft'. This is grammatically incorrect as 'Microsoft' is a proper noun.

4 participants unacceptably translated 'الرابطة' /arra:bit'ah/ (the league) with zero as 'League/league', but this word is mentioned for the third time in this sentence and refers to a specific proper noun; viz., 'رابطة العالم الإسلامي' /ra:bit'at alʕa:lām alʔsla:mi: attanmawi:iah/ (Muslim World League).

8 participants translated 'تجربة الرابطة' /taʒrubat arra:bit'ah/ using no article or the indefinite article before the word 'experience'. It is true that the word 'تجربة' /taʒrubat/ (experience) in the ST is not preceded with the definite article /al/ (the), but it is a definite noun as it is added to a definite noun 'الرابطة' /arra:bit'ah/ (the League). Thus must be translated into English as 'the experience of the League'.

While translating the second Arabic passage into English:

The title: 29 participants translated 'بحر إيجه' /*baħr ʔi:ʒah*/ unacceptably as 'Aegean Sea' instead of the 'the Aegean Sea'.

The first sentence: 42 participants faced problems in indicating definiteness while translating this sentence into English. 28 participants translated 'رئيس الوزراء اليوناني' /*raʔi:s alwuzara:ʔ alju:na:ni:/* as 'Greek Prime Minister' or 'Prime Minister of Greece' instead of 'the Greek Prime Minister' and 'the Prime Minister of Greece'. 35 participants translated 'بحر إيجه' /*baħr ʔi:ʒah*/ as 'Aegean Sea' instead of 'the Aegean Sea'.

Note: 2 participants did not translate 'بحر إيجه' /*baħr ʔi:ʒah*/ 'the Aegean Sea', so they were excluded from the count.

The second sentence: 8 participants unacceptably translated 'اليونان' /*alju:na:n/* (Greece) in '... وشهدت اليونان أمس احتفالات ...' /*wa ʃahidat alju:na:n ʔams ihtifa:la:t .../* (Greece witnessed yesterday celebrations ...) into English preceding it with the definite article as 'the Greece'.

The third sentence: 4 participants translated 'العام الحالي' /*alʕa:m alħa:li:/* as 'current year' or 'recent year' instead of 'the current year'.

Two participants unacceptably translated 'اليونان' /*alju:na:n/* into English as 'the Greece'.

29 participants translated 'الأزمة المالية' /*alʔazmah alma:li:iah/* as 'financial crisis' instead of 'the financial crises'.

The fourth sentence: 12 participants unacceptably used the definite article while translating 'اليونان' /*alju:na:n/* as 'the Greece'.

9 participants translated 'دولة' /*dawlah/* (country) using no article as 'country', and 4 other participants used the definite article as 'the country' instead of translating it using the indefinite article 'a country'.

33 participants translated 'الإحترام الكامل' /*alʔihtira:m alka:mi:l/* as 'full respect' or 'a full respect' instead of 'the full respect'.

Finally, 47 participants translated 'القانون الدولي ... والأوروبي ...' /*alqa:nu:n adduwali: ... wa alʔawrubbi: .../* as 'international law ... and European law ...', 'international law ... and the

European law ...’ or ‘the international law ... and European law ...’ instead of ‘the international law ... and the European law ...’.

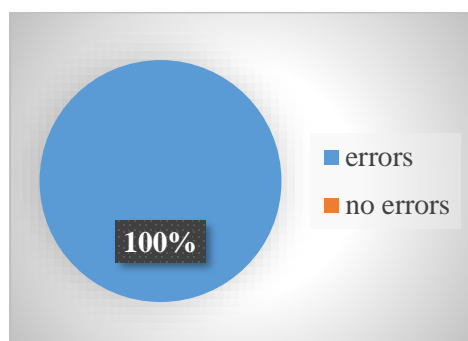


Chart 4.12/B: Indicating definiteness and indefiniteness

Chart 4.12/B shows that all the participants made errors in indicating definiteness and indefiniteness while translating from Arabic to English which means that it poses a major difficulty for the non-native students.

4.2.1.3 Prepositions

Finding the most appropriate equivalence for an Arabic preposition in English in accordance with the context it is used in was a difficulty for almost all the participants in this research work.

Table 4.13: Number and percentage of the participants who faced problems in translating prepositions from Arabic into English

	The first passage	The second passage	Remarks
The title	15	-----	5 participants did not translate the title of the 1 st passage and 8 participants did not translate the title of the 2 nd passage
The first sentence	22	-----	-----

The second sentence	19	10	-----
The third sentence	9	14	One participant left the third sentence of the 1 st passage untranslated
The fourth sentence	3	23	-----
The total number of the participants who faced problems in translating prepositions	56		4 participants did not translate the 2 nd passage
The percentage	98%		-----

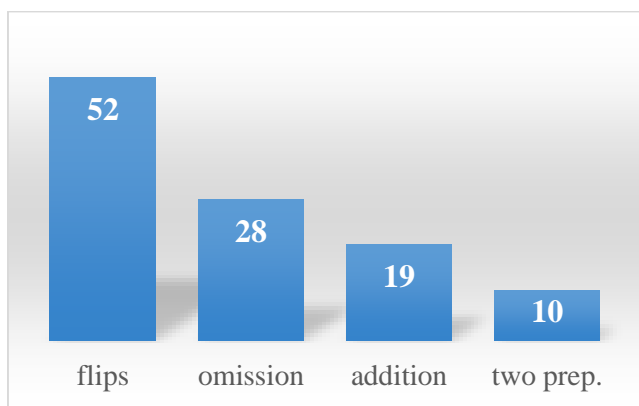


Chart 4.13/A: Types of errors of prepositions

Table 4.13 shows that providing appropriately equivalent prepositions while translating from Arabic into English was a source of problems to 56 participants (98%). As Chart 4.13/A reveals, the errors made by the participants while translating prepositions include: flip errors, errors of omission, errors of addition and errors of using two prepositions. Flip errors: 52 participants (93%) used one preposition instead of the other. Omission errors: 28 participants (50%) did not produce or add prepositions where it was required. Addition errors: 19 participants (34%) added unnecessary prepositions in the TT. Using two prepositions: only one participant unacceptably used two prepositions.

Examples:

While translating the first Arabic passage into English:

The title: 14 participants could not provide acceptable prepositions while translating ‘نسعى للإستفادة من’ /*nasʕa: lilʔistifadah min/* (we are seeking to learn from). So, one participant translated ‘نسعى للإستفادة’ /*nasʕa: lilʔistifadah/* as ‘we try for to getting benefit’, unacceptably using two prepositions as equivalents to ‘ل’ /*la:m/* (to/for), and one participant translated it as ‘we try to exploit from to’, unacceptably using two prepositions as equivalents to ‘من’ /*min/* (from/of).

3 participants translated ‘للإستفادة من’ /*lilʔistifadah min/* (to learn from) as ‘to take benefit by’ / ‘to take benefit of’ / ‘to take the benefit of’, 6 participants translated it as ‘to take advantage from’, one participant translated it as ‘make use from’ and two participants did not use any preposition after ‘benefit’ translating it as ‘... gaining benefit experience ...’ / ‘... to achieve benefit experiance ...’.

Two participants unacceptably translated ‘تجربة رابطة العالم الإسلامي’ /*taʒrubat ra:bitʕat alʕa:lam alʔsla:mi:i/* (the experience of Muslim World League) as ‘experience for the League of the Arab World’ / ‘experience from World Islamic Development’. These participants did not notice that this is a possessive structure which must be translated into English using ‘of’ as ‘the experience of Muslim World League.

First Sentence: 17 participants translated ‘زار’ /*za:ra/* as ‘visited to’. Adding the preposition ‘to’ after the verb ‘visited’ is neither necessary nor acceptable.

8 participants translated ‘التابع ل’ /*attabiʕ li/*, which is simply equivalent in English to ‘of’, unacceptably as ‘under’ or ‘for’. Another participant unacceptably translated it using two prepositions as ‘... health charitable trust of under the supervision of ...’.

Note: 4 participants made the two errors of prepositions while translating the first sentence into English.

The second sentence: 10 participants translated ‘... اطلع ... على برنامج ...’ /*itʕʕalaʕa ʕala: barna:maz/* incorrectly as ‘was informed the program’, ‘was informed to the program’, ‘was informed on the program’, ‘came to know the program’ or ‘got knowledge of about the program’ instead of ‘was briefed/informed about the program’.

The phrase 'برنامج رعاية الأسرة والطفل' /barna:miʒ riʕa:ʒat alʔsrah wa atʔʕifl/ is best be translated into English as 'the family and child care program' or, in other possible ways, as 'the program of caring for the family and child' or 'the care program of family and child'. 10 participants translated it following the second or third structures but incorrectly as 'the program of caring the family and child', 'the care program family and child', 'the programme about caring the family and child', 'programme on the cared child and family welfare' or 'the caring program for the children and family'.

One participant rendered the Arabic preposition in the clause 'الذي يقدمه المركز للفقراء والمرضى' /allaði: juqaddimuhu almarkaz lilfuqara:ʔ wa almardʕa:/ (which was being offered by the center for the poor and patients) using two English prepositions as 'which is presented by the center (of WIL) to for poors and patients'. This shows that either the student was not sure of which preposition to use, or that he/she translated the clause word-for-word; viz. used 'to' with the verb 'presented' as a phrasal verb and then used 'for' as a translation of the preposition 'ل' /la:m/ (to/for).

The third sentence: 8 participants translated 'في أنحاء العالم' /fi: ʔanħa:ʔ alʕa:lam/ (around the world/ across the world/ throughout the world) as 'in around the world', 'in all over the world' or 'in the all over the world'. In the Arabic text, the preposition 'في' /fi:/ (in) is required, but the students should not have transferred it while translating the phrase into English. Thus they must have translated it as 'around the world', 'all over the world' or if they had to use 'in', they should have translated it as 'in every part of the world' or 'in the whole world'. Student 4 translated it using the adverb 'through' as 'through the world' instead of the preposition 'throughout'.

The fourth sentence: One participant translated 'تجربة الرابطة الطويلة' /taʒrubat arrabitʕah atʔʕawi:lah/ with no preposition as 'experience big league'. Another participant translated it with wrong preposition as 'experience to long Link' instead of 'the long experience of the League'.

One participant translated 'مجال التنمية الصحية الريفية' /maʒa:l attanmjah asʕsʕihi:ah arri:fjah/ (the field of rural health development) using two prepositions as 'field in of rural health development'. Another participant translated it with no preposition as 'the field Rural area's health development'.

Note: One participant has made errors of prepositions while translating the two phrases.

While translating the second Arabic passage into English:

The second sentence: 9 participants translated ‘استقلال البلاد عام 1821 ...’ /... istiqla:l albilad ʕa:m 1821/ (countries independence in 1821) unacceptably using no preposition as ‘... the country’s independence 1821’. There is no preposition in the Arabic phrase, but its English translation requires a preposition. Another participant translated it unacceptably as ‘... the country’s independence on 1821’.

Note: One participant did not translate ‘عام 1821’ /ʕa:m 1821/ (in 1821).

The third sentence: 14 participants encountered problems while translating the prepositions in the phrase ‘... في وقت تعاني فيه اليونان من ...’ /fi: waqtin tuʕa:ni: fi:hi alju:na:nu min/ (when Greece was suffering from). 12 participants translated ‘في وقت’ /fi: waqtin/ (when) unacceptably as ‘in the time’ or ‘in a time’ instead of ‘at a time’. 2 participants did not translate the preposition ‘من’ /min/ (from/of) and another participant translated it unacceptably as ‘by’ instead of ‘from’.

The fourth sentence: 23 participants translated ‘... مبنية على الإحترام الكامل للقانون الدولي ...’ /... mabni:iah ʕala: alʔiħtira:m alka:mil lilqa:nu:n .../ (... based on the full respect for the international law ...) unacceptably by omitting the preposition after the noun ‘respect’ as ‘based on the complete respect international laws’ or by using wrong prepositions as ‘respect on’, ‘respect towards’ or ‘respect of’.

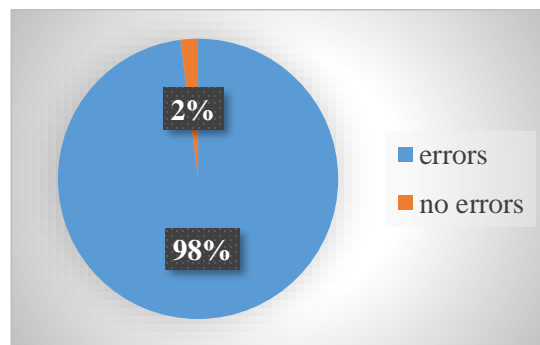


Chart 4.13/B: Translation of prepositions

Chart 4.13/B reveals the percentage of the participants who faced problems and difficulties while translating prepositions from Arabic into English which is 98% compared to the

participants who did not which is only 2%. In other words, only one participants had no problems in translating prepositions. Thus means translating Arabic prepositions into English is a real problematic area for the non-native students.

4.2.1.4 Formation of words

Providing the correct form of some nouns, adjectives and adverbs while translating from Arabic into English using was another grammatical difficulty that confronted the majority of the participants in this research work.

Table 4.14: Number and percentage of the participants who faced problems and difficulties in formatting words

	The first passage	The second passage	Remarks
The title	27	2	5 participants did not translate the title of the 1 st passage and 8 participants did not translate the title of the 2 nd passage
The first sentence	14	11	-----
The second sentence	6	17	-----
The third sentence	25	44	One participant left the third sentence of the 1 st passage untranslated
The fourth sentence	4	36	-----
The total number of the participants who encounter difficulties while forming some Arabic words in English	54		4 participants did not translate the 2 nd passage
The percentage	95%		-----

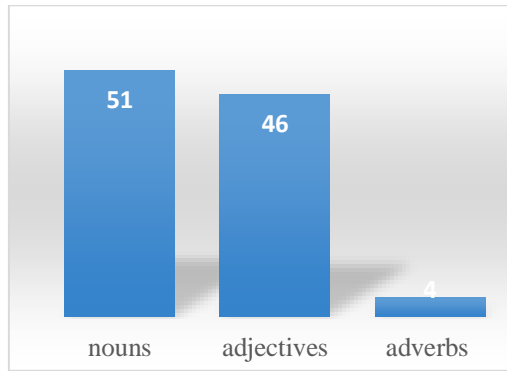


Chart 4.14/A: Errors in forming words

Table 4.14 reveals that producing the correct form of some words while translating from Arabic into English was a hard task for 54 participants (95%). Chart 4.14/A reveals the distribution of the errors made by the participants while forming some English nouns, adjectives and/or adverbs in Arabic. 51 participants (94%) had a difficulty in forming nouns properly, so they translated them as adjectives or verbs. 46 participants (85%) faced problems while translating adjectives, so they translated them as nouns, adverbs or verbs. 4 participants (7%) could not produce the correct form of some English adverbs, so they rendered them into Arabic as adjectives.

Examples:

While translating the first Arabic passage into English:

The title: 19 participants translated the adjective ‘التنموية’ /attanmawi:iah/ (developmental) as a noun ‘development’ (التنمية) /attanmiah/, 3 participants translated it as a present participle ‘developing’ (النامية) /annamiah/ which changes the meaning of the ST word, and 6 participants translated it as a prepositional phrase ‘the experience of MWL for development’ or ‘the experience of MWL of development’ which makes the word ‘التنموية’ /attanmawi:iah/ (developmental) become the adjective of ‘الرابطة’ /arra:bit‘ah/ (the league) rather than ‘التجربة’ /attaʒrubah/ (experience), but this is not what is conveyed in the ST.

The first sentence: 14 participants did not know how to form the adjective of the word ‘Chad’ while translating ‘العاصمة التشادية’ /alʕa:s‘imah attʕa:di:iah/ (the capital of Chad or the Chadian capital), so they used the noun as ‘Chad capital’, ‘Chad’s capital’ or ‘capital of Chad’ instead of ‘Chadian capital’.

The second sentence: Two participants translated 'برنامج' /barna:maʒ/ (program) as 'programming' /barmaʒah/ (برمجة), by adding the '-ing' suffix, the meaning of the ST word changed.

4 other participants translated 'رعاية' /riʕa:jaħ/ (care) as 'caring' or 'careness'.

The third sentence: 25 participants unacceptably translated the adjective 'الإنسانية' /alʔinsa:ni:iaħ/ (humanitarian) in 'الجهود الإنسانية الحثيثة' /alʒuhu:d alʔinsa:ni:iaħ alħaθi:θaħ/ (the great humanitarian efforts) into English as a noun 'human', 'human being' or 'humanity'.

The fourth sentence: Two participants translated 'مؤسس' /muʔasis/ as 'foundation' instead of 'founder'.

Two other participants translated 'التنموية' /attanmawi:iaħ/ as 'developing' (النامية) /annamiah/ instead of 'developmental' which gives another meaning to the ST word.

While translating the second Arabic passage into English:

The title: One participant translated the adjective 'غير القانونية' /yair alqa:nu:ni:iaħ/ (unlawful) as an adverb 'unlawfully', another participant translated it unacceptably as 'unlaw'.

The first sentence: One participant translated the adjective 'غير القانونية' /yair alqa:nu:ni:iaħ/ (unlawful) as an adverb 'unlawfully', and another participant translated it unacceptably 'unlaw'.

6 participants translated 'رئيس الوزراء اليوناني' /raʔi:s alwuzara:ʔ alju:na:ni:/ as 'Greece Prime Minister' using the noun 'Greece' instead of the adjective 'Greek', and 3 other participants translated it as 'Prime Minister of Greek' using the adjective 'Greek' instead of the noun 'Greece'.

The second sentence: 17 participants unacceptably translated the proper noun 'اليونان' /alju:na:n/ (Greece) into English using the adjective 'Greek'.

The third sentence: 18 participants translated 'اليونان' /alju:na:n/ (Greece) unacceptably as 'Greek'.

36 participants translated the noun 'استمرار' /istimra:r/ (continuity) as an adjective 'continuous', as an adverb 'continuously' or as a verb 'continue'.

Note: 8 participants did not translate ‘استمرار’ /*istimra:r/* (continuity), so they were excluded from the count.

3 participants translated the adjective ‘المالية’ /*alma:li:iah/* (financial) unacceptably as a noun ‘finance’, ‘money’ or ‘economy’.

The fourth sentence: 19 participants translated ‘اليونان’ /*alju:na:ni:/* (Greece) unacceptably as ‘Greek’.

11 participants translated the noun ‘ديمقراطية’ /*di:muqra:t'i:iah/* (democracy) in ‘دولة سلام وصداقة’ /*dawlat sala:m wa s'ada:qah wa di:muqra:t'i:iah/* (a country of peace, friendship and democracy) unacceptably as a noun ‘’.

6 participants translated the adjective ‘الكامل’ /*alka:mil/* (full) in ‘الإحترام الكامل’ /*al?ihtira:m alka:mil/* (the full respect) unacceptably as an adverb ‘fully’, ‘completely’ or ‘totally’.

5 participants translated the adjective ‘الأوروبي’ /*al?awru:bbi:/* (European) unacceptably as a noun ‘Europe’.

Finally, 3 participants translated the adverbs ‘عموماً’ /*ʕumu:man/* (in general / generally) and ‘على وجه الخصوص’ /*ʕala: wazhi xus'su:sʕ/* (in particular / particularly) unacceptably as adjectives ‘general’ and ‘particular’.

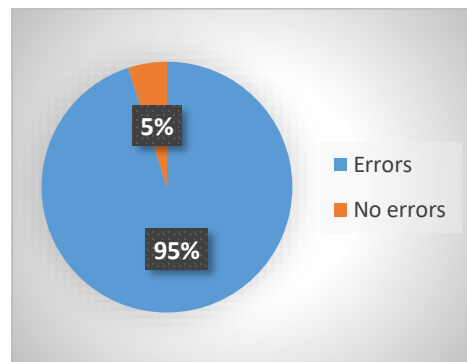


Chart 4.14/B: Formation of words

Chart 4.14/B shows the percentage of the participants who made errors while forming some English nouns, adjectives and adverbs in Arabic, which is 95%, compared to the percentage of

the participants who did not, which is only 5%. So, producing the correct form of words while translating from English into Arabic constitutes a major difficulty for the non-native students.

4.2.1.5 Capitalization

The majority of the participants had problems and difficulties of capitalizing the first letter of some proper nouns and using a capital letter at the beginning of some sentences while translating the Arabic passages into English.

Table 4.15: Number and percentage of the participants who faced difficulties in using capital letters

	The first passage	The second passage	Remarks
The title	20	24	5 participants did not translate the title of the 1 st passage and 8 participants did not translate the title of the 2 nd passage
The first sentence	25	23	-----
The second sentence	19	1	-----
The third sentence	19	2	One participant left the third sentence of the 1 st passage untranslated
The fourth sentence	21	11	
The total number of the participants who made errors of capitalization	53		4 participants did not translate the 2 nd passage
The percentage	93%		-----

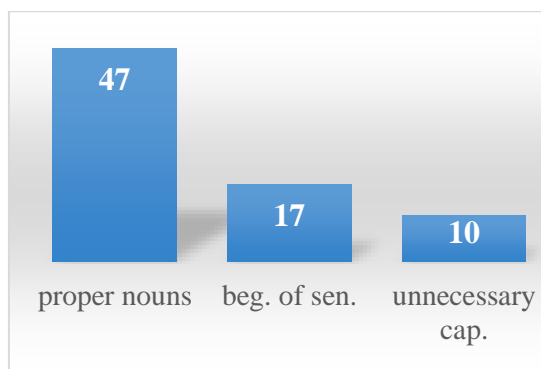


Chart 4.15/A: Distribution of errors of capitalization

Table 4.15 reveals that 53 participants (93%) had problems and difficulties with using capital letters. Chart 4.15/A shows that 47 participants (89%) did not capitalize the first letter of some proper nouns, 17 participants (32%) and 10 participants () used capital letters unnecessarily.

Examples:

While translating the first Arabic passage into English:

The first sentence: Two participants translated ‘أمريكي’ /ʔamri:ki:/ (American) unacceptably as ‘american’, 12 participants translated ‘بيل غيتس’ /bil ge:ts/ (Bill Gates) unacceptably as ‘bill gates’, ‘bill Gates’ or ‘Bill gates’ and two participants translated ‘العاصمة التشادية’ /alʕa:sʕmah attʃa:di:iah/ (the capital of Chad) unacceptably as ‘the capital of chad’. On the contrary, 8 participants translated ‘رجل الأعمال’ /raʒul alʔaʕma:l/ (businessman) unacceptably as ‘Businessman’ and one participant translated the adjective ‘التنموية’ /attanmawi:iah/ (developmental) unacceptably as ‘Developmental’.

While translating the second Arabic passage into English:

The first sentence: One participant started the first sentence while translating it into English using a small letter. 22 participants had difficulties with using capitalization while translating ‘رئيس الوزراء ألكسيس تسيبراس’ /raʔi:s alwuzara:ʔ ʔaliksi:s tsi:bra:s/ (Prime Minister Aleksis Tsebras), so 11 participants translated ‘رئيس’ /raʔi:s/ (president) unacceptably as ‘prime’, 19 participants translated ‘الوزراء’ /alwu:zara:ʔ/ (ministers) unacceptably as ‘minister’, one participant translated ‘ألكسيس’ /ʔaliksi:s/ (Alexsis) unacceptably as ‘aleksis’ and two participants translated ‘تسيبراس’ unacceptably as ‘tesebras’. Two participants unacceptably translated ‘تركيا’ /turki:ia:/ (Turkey) using a small letter as ‘turkey’. On the contrary, one

participant translated 'أعمالها' /ʔaʕma:laha:/ (activities/actions) unacceptably using a capital letter as 'Act'.

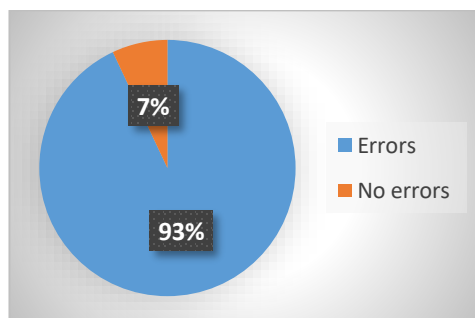


Chart 4.15/B: Using capital letters

Chart 4.15/B shows the percentage of the participants who made errors of capitalization, which is 93%, compared to the percentage of the participants who did not, which is only 7%. This proves that using capital letters while translating into English is a problematic area for the non-native students.

4.2.1.6 Order of words

Many participants were encountered with problems and difficulties in reversing the order of subjects and verbs and adjectives and nouns while reproducing Arabic sentences in English.

Table 4.16: Number and percentage of the participants who faced problems and difficulties of word order while translating from Arabic into English

	The first passage	The second passage	Remarks
The title	35	-----	5 participants did not translate the title of the 1 st passage and 8 participants did not translate the title of the 2 nd passage

The first sentence	21	-----	-----
The second sentence	3	-----	-----
The third sentence	3	2	One participant left the third sentence of the 1 st passage untranslated
The fourth sentence	14	-----	-----
The total number of the students who faced problems and difficulties of words order	39		4 participants did not translate the 2 nd passage
The percentage	68%		-----

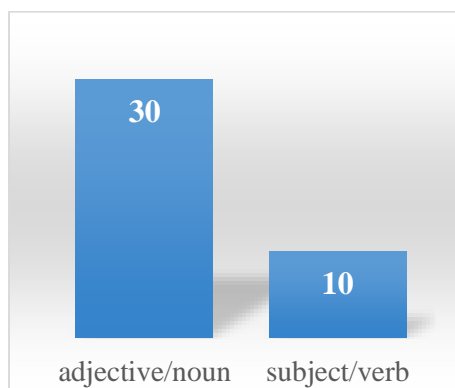


Chart 4.16/A: Errors of word order

Table 4.16/A shows that 39 participants (68%) kept the Arabic words order while reproducing the Arabic passages in English. The result was that 30 participants (77%) unacceptably placed nouns before their adjectives, and 10 participants (26%) unacceptably placed verbs before their subjects (as Chart 4.16/A illustrates).

Examples:

While translating the first Arabic passage into English:

The title: 23 participants unacceptably translated ‘رابطة العالم الإسلامي’ /*ra:bitʕat alʕa:lam alʔsla:mi:i/* (Muslim World League) keeping the Arabic word order; i.e. placing the noun ‘World’ before its adjective ‘Muslim’. 11 other participants were confused while translating ‘تجربة رابطة العالم الإسلامي التنموية’ /*tazrubat ra:bitʕat alʕa:lam alʔsla:mi:i attanmawi:iah/* (the

experience of Muslim World League or Muslim World League’s experience), so they kept the Arabic word order starting the phrase with the noun ‘experience’ and ending it with the adjective ‘developmental’ as ‘the experience of MWL developmental’. One more participant unacceptably translated it as ‘league Islamic World’ rather than ‘Muslim World League’. We have already mentioned in Chapter Three, Section 3.1.1.5 that in Arabic the adjective can be placed in any position after the noun. However, in English the adjective must be placed directly before the noun it describes. Therefore, the only acceptable translation of the phrase would be ‘the developmental experience of MWL’.

The first sentence: 21 participants translated ‘رابطة العالم الإسلامي’ /*ra:bitʕat alʕa:lam alʔsla:mi:i/* (Muslim World League) unacceptably as ‘World Muslim League’, ‘World Islamic Association’, ‘World Islamic Organization’; etc.

The second sentence: 3 participants incorrectly translated the first part of this sentence ‘واطلع ... مؤسس جمعية بيل وميلندا غيتس الخيرية على ...’ /*wa itʕʕalaʕa muʔasisu zamʕi:iati bil wa mi:li:nda: yai:ts alxai:ri:iah ʕala:/*, keeping the Arabic VS words order as:

And informed the founder of the “Bill and Melenda Gats carity about ...

..., and informed the Founder of the Good organisation Bill and Milenda on ...

... and Informed the Bail, mailenda league, Gates AlKharia founder about ...

The third sentence: While translating ‘الجهود التي تبذلها الرابطة’ /*alʔuhu:d allati: tabʔuluha: arrabitʕah/* (the efforts which the League was making), 3 participants unacceptably kept the Arabic VS words order as ‘... efforts that make the organization ...’, ‘... efforts which provide the organization ...’ and ‘... efforts which gains the association ...’.

The fourth sentence: One participant unacceptably kept the Arabic VS words order while translating ‘... وبين مؤسس شركة مايكروسوفت أنه ...’ /*wa bai:iana muʔasi:su ʕarikati ma:jkrusuft ʔannahu .../* (the founder of Microsoft revealed that ...) into English as ‘... and expressed Marosofft Companys founder that ...’.

13 other participants translated ‘تجربة الرابطة الطويلة’ /*taʔrubat arra:bitʕah atʕʕawi:lah/* (the League’s long experience or the long experience of the League) unacceptably as ‘the experience of long League’ or ‘the long League’s experience’. Those participants did not understand that

the adjective 'طويلة' /t^ʕawi:lah/ (long) describes the league's experience and not the league itself. This resulted in changing the intended meaning of the ST phrase.

While translating the second Arabic passage into English:

The third sentence: Two participants translated this sentence unacceptably by leaving the verb before the subject as:

... while come the activities at the recent year ...

... because come the celebration in present world ...

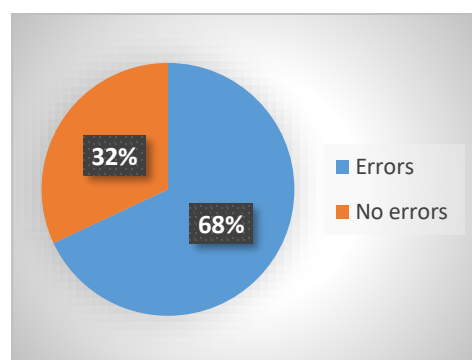


Chart 4.16/B: Order of words

Chart 4.16/B shows the percentage of the partisans who did not reverse the order of subject and verbs and/or adjectives and nouns while translating from Arabic into English which is 77% compared to 23% of the participants who did reverse the order of words. This means that the non-native speakers of English and Arabic need to reconsider the opposite order of words the two languages have while translating one language into the other.

4.2.1.7 Use of 'and'

Many participants did not use 'and' correctly while translating the two Arabic passages into English.

Table 4.17: Number and percentage of the participants who encountered problems and difficulties while using ‘and’ in English

	The first passage	The second passage	Remarks
The title	-----	-----	5 participants did not translate the title of the 1 st passage and 8 participants did not translate the title of the 2 nd passage
The first sentence	-----	-----	-----
The second sentence	18	6	-----
The third sentence	7	-----	One participant left the third sentence of the 1 st passage untranslated
The fourth sentence	-----	13	-----
The total number of the students who made errors while using ‘and’	34		4 participants did not translate the 2 nd passage
The percentage	60%		-----

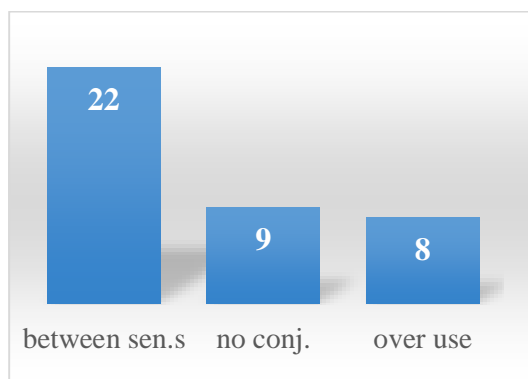


Chart 4.17/A: Types of errors in using ‘and’

As Table 4.17 reveals, 34 participants (60%) had difficulties in using the English coordinating conjunction ‘and’. Chart 4.17/A shows that 22 participants (65 %) unacceptably started their

sentences with ‘and’, 9 participants (26%) did not use ‘and’ between independent clauses and/or between two items or the last two items in a series and 8 participants (24%) over used ‘and’.

Examples:

While translating the first Arabic passage into English:

18 participants unacceptably started the second sentence with ‘and’ while translating it into English as:

‘And informed the founder of the ‘‘Bill and Melenda Gats carity’’ about programe of caing the family and the child, which is be held by the centre to poor and patient.’

‘And founder announced Bil and Milinda charity on the programe of citizens and child which centere will present for poor and patient ...’

‘and manager of bel and melenda orgnisation uncovered on programme the children and family which center introduce for for the poor and patient.’; etc.

While translating the second Arabic passage into English:

6 participants unacceptably translated ‘سلام وصدائة وديمقراطية’ /sala:m wa s‘ada:qah wa dimuqra:t‘i:iah/ (peace, friendship and democracy) of the fourth sentence as ‘peace, friendship, democracy’ or ‘peace, friendship democracy’, using no conjunction between the last two items in this series. On the contrary, 5 other participants unacceptably overused ‘and’ while translating this series of nouns into English as ‘peace and friendship and democracy’ or ‘peace, and friendship, and democracy’. 2 participants translated the direct quotation ‘<< إن اليونان دولة ... >>’ /sala:m wa s‘ada:qah wa dimuqra:t‘i:iah, mabni:iah ʕala: alʔhtira:m alka:mil lilqa:nu:n addawli: ʕumu:man/ (‘‘Greece is a country of peace, friendship and democracy which is based on the full respect for the international law generally ...’’) of the fourth sentence using two independent clauses which is acceptable; however, they did not use ‘and’ between them as ‘Greak is a country of peace, friendship and democracy, it respects the world laws generally ...’ and ‘‘Athens is a country of peace, honest and democratic, it’s built on ful respect of international law ...’’ which is unacceptable.

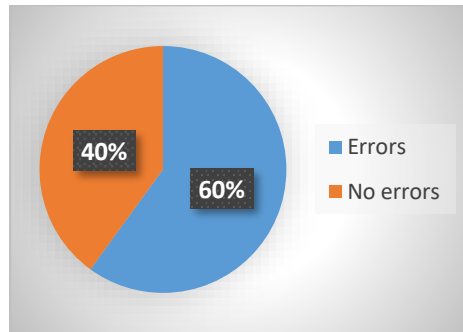


Chart 4.17/B: Use of 'and'

Chart 4.17/B reveals the percentage of the participants who made errors while using 'and' which 60% compared to the participants who did not which is 40%. This means that using 'and' is a problematic area of grammar for the students.

4.2.1.8 No subject and/or verb

More than half of the participants did not reproduce the subject, the verb or the two of them while translating from Arabic into English.

Table 4.18: Number and percentage of the participants who left subjects and/or verbs untranslated

	The first passage	The second passage	Remarks
The title	3	1	5 participants did not translate the title of the 1 st passage and 8 participants did not translate the title of the 2 nd passage
The first sentence	-----	-----	-----
The second sentence	1	-----	-----
The third sentence	12	8	One participant left the third sentence of the 1 st passage untranslated
The fourth sentence	6	3	-----

The total number of the participants who did not translate subjects and/or verbs	31	4 participants did not translate the 2 nd passage
The percentage	54%	-----

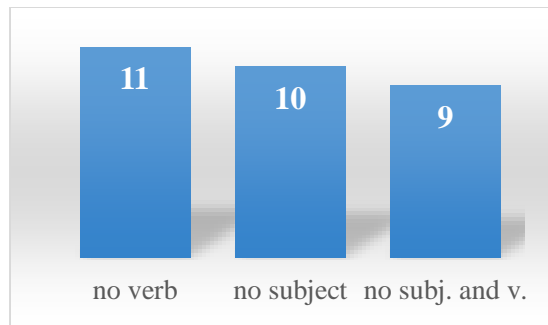


Chart 4.18/A: No subjects and/or verbs

Table 4.18 gives the reader of this research work an idea of the number and percentage of the participants who left some subjects and/or verbs untranslated which is 31 (54%). Chart 4.18/A shows that this error is distributed as follows: 11 participants (35%) did not reproduce verbs, 10 participants (32%) did not reproduce subjects and 9 participants (29%) did not reproduce subjects and verbs.

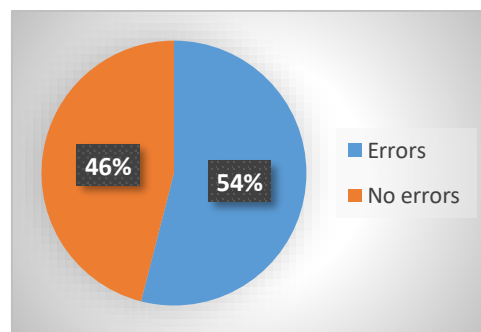


Chart 4.18/B: Translation of subjects and verbs

Chart 4.18/B shows the percentage of the participants who left some subjects and or verbs untranslated which is 54%. This means that determining the subject and/or verb of an Arabic

sentence and reproducing them in English seems to be problematic for the non-native speakers of the two languages.

4.2.1.9 Agreement

Achieving grammatical agreement was a problematic area for many participants while translating the two Arabic passages into English.

Table 4.19: Number and percentage of the participants who faced problems and difficulties of grammatical agreement

	The first passage	The second passage	Remarks
The title	1	8	5 participants did not translate the title of the 1 st passage and 8 participants did not translate the title of the 2 nd passage
The first sentence	-----	5	-----
The second sentence	7	-----	-----
The third sentence	4	2	One participant left the third sentence of the 1 st passage untranslated
Fourth sentence	5	-----	-----
The total number of the participants who faced problems of grammatical agreement	29		4 participants did not translate the 2 nd passage
The percentage	46%		-----

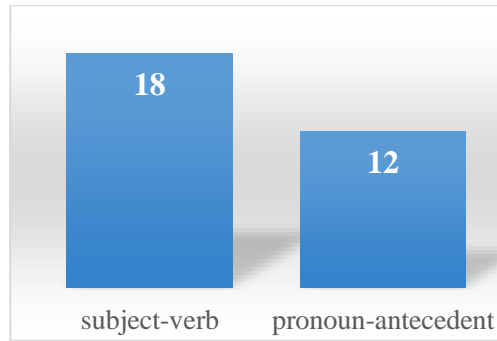


Chart 4.19/A: Errors of grammatical agreement

Table 4.19 shows that 26 participants (which constitutes 45.6 % of the total number of the participants who took part in this research work) faced problems and difficulties of grammatical agreement while trying to translate the two Arabic passages into English. This is obvious in the errors made by the participants. These errors are, as shown in Chart 4.19/A above, distributed as follows: a) subject-verb agreement errors; in the translations of 18 participants (constituting 69% of the total number of the participants who faced difficulties of grammatical agreement), there was no grammatical agreement in person between the verb and its subject and b) pronoun-antecedent agreement errors; in the translations of 12 students (46%), grammatical agreement between the pronoun and its antecedent was not achieved and

Examples:

While translating the first Arabic passage into English:

The title: One participant translated the title as ‘Guett: We trys for to getting benefit from experience of leage bing Islamic world’. In this translation, there is no agreement in person between the verb ‘trys’ and the subject ‘we’.

The second sentence: 7 participants made agreement errors while translating this sentence into English as:

Founder of the “Bill and Melinda Gates welfare organization came to know the programmes related to children and family upbringing, which is provided to the poor and patients by the centre, ...

... The founder of Bill and Milinda Gits charity foundation came to know about the child and family care programme, which the center provide to poors and patients ...

Founder of the charitable group Bill and Milenda Gates were awarded of the programme family and child care, offered by the Centre for the poor and patients, ...

The founder of “Bill and Milenda Gates Charity foundation” got aware of the family and child care programe which the center offer to the poor and patients, ...

..., the founder of the Bill Getts welfare committee has announced programme on the cared child and family welfare, which are given by the centre for the poors and patients, ...

and manager of bel and melenda orgnisation uncovered on programme for the children and family which center introduce for the poor and patient.

The founder of Bill and Melenda Gates Council for Prosprity and Welfare” look care upon programme for the family and children ...

In the 1st and 5th translations there is no agreement in number between the verbs ‘is provided/are given’ and their subjects ‘programmes’ and ‘programme’. In the 3rd translation, there is also no agreement in number between the verb ‘were’ and the subject ‘founder’. In the 2nd, 4th, 6th and last translations, there is no agreement in person between the verbs ‘provide’, ‘offer’ and ‘introduce’ and the subject ‘the center’, and the verb ‘look care upon’ and the subject ‘the founder’.

The third sentence: Two participants made S-V agreement errors translating this sentence as ‘... showing his like to efforts of human being which the association make it in the whole world, ...’ and ‘showing his happiness towards the big efforts, the association make all over the world’. The verb ‘make’ in these translations does not agree in person with the subject ‘the association’.

Another participant translated the sentence as ‘and he disclose his surprising for this human efforts which is served by this organisation in the every part of the world’ which includes three types of agreement errors: S-V agreement between the verb ‘disclose’ and the subject ‘he’ in person and between the verb of the relative clause ‘is server’ and its subject ‘efforts’ in number and between the demonstrative article ‘this’ and the plural noun it modifies ‘efforts’.

A fourth participant also made pronoun-reference and subject-verb agreement errors when translated this sentence as ‘..., showing its interest intrest in valuable humanitarian efforts

which is being done by counsel in whole world'. 'Its' does not agree with its reference 'Bill Gates' and the verb 'is being done' does not agree with its plural subject 'efforts'.

The fourth sentence: 5 participants faced problems and difficulties of grammatical agreement while translating the 4th sentence. Their translations are provided below:

The founder of the Microsoft Company expressed that he explited from the expreince of the Orgnisation In the field of village health care develepment making sure that his effort to acced to the projects of the company which is come in forced by its founder.

The founder of Microsoft Company told he took benefit from the long experience of the League in the field of rural health development, emphasizing his effort to shift this experience to the projects which his company carry out.

While the founder of Microsoft utilized the experience of the Legue in the field of the rural health development, assuring its seekingness to being this experience forward to the projects which were executed by his organization.

... and between founder of Microsoft Company he benifited from experience of the long association in the Health development organisation. Sure his effort for translate for this experience that implement her organisation.

While founder of Microsoft took benefit from the experience of council in the field of villager helth development assuring his effort to change this experience into the projects which is being done by founder.

In the first and last translations, there is no agreement in number between the verb 'is come' and 'is being done' and their subject 'the projects'. In the second translation, there is no agreement in person between the verb 'carry out' and its subject 'his company'. In the 3rd and 4th translations, there is no agreement between the pronouns 'its' and 'her' and their reference 'the founder of Microsoft' i.e. 'Bill Gates'.

While translating the second Arabic passage into English:

The title: 5 participants translated the title as:

Athense call Ankara to stop its illegal works in the Eja sea.

Asina demand Ankara to stop illegle works in Eja river.

Athense call Turkey for stoping its illegle activities in Ejah ocean.

Athens invite Ankara to stop “its illegle works in “Eja” Ocean.

Atena request Anqur to stop its illegal works.

In all these translations, there is no agreement in person between the present simple verbs ‘call’, ‘demand’, ‘invite’ or ‘request’ and their subject ‘Athens’.

3 other participants translated the title as:

Atheena calls Anqara to stop their illegal activities in Eeja sea.

Asina calls Ankereh to stop their illegal Act in the Sea of Ajieh

Asina invites Ankara for stoping their illegal works in Ijah Sea.

In these translations, there is no agreement between the pronoun ‘their’ and its reference ‘Ankara’.

The first sentence: 5 participants translated this sentence as the following:

Mr. Al-kisis, the President of Greece has been called Turkey to stop their illegal activities in Eeja Sea, yesterday.

The Unani Prime minister Alkesees yesterday called Turkey to stop their illegal activities in Ejah sea.

Greek P.M Alex called yesterday Turkey for stopping her illegal actions in Ija Sea.

The Greek President Alexes yesterday called Turkey to stop ther illegal activities in Agen Sea.

the Greek prime minister taseebaras called yesterday the turkey to stop their illegal aperation/Act in the ocean of (Cajeh).

In these translations, there is no agreement between the pronouns ‘their’ and ‘her’ and their reference ‘Turkey’. In Arabic, ‘Turkey’ is a feminine noun, but in English it is neutral and thus ‘أعمالها’ /ʔaʕma:laha:/ (her works) must better be translated as ‘its actions’.

The third sentence: Two participants translated this sentence into English as:

..., As the current aniversary functions was held at the time when Greek is facing finacial crisis

...

..., where the current celebration year came at a time when the Greece are suffering from the continue financial crises ...

In these translations, there is no agreement in number between the verb 'was held' and its subject 'functions' and the verb 'are suffering from' and its subject 'Greece'.

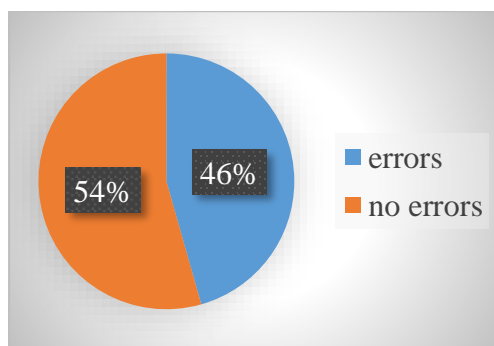


Chart 4.19/B: Translation of grammatical agreement

Chart 4.19/B shows the percentage of the participants who made errors of grammatical agreement while translating from Arabic into English which is 46% compared to the percentage of the participants who did not which is 54%. The fact that 46% of the participants made errors of grammatical agreement proves that it is mostly a probable difficulty for the non-native students while translating Arabic into English.

4.2.2 The semantic and lexical problems and difficulties

Comprehending the meaning of some Arabic words or cluster of words and appropriately reproducing them in English was not an easy task for all the participants.

Table 4.20: Number and percentage of the participants who faced semantic and lexical difficulties in Arabic to English translation

	The first passage	The second passage	Remarks
The title	52	49	5 participants did not translate the title of the 1 st passage and 8 participants did not translate the title of the 2 nd passage
The first sentence	32	53	-----
The second sentence	57	35	-----
The third sentence	55	57	One participant left the third sentence of the 1 st passage untranslated
The fourth sentence	57	41	-----
The total number of the participants who encountered semantic and lexical problems and difficulties in English to Arabic translation	57		4 participants did not translate the 2 nd passage
The percentage	100%		-----

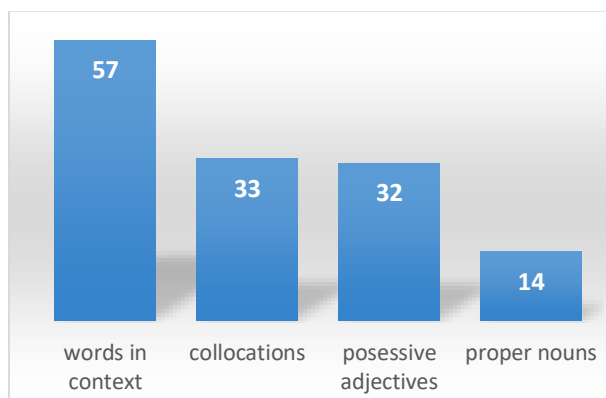


Chart 4.20/A: Distribution of the semantic and lexical errors

Table 4.20 shows that all the participants came across semantic and lexical problems and difficulties while translating from Arabic into English. Chart 4.20/A reveals the distribution of these problems and difficulties as follows: all the participants faced difficulties in providing acceptable equivalences for individual words in relation to the context they are used in, 33 participants (58%) did not maintain semantic agreement while translating collocations, 32 participants (56%) did not provide acceptable equivalents for possessive adjectives, and 14 participants (25%) did not know how to translate proper nouns.

Examples:

While translating the first Arabic passage into English:

Title: 6 participants did not translate ‘غيتس’ /geits/ (Gates).

44 participants confronted problems while translating ‘نسعى’ /nasʕa:/ (we seek) into English. Thus two participants translated it unacceptably as ‘we need’ or ‘we have to’. 42 other participants translated it inaccurately as ‘we work’, ‘we make effort’ or ‘we try’. ‘نسعى’ /nasʕa:/ here simple means in Arabic ‘we seek’.

51 participants faced difficulties while translating ‘للإستفادة من’ /lilʔistifadati min/ (to learn from). Thus 4 participants unacceptably translated it as ‘to exploit’ or ‘to utilize’. 47 other participants translated it as ‘to benefit’, ‘to take benefit’, ‘to be benefited’, ‘to get the benefit’, ‘to take advantage’; etc. These translations are inaccurate as ‘للإستفادة من’ /lilʔistifadati min/ in this context means something abstract (learning from an experience) not concrete (benefitting from something material) and thus ‘to learn’ would be the best English equivalence here.

Two participants unacceptably translated ‘تجربة’ /taʒrubah/ as ‘experiment’, and 3 other participants left it untranslated. Both ‘experiment’ and ‘experience’ are equivalents to the Arabic word ‘تجربة’ /taʒrubah/; however, in this context ‘تجربة’ /taʒrubah/ means ‘experience’ not ‘experiment’.

While translating ‘رابطة العالم الإسلامي’ /ra:bitʕat alʕa:lam alʔsla:mi:i/ (Muslim World League), 3 participants unacceptably translated ‘رابطة’ /ra:bitʕah/ as ‘council’ or ‘forum’, 15 participants translated it inaccurately as ‘association’ or ‘organization’, two participants provided a transliteration of it as ‘Rabita’ or ‘Rabta’, and 5 participants left it untranslated. ‘رابطة’ /ra:bitah/

here should be translated as ‘league’. One participant translated ‘العالم’ /alʕa:lam/ (the world) unacceptably as ‘international’ instead of ‘world’. Two participants provided a transliteration of it as ‘ALam’ or ‘Al Alam’. One participant left it untranslated. 3 participants translated ‘الإسلامي’ /alʔsla:mi:i/ unacceptably as ‘Arab’, 43 participants translated it inaccurately as ‘Islamic’ instead of ‘Muslim’ (it is true that ‘Islamic’ and ‘Muslim’ are correct English equivalences for ‘الإسلامي’ /alʔsla:mi:/: however, ‘Muslim’ is the best choice in this context), two participants provided a transliteration of it as ‘Islami’ and ‘Alislami’, and one participant did not translate it.

Finally, 10 participants did translate the last word in the title ‘التنموية’ /attanmawi:iah/ (developmental).

The first sentence: One participant did not translate ‘الأمريكي’ /alʔamri:ki:/ (American) and one participant did not translate ‘بيل غيتس’ /bil geits/ (Bill Gates).

While translating ‘مركز الخير الصحي’ /markaz alxair asʕsʕi:hi:/ (Al-Khair Health Center), two participants did not translate ‘مركز’ /markaz/ (center), 48 participants did not realize that the word ‘الخير’ /alxair/ (Al-Khair) is the name of the health center that Bill Gates visited. Thus instead of transliterating it, they rendered it in English unacceptably as ‘charity’, ‘charitable’, ‘free’, ‘good’, ‘welfare’, or ‘beneficial’ or left this word untranslated. One participant unacceptably translated ‘الصحي’ /asʕsʕi:hi:/ as ‘medical’ instead of ‘health’, and 3 other participants left it untranslated.

While translating ‘رابطة العالم الإسلامي’ /ra:bitʕat alʕa:lam alʔsla:mi:i/ (Muslim World League), 30 participants faced problems translating the noun ‘رابطة’ /ra:bitʕah/ (league). Thus 6 participants translated it unacceptably as ‘forum’, ‘link’, ‘counsel’, ‘group’, or ‘trust’, 15 participants translated it inaccurately as ‘organization’ or ‘association’, 3 participants transliterated it as ‘Rabita’, and 6 other participants left it untranslated. One participant unacceptably translated ‘العالم’ /alʕa:lam/ as ‘countries’ instead of ‘world’, 3 participants transliterated it as ‘Alam/Al-Alam/ulalame’, and two participants left it untranslated. One participant translated ‘الإسلامي’ /alʔsla:mi:i/ (Muslim) unacceptably as ‘Arab’, 43 other participants translated it inaccurately as ‘Islamic’ instead of ‘Muslim’, 3 participants transliterated it as ‘Al Islami/islami’, and one participant left it untranslated.

16 participants provided a transliteration of the adjective 'التشادية' /attfa:diah/ (Chadian) in 'العاصمة التشادية' /alʕa:sʕimah attfa:diah/ (the capital of Chad or the Chadian capital) as 'Al-Tashad', 'Tashadiah', 'Tachadiya' or 'Tashadiyya' and two other participants translated it unacceptably as 'Dutch' (الهولندية) /alhwlandi:iah/ or 'Canadian' (الكندية) /alkanadi:iah/.

Note: Two participants provided an unacceptable abbreviation as a translation of 'رابطة العالم الإسلامي' /ra:bitʕat alʕa:lam alʔsla:mi:i/ (Muslim World League) as 'OIC' (most probably meaning 'Organization of Islamic Countries').

The second sentence: 34 participants had a difficulty with providing the appropriate equivalence for the verb 'اطّلع' /itʕʕalaʕa/ (was informed/was briefed/had an idea). So, they unacceptably translated it as 'knew', 'became aware of', 'acknowledged', 'talked in', 'has announced', 'looked at', 'introduced', 'presented', 'looking forward to' or 'came up with an idea'.

One participant translated 'مؤسس' /muʔassis/ inaccurately as 'manager' instead of 'founder', and another participant left it untranslated.

While translating 'جمعية بيل وميلندا غيتس الخيرية' /ʒamʕi:iat bil wa milinda: geits alxairi:iah/ (Bill and Melinda Gates Charity Foundation), 37 participants translated 'جمعية' /ʒamʕi:iat/ (foundation) in inaccurately as 'group', 'committee', 'assembly', 'organization', 'association', 'council', 'league', 'society', 'institution' or 'trust', and 8 other participants left it untranslated. One participant translated the proper name 'بيل' /bil/ (Bill) unacceptably as 'Bank', and two other participants did know its meaning, so they left it untranslated. 4 participants did not understand that 'و' /wa/ (and) in 'بيل وميلندا غيتس' /bil wa milinda: geits/ (Bill and Melinda Gates) is the Arabic coordinating conjunction and is equivalent in English to 'and'. Thus they translated it unacceptably and unintelligibly as 'Ve', 'Va' or 'Vi' or left it untranslated. 5 participants did not translate the proper name 'ميلندا' (Melinda), and two participants did not translate 'غيتس' /geits/ (Gates). Finally, 10 participants translated 'الخيرية' /alxairi:iah/ (charity/charitable) unacceptably as 'prosperity and welfare', 'welfare' or 'good', one participant transliterated it as 'Alkharria', and 13 participants left it untranslated.

11 participants translated 'رعاية' /riʕa:jah/ (care) unacceptably as 'upbringing', 'health', 'considering', 'gardian', 'protect/protection', 'support' or 'welfare' and 5 other participants left it untranslated.

One participant translated 'الأسرة' /alʔsrah/ as 'citizens' instead of 'family'. This translation can be possible as the health care program is offered to citizens. However, it is not the accurate intended meaning of the ST word. The ST states that the program is particularly offered to families and children. One participant left this word untranslated.

11 participants had a difficulty while translating the verb 'يقدمه' /juqaddimuhu/ (was being offered by) into English. So, they translated it unacceptably as 'faciliated', 'organized', 'advancedly', 'process', 'forward', 'held', 'extended', 'conducted' or 'run by' or left it untranslated.

One participant translated 'المرضى' /almardʕa:/ (the sick) incorrectly as 'needy people'.

The third sentence: 11 participants translated 'مبدياً' /mubdjan/ (expressing) unacceptably as 'intrust', 'initiating', 'initiative', 'initially', 'obviously', 'starts', 'starting', 'starting' or 'firstly', and 10 other participants translated it literally as 'shows', 'showed', 'showing', 'exposing' and 'disclose'.

46 participants translated 'إعجاب' /ʔiʕʒa:b/ (admiration) unacceptably as 'appreciation', 'wondered', 'joy', 'surprise', 'happiness', 'strange', 'astonishment', 'interest', 'good', 'pleasure', 'happy', 'concerned', 'willingness', 'love' and 'likeness'.

5 participants translated the singular masculine possessive pronoun 'هـ' in 'إعجابه' /ʔiʕʒa:buh/ (his admiration) unacceptably using the subjective pronoun 'it' as 'it admiration'. These participants did not understand that 'هـ' here refers to 'Bill Gates' and thus must be translated into English using the possessive adjective 'his'. 2 other participants either did not pay attention to the presence of the pronoun 'هـ' /h/ (his) as it is attached to the end of the noun 'إعجاب' /ʔiʕʒa:b/ (admiration) or they did not know how to translate it into English, so they left it untranslated.

While translating 'الجهود الإنسانية الحثيثة' /alzuhu:d alʔinsa:ni:iah alhaθi:θah/ (the great humanitarian efforts), 3 participants translated 'جهود' /zuhu:d/ (efforts) inaccurately as 'hard work', 'attempt' or 'work'. One participant translated 'إنسانية' /alʔinsa:ni:iah/ (humanitarian) unacceptably as 'mens', and two other participants ignored translating it. 17 participants translated 'حثيثة' /alhaθi:θah/ (great) unacceptably as 'sincere', 'big', 'fast', 'valuable', 'extensive', 'giant', 'massive' or 'huge', 7 participants translated it inaccurately as 'strong',

‘intensive’, ‘effective’, ‘marvolus’, ‘motivating’ or ‘tremendous’, one participant transliterated it as ‘Athes’, another participant provided a nonsensical translation of it as ‘intive’, and finally 14 participants did not provide a translation of it.

13 participants unacceptably translated the verb ‘تبدلها’ /tabðuluha:/ (she makes) in the clause ‘الجهود ... التي تبذلها الرابطة’ /alʒuhu:d ... allati: tabðuluha: arra:bitʕah/ (the efforts which were made by the League) as ‘putting by’, ‘gains’, ‘is presenting’, ‘is granting’, ‘tried’, ‘are being spread’, ‘seeks’, ‘taken’, ‘is doing’, ‘showing’ or ‘is served’, and one participant left it untranslated. The verb ‘تبدلها’ is a collocation with the noun ‘الجهود’ /alʒuhu:d/ (the efforts) and must be translated into English as ‘made by’.

4 participants translated ‘رابطة’ /ra:bitʕah/ (league) unacceptably as ‘forum’, ‘releation’, ‘link’ or ‘center’, 14 participants translated it inaccurately as ‘organization’ or ‘association’, one participant transliterated it as ‘Rabita’, and another participant did not translate it.

The fourth sentence: 29 students faced difficulties in understanding the meaning of the verb ‘بيّن’ /bai:iana/ (explained/stated) and/or providing the most accurate English equivalence for it. So, 6 participants translated it incorrectly as ‘between’, ‘during’ or ‘while’. 13 participants translated it inaccurately as ‘expressed’, ‘narrated’, ‘told’, ‘added’, ‘mentioned’, ‘described’ or ‘pointed out’. Two participants translated it literally as ‘revealed’. Finally, 8 participants avoided translating it.

One participant translated ‘مؤسس’ /muʔassis/ (founder) inaccurately as ‘manager’, and 3 other participants left it untranslated.

استفاد (learned): 56 participants translated ‘استفاد’ /istafa:da/ literally as ‘benefitted’, ‘took advantage’, ‘made use’, ‘exploited’ or ‘utilized’. However, the verb ‘يستفيد’ /jastafi:d/ here means something abstract not concrete and is simply equivalent to the English verb ‘to learn’. Only one participant translated it correctly as ‘learned’.

While translating ‘تجربة الرابطة الطويلة’ /taʒrubat arra:bitʕah atʕʔawi:lah/ (the long experience of the League), two participants translated ‘تجربة’ /taʒrubat/ incorrectly as ‘experiment’ instead of ‘experience’, and three other participants left it untranslated. 16 participants translated ‘الرابطة’ /arra:bitʕah/ (league) inaccurately as ‘organization’ or ‘association’, 8 participants translated it incorrectly as ‘group’, ‘connected’, ‘forum’, ‘Link’, ‘relation’, ‘council’ or ‘center’, two

participants transliterated it as ‘Rabita’ and ‘Al-Rabt’ and one participant did not translate it. 5 participants translated ‘الطويلة’ /atˤʔawi:lah/ (long) incorrectly as ‘rich’, ‘great’, ‘large’ or ‘big’, and 9 other participants left it untranslated.

While translating ‘في مجال التنمية الصحية الريفية’ /fi: maʒa:l attanmi:ah asˤsˤħħi:iah arri:fi:iah/ (in the field of rural health development), 5 participants did not translate ‘مجال’ /maʒa:l/ (field). 5 participants did not translate ‘التنمية’ /attanmi:ah/ (development). Two participants incorrectly translated ‘الصحية’ /asˤsˤħħi:iah/ as ‘madical’ or ‘good’ instead of ‘health’, and two other participants left it untranslated. 4 participants translated ‘الريفية’ /arri:fi:iah/ (rural) as ‘nonrural’ or ‘urban’, which are the opposites of the ST word, two participants incorrectly translated it as ‘welfare’, and 5 participants did not translate it.

While translating the second Arabic passage into English:

The title: 23 participants transliterated ‘أثينا’ /ʔaθi:na:/ (Athens) as ‘Athens’, ‘Asia’, ‘Athina’, ‘Atheena’ or ‘Assena’.

37 participants translated ‘تدعو’ /tadʕu:/ literally as ‘invites’, ‘calls’ or ‘calls on’. ‘تدعو’ /tadʕu:/ in this context is equivalent to (requests, appeals or asks).

Two participants translated ‘أنقرة’ /ʔnqarah/ (Ankara) unacceptably as ‘Turkey.’

One participant translated ‘أعمالها’ /ʔaʕma:laha:/ unacceptably as ‘its businesses’ instead of ‘its activities’ or ‘its actions’, and another participant left it untranslated. 3 participants translated the possessive adjective ‘-ها’ /ha:/ (her) which refers to ‘Ankara’ unacceptably as ‘their’ instead of ‘its’, 9 participants did not translate it, and 4 participants spelled it incorrectly as ‘it’s’ which cause a change in the intended meaning.

One participant translated ‘غير القانونية’ /ɣai:r alqa:nu:ni:iah/ (illegal or unlawful) unacceptably as ‘unconstitutional’.

8 participants translated ‘بحر’ /baħr/ (sea) unacceptably as ‘river’ or ‘ocean’ and another participant left it untranslated.

The first sentence: 46 participants translated ‘دعا’ /daʕa:/ literally as ‘called’, ‘called upon’, ‘invited’, ‘demanded’ or ‘urged’. The best English equivalences for ‘دعا’ /daʕa:/ in this context are ‘appealed’, ‘requested’ or simply ‘asked’.

5 participants translated 'رئيس الوزراء' /raʔi:s alwuzara:ʔ/ (prime minister) inaccurately as 'president'.

4 participants translated 'اليوناني' /alju:na:ni:/ (Greek) unacceptably as 'German' or 'Roman', 10 participants transliterated it as 'Unania', 'Yunanian' or 'Ynani', and one participant translated it using a non-sense word as 'donal'.

Two participants unacceptably translated 'لوقف' /liwaqf/ (to stop) as 'to prevent' or 'to stand with'.

One participant translated 'أعمالها' /ʔaʕma:liha:/ unacceptably as 'businesses', and 20 other participants translated it literally as 'works'. The best equivalences for 'أعمالها' /ʔaʕma:liha:/ here is 'activities' or 'actions'.

22 participants had difficulties with translating into English the singular feminine possessive pronoun 'ها-' /ha:/ (her) in 'أعمالها' /ʔaʕma:liha:/ (her works). So, they either left it untranslated, translated it unacceptably as 'their' or 'her' or spelled it incorrectly as 'it's'. The pronoun 'ها-' /ha:/ (her) here refers to 'تركيا' (Turkey) and is equivalent in English to the neutral possessive adjective 'its'.

Two participants unacceptably translated 'غير القانونية' /ɣai:r alqa:nu:ni:iah/ which simply mean (unlawful or illegal) as 'unconstitutional' or 'nongovernmental'.

While translating 'بحر إيجه' /baħr ʔi:ʒah/ (the Aegean Sea), 13 participants translated the simple word 'بحر' /baħr/ (river) unacceptably as 'ocean' or 'river', and one participant left it untranslated. Two participants did not translate 'إيجه' /ʔi:ʒah/ (Aegean). Finally, 3 participants did not translate 'بحر إيجه' /baħr ʔi:ʒah/ (the Aegean Sea).

The second sentence: 9 participants translated the verb 'شهدت' /ʃahidat/ (witnessed) unacceptably as 'mentioned', 'will held', 'organized', 'attended', 'held', 'participated' or unintelligibly as 'commorated'.

5 participants translated 'اليونان' /alju:na:n/ (Greece) unacceptably as 'German', 'Athence' or 'Rome', 7 participants transliterated it as 'Unan', 'yunan' or 'yonan', one participant translated it unintelligibly as 'the donah', and 3 other participants left it untranslated.

4 participants did not translate 'أمس' /ʔams/ (yesterday).

9 participants translated 'احتفالات' /iħtifa:la:t/ (celebrations) inaccurately as 'festivals', 'functions', 'programmes' or 'activities', one participant translated it incorrectly as 'meeting', and 3 other participants left it untranslated.

5 participants translated 'استقلال' /istiqla:l/ inaccurately as 'freedom' instead of 'independence'.

The third sentence: 6 participants translated 'جاءت' /za:ʔat/ unacceptably as 'were marked' or 'were held', and 37 participants translated literally as 'came' instead of 'happened' or 'took place'.

While translating 'احتفالات العام الحالي' /iħtifa:la:t alʕa:m alħa:li:/ (the celebrations of the current year), 15 participants translated 'احتفالات' /iħtifa:la:t/ (celebrations) inaccurately as 'functions', 'ceremonies', 'programmes', 'festivals' or 'events'. 11 participants misread or could not comprehend the meaning of the word 'العام' /alʕa:m/ (year). So, they either translated it unacceptably as 'general', 'annual', 'public' or 'world' or left it untranslated. 5 participants did not translate 'العام الحالي' /alʕa:m alħa:li:/ (the current year).

4 participants translated 'اليونان' /alju:na:n/ (Greece) of the third sentence unacceptably as 'Germany', 'Athense' or 'Rome', 8 participants transliterated it as 'Unan', 'Ynan' or 'Jonan' and one participant left it untranslated.

One participant translated 'استمرار' /istimra:r/ (continuation) unacceptably as 'consistently', and 7 other participants left it untranslated.

5 participants translated 'مالية' /ma:li:iah/ (financial) unacceptably as 'economy' or 'economic', and one participant left it untranslated.

4 participants translated 'توتر' /tawattur/ (tension) unacceptably as 'distortion', 'good', 'rural' or 'bad', and one participant left it untranslated.

3 participants translated 'علاقاتها' /ʕala:qa:tiha:/ (its relations) unacceptably as 'its rural' or literally as 'its connections' or 'its ties', two other participants left it untranslated.

The fourth sentence:

26 participants did not translate 'جمهورية' /zumhu:ri:iah/ (republic).

9 participants did not translate the proper name 'بافلوبس' /ba:flubs/ (Bafloubs).

5 participants translated 'اليونان' /alju:na:n/ (Greece) unacceptably as 'German', 'Athence' or 'Rome', 9 participants transliterated it as 'Unan', 'Yonnan' or 'Ynan', and one participant translated it using a non-sense word as 'donal'.

3 participants translated 'دولة' /dawlah/ (country) unacceptably as 'state'.

3 participants translated 'سلام' /sala:m/ which simply means (peace) as 'safety', 'honesty' or 'Islamic'.

8 participants translated 'صداقة' /s'ada:qah/ (friendship) unacceptably as 'truth', 'truthful' or 'lovely', and 5 other participants left it untranslated.

Two participants translated 'مبنية على' /mabni:iah ʕala:/ (built on or based on) unacceptably as 'depanding on' or 'explained'.

While translating 'القانون الدولي' /alqa:nu:n addawli:/ (the international law), 4 participants translate 'القانون' /alqa:nu:n/ (law) as 'rule' or 'constitution', and one participant left it untranslated. 3 participants translated 'الدولي' /addawli:/ (international) unacceptably as 'national', 'state' or 'cauntry', and 3 other participants translated it inaccurately as 'world'.

Two participants, translated the adverb 'عموماً' /ʕumu:man/ (generally) unacceptably as 'totally' or 'usually', one participant translated it inaccurately as 'commonly', and 5 other participants left it untranslated.

One participant translated 'الأوروبي' /alʔawru:bbi:/ (European) unacceptably as 'greek', and another participant translated it inaccurately as 'EU'.

Finally, one participant did not translate the adverb 'على وجه الخصوص' /ʕala: wazh alxus'us' (in particular or particularly).

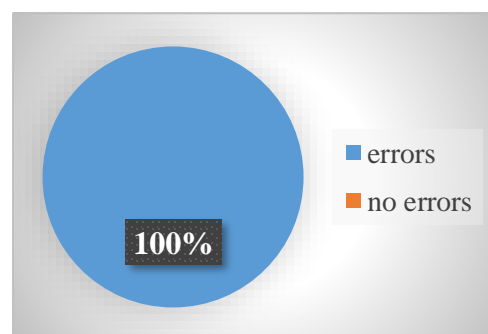


Chart 4.20/B: Finding semantic and lexical equivalence

Chart 4.20/B shows that finding the most appropriate English equivalence for Arabic words was a difficulty faced by all the participants. This proves that the non-native Arabic-English translation students suffer from major semantic and lexical problems.

4.2.3 The stylistic problems and difficulties

4.2.3.1 Length of sentences

The majority of the participants had difficulties with using short sentences while translating from Arabic into English. In Arabic, it is normal to use very long sentences. Moreover, it is a stylistic feature of Arabic to connect all the sentences of a passage to look like one long sentence. However, in English long sentences are stylistically unacceptable.

Table 4.21: Number and percentage of the participants who kept the Arabic style of using long connected sentences in English

	The first passage	The second passage	Remarks
Using long sentences	47	31	4 participants did not translate the 2 nd passage
The total number of the participants who faced problems in using short sentences while translating the Arabic passages into English	49		-----
The percentage	86%		-----

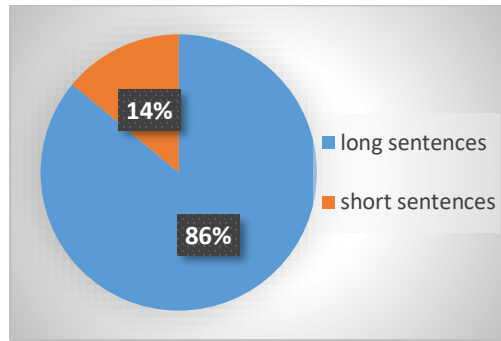


Chart 4.21/A: Using long or short sentences

As Table 4.21 indicates, 49 participants (86%) had difficulties in reproducing the Arabic long sentences into English using short sentences. Chart 4.21/A shows the percentage of the participants who tended to keep the Arabic writing style of using long sentences while translating them into English which is 86%. It also shows the percentage of the participants who tended to divide Arabic long sentences into short sentences and then translate them into English which is 14%. This means that the stylistic differences between English and Arabic cause difficulties for the non-native speakers of the two languages while translating from Arabic into English.

Examples:

While translating the first Arabic passage into English:

43 participants used the conjunction ‘and’ to translate the first and second sentences as one long sentence. 28 participants translated the second and third sentences as one long sentence. 6 participants translated the third and fourth sentences as one long sentence. 27 participants translated the first, second and third sentences as one long sentence. 2 participants translated the second, third and fourth sentences as one long sentence. Finally, 2 participants translated the whole passage; i.e. the first, second, third and fourth sentences as one long sentence.

While translating the second Arabic passage into English:

11 participants used the conjunction ‘and’ to translate the first and second sentences as one long sentence. 25 participants translated the second and third sentences as one long sentence. 6 participants translated the third and fourth sentences as one long sentence. 6 participants translated the first, second and third sentences as one long sentence. 4 participants translated

the second, third and fourth sentences as one long sentence. Finally, one participant translated the whole passage; i.e. the first, second, third and fourth sentences as one long sentence.

4.3 Conclusion

This chapter presented a statistical analysis of the participants' most recurrent linguistic (grammatical, semantic and lexical and stylistic) problems and difficulties of each language separately. The statistical analysis shows that while translating from English into Arabic, the grammatical problems and difficulties that the participants faced are distributed as follows: translation of prepositions 100%, translation of tenses 98%, indicating definiteness and indefiniteness 98%, maintaining grammatical agreement 91%, indicating syntactic cases 89%, ordering of words 86% and forming words 56%; the semantic and lexical problems and difficulties are distributed as follows: translation of individual words 100%, translation of proper nouns 100%, translation of abbreviations 100%, translation of quantifiers 72%, translation of collocations 40% and translation of possessive adjectives 26%; and the stylistic problems and difficulties are distributed as follows: translation of titles as nominal sentences 96% and use of 'و' /wa/ (and) 100%. While translating from Arabic into English, the grammatical problems and difficulties are distributed as follows: translation of tenses 100%, indicating definiteness and indefiniteness 100%, translation of prepositions 98%, forming words 95%, using capital letters 93%, ordering of words 68%, use of 'and' 60%, no use of subject and/or verb 54% and maintaining grammatical agreement 46%; the semantic and lexical problems and difficulties are distributed as follows: translation of individual words 100%, translation of collocations 15%, translation of possessive adjectives 56% and translation of proper nouns 25%; and the stylistic problems and difficulties are related to the length of sentences 86%.

Chapter Five: Conclusion

5.0 Introduction

The present research work has shed light on a vital area of Translation Studies which is translation problems and difficulties in a rarely-explored context. It has explored the linguistic problems and difficulties of translating between English and Arabic as faced by the M.A. Arabic students in India. Translation problems and difficulties here are not only the result of the differences between the linguistic systems of English and Arabic but also the fact that the two languages are non-native languages to the translators.

The study was conducted through a translation test composed of two English passages to be translated into Arabic and two Arabic passages to be translated into English. The topics and types of the passages conform with the translation material the participants are used to deal with in translation classes. The M.A. final semester students of the Arabic Centers/Departments at JNU, DU and JMI who volunteered to participate in this study were the population of this study. Data analysis was done qualitatively as well as quantitatively. It is important to notice that research findings are generally peculiar to the non-native speakers of English and Arabic who are learning Arabic in India.

Chapter one introduced the study and presented research methodological procedures (research type, ethical procedures, participants, translation test, methods of data gathering and data analysis) and the structure of the thesis. Chapter Two was dedicated for discussing issues of translation as a mere practice the increasing value of translation and its emergence as an independent academic discipline. It has also discussed the most prominent linguistic-oriented approaches to translation and the close correlation between language, culture and translation. This chapter was concluded with presenting some similar previous studies. Chapter Three provided a brief contrastive analysis of some aspects of the linguistic systems of English and Arabic. The discussed aspects related mainly to the participants' linguistic problems and difficulties while translating from English into Arabic and from Arabic into English. All the participants in this study faced several linguistic problems and difficulties in English-Arabic translation as well as in Arabic-English translation. The identified problems and difficulties

were classified in three major groups: grammatical (translation of tenses, articles, prepositions, grammatical agreement, syntactic case, order of words, formation of words, active and passive voices, direct and indirect speech, conjunctions and capitalization), lexical and semantic (translation of individual words, proper nouns, abbreviations, possessive adjectives, quantifiers, collocations and fixed expressions) and stylistic (translation of titles as nominal sentences, length of sentences and use of the coordinating conjunction). Many participants also made several spelling errors. They also ignored translating titles, sentences or whole passages. Some of them, on the contrary, added some unnecessary information in the TT. Moreover, due to lack of attention and no proof-reading, some participants translated singular nouns in one language into the other language as plural nouns and vice versa. Chapter Four comprises a detailed statistical analysis of the most frequent problems and difficulties detected while analyzing the data. The current chapter sums up this study, anticipates some reasons behind the participants' English-Arabic-English translation problems and difficulties and provides some general and specific recommendations, an outline for a more systematized translation teaching method directed particularly to this group of translators and finally suggestions for further studies.

5.1 Reasons for the Problems and Difficulties

The linguistic problems and difficulties of translating between English and Arabic that face the non-native speakers of the two languages can be attributed to three interconnected groups of reasons. The first basic reason of English-Arabic-English translation problems and difficulties is related to the linguistic and stylistic variations between the two language. The second reason is related to the students themselves and their language competence and translation skills. Last but not least is the methods and approaches that are applied to teach translation to this special group of students. In what follows, every reason will be discussed briefly and connected with the other two reasons.

In regard to the first reason, we have explained in the introductory chapter that English and Arabic belong to two different language families; Arabic is a Semitic language and English is a West Germanic language. This makes the two languages' linguistic systems and stylistic features vary significantly. This makes translating one language into the other a tough job. This

job is even more challenging and confusing for the translators who are non-native speakers of the two languages. This is the case of the M.A. students who are learning Arabic in India in English-Arabic-English translation. The analysis of the students' profiles revealed that all the students who are learning Arabic in India are non-native speakers of English as well as Arabic. English for them is a second language, whereas Arabic is a foreign language. Moreover, data analysis revealed that these students do not have adequate competence in the two languages nor have they the required skills to produce grammatically and semantically acceptable translations. This poor competence and performance is not only attributed to the students themselves but also to the way translation is taught to them. Classroom observations helped the researcher have an idea about the method(s) of teaching translation for this group of students. We can say that the current methods applied for teaching translation in the Arabic Centers/Departments in India are based on the assumption that translation is method for teaching Arabic as a foreign language. This means that translation courses are designed to improve students' language proficiency rather than translation skills and to help them get good scores in exams. It is important to mention here that English-Arabic-English translation in India is taught by teachers who are also non-native speakers of the two languages. Moreover, despite the fact that most of these teachers have been practicing translation for so long and some of them are professional translators, only very few of them are specialized in the field. Thus these teachers do not follow appropriate approaches to teach translation for their students. Almost all the teachers follow outdated and prescriptive methods for teaching translation such as the read-and-translate approach. This method takes the word rather than the sentence and the sentence rather than the text as the basic translation unit. This method is unacceptable as it encourages the students to do word-by-word translation. Moreover, it converts translation into a matter of content only. The result would be a poor translated text regardless of its genre and topic. This is in addition to some other exam-oriented teaching methods whose basic aim is to direct the students to how they can produce good and acceptable translations in exam. Such methods are prescriptive and do not help the students improve their translation skills and quality. Such methods focus on one side of translation which is practice and ignore the importance of teaching some aspects of translation theories. Above all, translation teaching is done in a teacher-centered atmosphere which encourages passive reception and leaves little space for active interaction and participation on the part of the students.

5.2 Recommendations

5.2.1 General and pedagogical suggestions

we can define translation as a communicative and interactive process of giving and receiving that includes three sides; the writer, the translator and the reader, as per the following equation:

Giver (the writer of the ST) \longrightarrow Receiver (the translator) \leftrightarrow Giver (the translator) \longrightarrow
Receiver (the reader of the TT)

We can see that the translator is the intermediate and most important person in this process. For the translation process to be successful and translation product to be optimum, translators are generally advised:

1. To have a great reservoir of the vocabulary of the language pair.
2. To be able to provide the correct semantic equivalence of the ST word in the TL in accordance with the context.
3. To have good command of the linguistic structures of the language pair.
4. To have some knowledge of the cultural differences between the language pair.
5. To know the basic aspects of translation theory.
6. To be competent in translation skills, strategies and techniques.

Translation students need to understand that translation is not a single-stage-process that only involves reproducing the ST message in the TL. Farghal (2015: 17-18) divides translation process into three stages:

1. The pre-translating stage: It is the first milestone in any translation activity. It is a preparatory stage in which the translator must form a good understanding of the SL text, regardless of its type, in order to establish a linguistic and cognitive rapport with the discourse in question. This is because a good comprehension of ST results in good translation. In this stage, the translator must also take notes and form, abandon, and reform translational hypotheses along the way.
2. The translating stage: It is the cornerstone in translation activity and involves the re-encoding of the SL material by phrasing out the source text's meaning/message in TL

semiotic signs. Here, the translator needs to make decisions regarding form and content and the type of equivalence/ resemblance, depending on contextual factors including text-type, audience and author. This stage requires having good language competence, cultural competence and schematic competence in the language pair.

3. The retranslating stage: This is the final stage in which the translator goes over the entire translated text in search of small corrections, refinements and amendments. This stage is essential and indispensable for rendering a better translation.

These stages can be summarized in other words as follows:

1. Pre-translation reading and re-reading of the entire ST to fully comprehend its meaning.
2. Reproducing the exact message of the ST in the TL in grammatically well-formed sentences and good writing style, taking into account the cultural differences between the SL and TL.
3. Reading and proof-reading the translated text to rule out errors of any type. Translation students are strongly advised to proof-read the translated text. Proof reading of the TT is quite important for the following reasons: to double-check grammaticality of TT, to check whether TT is fully comprehensible and stylistically well-formed as a text in the TL and to check whether ideas of TT match those of ST

These 3 dynamic steps are equally important for achieving grammatically, semantically and stylistically optimum translation of any text type.

Hatim and Mason (1990: 23) emphasized that “translation involves overcoming the contrasts between language systems: SL syntactic structures had to be exchanged for TL structures; lexical items from each language had to be matched and the nearest equivalents selected”. Therefore, English-Arabic-English translation students, especially the non-native speakers of the two languages are advised to read more texts written originally in English and Arabic, focusing on the grammatical, structural and stylistic aspects of each language. It is a prerequisite for this group of students to be fully aware of the variant linguistic systems of English and Arabic to avoid many problems and difficulties while translating from one language into the other. The students are also advised to listen to English and Arabic radio and TV channels to learn vocab.

We also suggest that translation course in the Arabic Centers/Departments in India should be redesigned in a way that helps the students improve their language competence as well as translation skills. Teaching some aspects of translation theories, approaches, techniques and problem-solving strategies in addition to contrastive analysis and error analysis should be integral parts of any translation course. We also anticipate that the students may overcome their English-Arabic-English translation problems and difficulties and improve their translation skills and performance if they are exposed to more courses of structural variations and grammatical features of Arabic and if they get more translation courses.

5.2.2 Recommendation related to every problem/difficulty

5.2.2.1 Agreement

Agreement is a tricky grammatical component. Therefore, it requires a profound knowledge of its types and rules. Students are advised to pay more concentrated attention while trying to maintain grammatical agreement while translating between English and Arabic. The fact that Arabic has many more complicated types of agreement than English does makes translating such grammatical category a tough job, especially in the English-Arabic direction. Pre-reading of the ST and more importantly proof-reading of the translated text are also quite essential steps in order to avoid errors of grammatical agreement.

5.2.2.2 Case

Indicating Arabic three cases (nominative, accusative and genitive) requires a lot of attention. This is because each case has its own markers and choosing the correct marker depends on the number and gender of the noun. The same cases are not marked in English. Therefore, students are advised to be very careful when they are translating an English text into Arabic.

5.2.2.3 Tenses

English-Arabic-English translation students, especially the non-native speakers of the two languages, are encouraged to pay more attention while translating tenses from one language into the other. They are advised to carefully read and re-read the entire text in order to determine the right tense used in every sentence. Al Ghussain (2003: 214) emphasizes that the context is

the basic determiner of the appropriateness of the tense used. For example, the Arabic past tense is equivalent to the English past simple, present perfect or past perfect tenses. The Arabic present tense is equivalent to the present simple, present progressive or past progressive tenses. The choice among these equivalences depends on the context, the time and mood of the sentence and/or the presence or absence certain aspectual indicators such as modal verbs, particles and/or temporal adverbials (cf. chapter three, section 3.1.1.1 and chapter four, sections 4.1.1.2 and 4.2.1.1).

5.2.2.4 Definiteness and indefiniteness

The students who are non-native speakers of English and Arabic are advised to be careful while translating definiteness and indefiniteness from one language into the other. Translation teachers are advised to make students understand the difference between English and Arabic articles systems. In English, three articles are used to indicate definiteness and indefiniteness, whereas in Arabic there are only two. Most of the time, it is difficult to find a one-to-one correspondence of the definite or indefinite article between English and Arabic. So, it is better to give the dynamic equivalence rather than the formal correspondence when translating articles between English and Arabic. (cf. chapter three, section 3.1.1.8 and chapter four, sections 4.1.1.3 and 4.2.1.2). Overcoming the problem of indicating definiteness and indefiniteness while translating between English and Arabic can be done by means of special exercises and intensive practice.

5.2.2.5 Prepositions

English and Arabic have different prepositional systems. English has around hundred simple and complex prepositions, and almost all of them are used regularly. On the contrary, Arabic prepositions, whether they are separable or inseparable, are limited in number, and only a few of them are used regularly. Students need to be taught that not every preposition in English has a one-to-one correspondence in Arabic and vice versa. Some prepositions in each language can have one-to-two and even one-to many correspondences in the other language, depending on the context it is used in; e.g. 'من' /min/ means 'from', 'for' or 'out of'. Moreover, there are cases in which the English preposition needs to be totally discarded when translated into Arabic and vice versa. In other cases, the ST sentence does not involve a preposition and yet when

rendered in the second language, a preposition must be used. This is in addition to the fact that some English prepositions have a meaning when they are part of a phrasal verb slightly different from their meaning when they appear alone. (cf. chapter three, section 3.1.1.9 and chapter four, sections 4.1.1.1 and 4.2.1.3).

5.2.2.6 Word order

Students need to understand and keep in mind the difference in word order between English and Arabic when they are translating from one language into the other (cf. chapter three, section 3.1.1.5 and chapter four, sections 4.1.1.6 and 4.2.1.6).

5.2.2.7 Nominal and verbal sentences

Many translation students tend to translate English sentences into Arabic as nominal sentences either by keeping the English SV words order, starting the sentence with the emphatic particle ‘إن’ /ʔinna/ (that) or using no verb. Students are advised to use verbal rather than nominal sentences in Arabic except when there is a particular reason to use nominal sentences; e.g. when the sentence expresses a state of being. This is because in Standard Arabic verbal sentences are more preferable and frequently used than nominal sentences (cf. chapter three, section 3.1.1.6). Students need to keep in mind that Arabic nominal sentences must be translated into English using verbal sentences.

5.2.2.8 Active voice and passive voice

The difference between English and Arabic passive structures and uses is the reason for various translation problems and difficulties. If these differences are not explained properly to students, they may end up producing poor translations. We have mentioned in chapter three, section 3.1.1.7 that both the agentless and agentive (using the ‘by-phrase’) passive structures are common and frequently used in English. However, in Arabic, although the passive structure is acceptable, students are encouraged to avoid using it, especially if the agent is specified. Therefore, students are advised not to translate the English agentive passive structure with the ‘by-phrase’ into Arabic using agentive passive structure with the phrase ‘من قبل’ /min qibal/ (by). This is because using this structure is considered as “a weak style in Arabic” (Al Ghussain 2003: 229). Instead, it is preferable to translate the English agentive passive structure into

Arabic using the active voice. Moreover, students are advised to read every sentence carefully to know whether it is an active or passive voice before translating it into the other language.

5.2.2.9 Capitalization

Students must use capital letters at the beginning of all English sentences and proper nouns and names. Using capital letters is not a feature of Arabic, therefore, students are advised to pay more attention while translating from Arabic into English to avoid errors of capitalization.

5.2.2.10 Translation of individual words

Students should be encouraged to read and reread the entire text before translating it into the other language. This will help them have a general idea of the topic and highlight the unknown words. They are also advised to keep in mind that choosing the most appropriate equivalent for a word or phrase depends on the context it is used in. They are strongly advised to avoid word-by-word translation as it results in vague translation product. They need to understand that it is the text not the individual word is the main unit of translation. Students are also advised to proof-read the translated text to check its semantic cohesion and coherence.

5.2.2.11 Proper nouns

Newmark (1981: 71) points out that a proper noun is translated only if it has an appropriate equivalence in the TL. If the proper noun does not have an accepted equivalence in the TL, it should be transliterated or transcribed. Students need to practice translating proper nouns. They are also advised to read the entire text before translating it to be able to specify the gender of each proper noun.

5.2.2.12 Abbreviations

For better translation of abbreviations, students are advised to know what is the full form of the abbreviated word then to find its appropriate equivalence in the TL. They need also to know that abbreviations are more frequently used in English than in Arabic. Moreover, they need to know the meaning of all the abbreviations that are frequently used here and there; e.g. 'NASA; National Aeronautics and Space Administration' is (وكالة الفضاء الدولية; ناسا), 'UK; the

United Kingdom' is (المملكة المتحدة), 'AIDS; Acquired Immunity Deficiency Syndrome' is (الإيدز; متلازمة عوز المناعة المكتسبة), 'WHO; World Health Organization' is (منظمة الصحة العالمية), 'FAO; Food and Agriculture Organization' is (منظمة الأغذية والزراعة; الفاو), 'UNICEF; United Nations Children's Fund' is (صندوق الأمم المتحدة للطفولة; اليونيسيف), 'USA; the United States of America' is (الولايات المتحدة الأمريكية), 'UAE; the United Arab Emirates' is (الإمارات العربية المتحدة), 'prof.; professor' is (أستاذ جامعي), 'dr.; doctor' is (طبيب), 'M.A.; Master of Arts' is (ماجستير في الآداب); etc.

5.2.2.13 Collocations

Collocations are unpredictable, and they require precise translation in the TL. Therefore, students need to be cautious in recognizing a collocation and in translating it correctly, especially in the Arabic-English direction. Translation teachers can assign the students to provide a list of the most commonly used collocations in one language and their most acceptable translations in the other language.

5.2.2.14 Connectors

Students are encouraged to be more careful while using and translating English and Arabic connectors. Students need to realize that while translating an English text into Arabic, all the sentences should be connected by means of connectors. This is a standard stylistic feature of Arabic but not of English as English sentences need to be short, precise and separated with full stops (cf. chapter three 3.1.1.11). Moreover, students are advised not to limit their use of connectors to the coordinating conjunction 'و' /wa/ (and) while trying to connect the sentences in the Arabic text. Using other Arabic conjunctions such as 'ثم' /thumma/ (then/ after that), 'لكن' /la:kin/ (but) and 'حتى' /hatta:/ (till/ until) in the same text results in a better writing style. This is because it keeps the reader attracted to the text.

5.2.2.15 Singular and plural nouns

Students are advised to be careful and more accurate in translating singular and plural nouns. It is not justifiable nor acceptable to translate a singular noun in the ST as a plural noun in the TL and vice versa.

5.2.2.16 Alternative translation

Students are advised to avoid translating a word or phrase using two or more equivalents. This is totally unacceptable. It is the translator's responsibility on the readers' to decide the best TL equivalent.

5.2.2.17 Translation of titles

Some students ignore translating titles because they are not aware of how much they are important to give the reader a general idea of the entire text. Moreover, titles can sometimes be vague and difficult to translate. Students are advised not to ignore the translation of the title as they are integral parts of texts. Moreover, it is better if students read the entire text before translating its title to eliminate any vagueness that may be present in the title. Students need to be taught that it is more preferable to translate English titles into Arabic using nominal rather than verbal sentences as this is considered as a better style of writing. Students need also to keep in mind that titles must be placed separately from the main body of the text.

5.3 Outline of the Proposed Teaching Method

Based on the students' actual translation problems and difficulties and their reasons, the researcher proposes an outline for a more systematic and practical translation teaching method directed particularly to the population of this study. The proposed method is inspired by a translation teaching approach introduced by Wolfram Wilss in 1977, by a translation model introduced by Katharina Reiss in 1978 and by a translation teaching syllabus proposed by Muhammad Shaheen in 1997 (pp. 256-262). Wilss (1989: 129-131) defines translation as a 'goal-directed activity' that is basically based on a phase of 'decoding' and 'encoding'. Moreover, he sees translation as a 'dichotomy' in which the translator has to comprehend the ST and reconstruct it in the TL, decompose the ST and recombine it in the TL and verbalize the ST and reverbitalize it in the TL. He emphasizes that the best translation teaching approach is the one that makes the translator keep in mind the context of the ST, the original and target cultures, the originality of production and the speedy performance. This is in addition to always comparing the TT with the original text, evaluating the translation production and correctly applying problem-solving strategies, decision-making and translation techniques. Reiss (in

Venuti 2000: 162-166) considers that a successful translation process requires three phases of analysis: text function analysis, text variety or text-type analysis and finally analysis of the style and linguistic signs of the text. Shaheen's proposed syllabus is on English-Arabic translation teaching and directed to the B.A. Arab students. It includes three stages; basic, intermediate and advanced. He proposes what should be taught in every semester of every academic year and the number of credit hours required for teaching each topic. He suggests that in the basic stage (which is the first year), students should be taught syntactic structures of the language pair, in the intermediate stage (which includes the second and third years), students should be taught some semantic aspects, and in the advanced stage (which is the fourth year), students should be taught writing styles, language for special purposes, and terminology.

The best translation teaching method is the one that provides a combined teaching of translation theory and translation practice, along with translation techniques and strategies. This is in addition to teaching some aspects of comparative linguistics, contrastive linguistics and error analysis. Moreover, translation teaching method must always be designed in accordance with the students' needs and expectations. Such method would be a practical step towards improving the students' linguistic competence and translation skills.

In relation to what has been discussed above, our proposed method for translation teaching is composed of three stages: stage one (theory stage), stage two (language stage) and stage three (translation/practice stage).

- Stage one (theory stage):

Description: Teaching the basic translation theories should be a prerequisite for any translation course. Farghal (2015: 13) puts it correctly: "... translation theory aims to perfect translation competence rather than create it. In fact, translation theory without translation competence (i.e. practical experience) may be described as blank, while translation competence without translation theory may be described as blind."

Tasks: Teaching translation history, the development stages of translation, the main translation theories and approaches and the leading translation scholars.

Duration: Beginning of the semester (one month).

- Stage two (language stage):

Description: This is a very important stage. Although the majority of the students may have good command of the linguistic structures of each language, the aim of this stage is to revise, compare and contrast all the linguistic and structural aspects of the two languages.

Tasks: A comparative and contrastive analysis of the grammatical structures, stylistic features and cultural backgrounds of the two languages involved is required.

Duration: Middle of the semester (one month).

- Stage three (translating/practice stage):

Description: Practice is an indispensable part of any pedagogical process. Being competent in the SL as well as the TL is the basic requirement for any translation practice; however, it does not guarantee that the translator will produce good quality translations. Thus learning the basic translation skills, strategies and techniques is as important as learning language aspects.

Tasks: Teaching the basic translation skills, techniques and strategies is quite important. Students must practice translating the different types of texts and the various types of topics.

Duration: End of the semester (approximately the 3rd and 4th months, before final exams).

This method must be backed by more concentrated efforts and professional practices on the part of the translation teachers. It is also important to ensure that this method is applicable in a student-centered rather than teacher-centered atmosphere to eliminate the passive reception on the part of the students and to encourage spontaneous participation. For this method to be more effective and successful, the interactive environment, collaborative learning and the communicative teaching approach must be implemented.

5.4 Suggestions for Further Studies

The following topics can be explored by other researchers:

1. the cultural problems and difficulties of translation between English and Arabic this group of students may face.
2. a comprehensive study on English-Arabic-English translation teaching approaches in India.
3. a comparison of translation problems and difficulties between the students who are non-native speakers of English and Arabic and the students who are native speakers of one of these two languages.
4. a comparison of English-Arabic-English translation problems and difficulties faced by the B.A. Arabic students and the M.A. Arabic students in order to examine if longer exposure to language and translation courses helps the student overcome the problems/difficulties.
5. the influence of a third language on the translation process. In this case, it is the influence of Urdu on comprehending the SL (whether it is Arabic or English) by the Indian students and on producing the TT in the other language.
6. how this group of students' objectives of learning English-Arabic-English translation affect their translation competence and performance.
7. how the type of the text and its topic affect the students' translation performance. In other words, what the students' translation quality would be if they are translating texts types and topics different from what they are used to deal with in translation classes?
8. the problems solving strategies students apply whenever they encounter any translation problem/difficulty.

BIBLIOGRAPHY

- Akan, Md. Faruquzzaman, Md. Rezual Karim, and Abdullah Md. Kabir Chowdhary. "An Analysis of Arabic-English Translation: Problems and Prospects." *Advances in Language and Literary Studies*, 10(1). 2019: 58-65. ISSN: 2203- 4714.
<http://dx.doi.org/10.7575/aiac.all.v.10n.1p.58>.
- Alam, Saheb. *Ta:ri:xul lo:yatil Garabi:iati wa wa:kiSuha: fil hind* (the history and status Arabic in India). Al-Riyadh: King Abdullah bin Abdulazeez International Center for Arabic Language Services, 2016.
- Al-Farkh, Mohammad Zarkan. *Alwadhh fi alkwaa'd walia'rab* (a simplification of grammar and parsing). Damascus: Md. Zarkan Al-Farkh, 2005.
- Al Ghussain, Reem. "Areas of Cultural and Linguistic Difficulties in English-Arabic Translation". PhD Diss., Durham University, 2003. <http://etheses.duac.uk/1416/>.
- Al-Marrani, Yahya. "A Comparative and Contrastive Study of Preposition in Arabic and English." *Language in India*, 9(7). 2009: 47-68. <https://www.researchgate>.
- Al shehab, Mohammd. "Investigating the Syntactic Difficulties Which Encounter Translation Students at Irbid National University in Jordan from Arabic into English." *Arab World English Journal*. A WEJ Special Issue on Translation No (2). 2013: 129-148. ISSN: 2229-9327.
- Al-Sohbani, Yehia, and Abdulghani Muthanna. "Challenges of Arabic-English Translation: The Need for Re-Systematic Curriculum and Methodology Reforms in Yemen." *Academic Research International*, 4(4). 2013: 442-450. ISSN-L:2223-9553/ISSN:2223-9944.
www.journals.savap.org.pk.
- Al-Sulaimaan, Misbah, and Ahmed Alsinjari. "Problems of Translating Definite and Indefinite Articles from English into Arabic." *International Journal of English Literature and Social Sciences*, 3(6). 2018: 1076-1131. ISSN: 2456-7620. <http://dx.doi.org/10.22161/ijels.3.6.25>.
- Aziz, Yowell. *A Contrastive Grammar of English and Arabic*. Mousl: Mousl University Press, 1989.
- Baker, Mona. *In Other Words: A Course Book on Translation*. London and New York: Routledge, 1992.
- _____. *In Other Words: A Course Book on Translation*. (2nd ed.). London and New York:

- Routledge, 2011.
- _____, ed. *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 1998.
- _____, ed. *Routledge Encyclopedia of Translation Studies*, (2nd ed.). London and New York: Routledge, 2001.
- ____ & Gabriela Saldanha, ed. *Routledge Encyclopedia of Translation Studies*, (3rd ed.). London and New York: Routledge, 2009.
- Bassnett, Susan. *Translation Studies*, (3rd ed.). London and New York: Routledge, 2002.
- Bastin, Georges L. "Evaluating Beginners' Re-expression and Creativity: A Positive Approach." *The Translator*, 6(2). 2000: 231-245.
<https://doi.org/10.1080/13556509.2000.10799067>.
- Brislin, Richard, ed. *Translation: Applications and Research*. New York: Gardner Press, 1976.
- Brisset, Annie. "The Search for a Native Language: Translation and Cultural Identity." In *The Translation Studies Reader*, (3rd ed.), edited by Lawrence Venuti, 281-311. London and New York: Routledge, 1990/2012.
- Campbell, Stuart. "Critical Structures in the Evaluation of Translations from Arabic into English as a Second Language." *The Translator*, 6 (2). 2000: 211-229.
<https://doi.org/10.1080/13556509.2000.107990676>.
- Catford, John Cunnison. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London: Oxford University Press, 1965.
- _____. "Translation Shifts." In *The Translation Studies Reader*, edited by Lawrence Venuti, 141-147. London and New York: Routledge, 1965/2000.
- Davies, Maria Gonzalez. *Multiple Voices in the Translation Classroom: Activities, Tasks and Projects*. Amsterdam: John Benjamins Publishing Company, 2004.
- Deeb, Zakia Ali. "A Taxonomy of Translation Problems in Translating from English to Arabic". PhD Diss., University of Newcastle, 2005.
<https://ethos.bl.uk/OrderDetails.do?did=1&uin=uk.bl.ethos.420044>.
- Delisle, Jean. *Translation: An Interpretive Approach*. Canada: University of Ottawa Press, 1988.
- Dickins, James. "Arabic." In *The Routledge Encyclopedia of Language Teaching and*

- Learning*, edited by Michael Byram, 38-41. UK: Routledge, 2000.
- Dickins, James, Sandor Hervey, and Ian Higgins. *Thinking Arabic Translation: A Course in Translation Method: Arabic to English*. UK: Routledge, 2002.
- _____. *Thinking Arabic Translation: A Course in Translation Methods: Arabic to English*. (2nd ed.) London and New York: Routledge, 2017.
- Dornyei, Zoltan. *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. New York: Oxford University Press, 2007.
- El Haj Ahmed, Mohammed. ‘‘Lexical, Cultural and Grammatical Translation Problems Encountered by Senior Palestinian EFL Learners at the Islamic University of Gaza, Palestine’’. PhD Diss. University of Salford, 2009.
- El-Zeini, Nahed. *Criteria for the Evaluation of Translation: A Pragma-Stylistic Approach*. Cairo: Cairo University, 1994.
- Farghal, Mohammed. *Papers in Arabic/English Translation Studies 1: An Applied Perspective*. Jordan: The Jordanian Translators’ Association (JTA), 2015.
- Farghal, Mohammed & Ali Almannan. *Contextualizing Translation Theories: Aspects of Arabic-English Interlingual Communication*. Newcastle: Cambridge Scholars Publishing, 2015.
- Fromkin, Victoria, Susan Curtiss, Bruce Hayes, Nina Hyams, Patricia Keating, Hilda Koopman, Pamela Munro, Dominique Sportiche, Edward Stabler, Donca Steriade, Tim Stowell & Anna Szabolcsi. *Linguistics: An Introduction to Linguistic Theory*. Massachusetts and Oxford: Blackwell Publishers, 2000.
- Gambier, Yves & Luc van Doorslaer. (eds.). *Handbook of Translation Studies* (Volume 2). Amsterdam: John Benjamins Publishing Company, 2011.
- Gerding-Salas, Constanza. ‘‘Teaching Translation: Problems and Solutions’’. *Translation Journal*, 4(3). 2000: 48-59. <http://accurapid.com/journal/13edu.html>.
- Ghazala, Hassan. *Translation as Problems and Solutions: A Sourcebook for University Students and Trainee Translators*. Malta: ELGA Publication, 1995.
- _____. *Translation as Problems and Solutions: A Sourcebook for university Students and Trainee Translators*. (Special ed.). Beirut: Dar El-Ilm Lilmalayin, 2008.
- Gillham, Bill. *Case Study Research Methods*. London and New York: Continuum, 2008.
- _____. *Observation Techniques: Structured to Unstructured*. London and New York: Continuum, 2008.

- Halliday, Michael. *An Introduction to Functional Grammar*. London: Edward Arnold, 1994.
- Hatim, Basil & Ian Mason. *The Translator as Communicator*. London and New York: Routledge, 1997.
- Hatim, Basil. & Jeremy Munday. *Translation: An Advanced Resource Book*. London and New York: Routledge, 2004.
- Holmes, James. (1972/2000). "The Name and Nature of Translation Studies". In *The Translation Studies Reader*, edited by Lawrence Venuti, 172-185. London and New York: Routledge, 1972/2000.
- House, Juliane. *Translation Quality Assessment: A Model Revisited*. Tübingen: Gunter Narr, 1997.
- Husni, Ronak & Daniel Newman. *A-Z Arabic-English-Arabic Translation*. Perseus Books Group; Saqi; Saqi Books, 2013.
- _____. *Arabic-English-Arabic Translation: Issues and Strategies*. London and New York: Routledge, 2015.
- Jabak, O. "Analysis of the Most Commonly Recurring Difficulties Facing Arab Students When Translating into English" Unpublished master's diss., University of Salford, 2007.
- _____. "Linguistic and Cultural Difficulties in Arabic-English Translation of Sentences among Saudi Undergraduates". PhD Diss., Malaysia: Putra University, 2018.
- Jakobson, Roman. "On Linguistic Aspects of Translation". In *The Translation Studies Reader*, (3rd ed.), edited by Lawrence Venuti, 126-131. London and New York: Routledge, 1959/2012.
- Kelly, Louis. *The True Interpreter: A History of Translation Theory and Practice in the West*. Oxford: Basil Blackwell, 1979.
- Khalifa, Elsadiq Mohamed. "Problems in Translating English and Arabic Languages' Structure: A Case Study of EFL Saudi Students in Shaqra University". *European Journal of English Language and Literature Studies*, 3(4). 2015: 22-34.
www.eajournals.org. ISSN: 2055-0138(print), ISSN: 2055-0146 (online).
- Kidwai, Ayesha. *The SLL&CS Research Handbook*. New Delhi: SLL&CS publications, 2012.
- Kussmaul, Paul. *Training the Translator*. Amsterdam/Philadelphia: John Benjamins Publishing Company, 1995.
- Malmkjaer, Kristen. *Linguistics and the Language of Translation*. Edinburgh: Edinburgh

- University Press, 2005. <https://ebin.pub/linguistics-and-the-language-of-translation-edinburgh-textbooks-in-applied-linguistics-1nbsped-0748620559-9780748620555.html>.
- Marco, Marcella De & Piero Toto. (ed.). *Gender Approaches in the Translation Classroom: Training the Doer*. London: London Metropolitan University, 2019.
<https://doi.org/10.1007/978-3-030-04390-2>.
- Mason, Ian. "The Role of Translation Theory in the Translation Class". *Quinquereme: New Studies in Modern Languages*, 5(1). 1982: 18-33.
- Megrab, Ramadan. "Error Assessment in the Teaching of Translation: A Case of Garyounis University, Libya". PhD Diss., UK: University of Leeds, 1999.
- Mohammed, Tawffeek Abou Saeed. "A Taxonomy of Problems in Arabic-English Translation: A Systematic Functional Linguistics Approach". PhD Diss., South Africa: University of the Western Cape, 2011.
- Mounin, Georges. *Theoretical Problems of Translation*. Paris: Gallimard, 1963.
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. London and New York: Routledge, 2001.
- _____. *Introducing Translation Studies: Theories and Applications*. (2nd ed.). London and New York: Routledge, 2008.
- Newmark, Peter. "What Translation Theory is about?" *Quinquereme*, 3(1). 1980: 1-21.
- _____. *Approaches to translation: Language teaching methodology series*. Oxford and New York: Pergamon Press, 1981.
- _____. *A Textbook of Translation*. New York and London: Prentice Hall, 1988.
- _____. *About Translation*. Clevedon, Philadelphia, and Adelaide: Multilingua Matters Ltd, 1991.
- Nida, Eugene. *Towards a Science of Translating with Special Reference to Principles and Procedures Involved in Bible Translation*. Leiden: E. J. Brill, 1964.
- _____. "A Framework of the Analysis and Evaluation of Theories of Translation". In *Translation: Applications and Research*, edited by R. Brislin, 48-91. New York: Gardner Press, 1976.
- _____. "Principles of Correspondence". In *The Translation Studies Reader* (3rd ed.), edited by Lawrence Venuti, 141-155. London and New York: Rutledge, 1964/2012.
- Nida, Eugene., & Taber, Charles Russell. *The Theory and Practice of Translation*. Leiden: E. J. Brill, 1969.

- Nord, Christiane. *Text Analysis in Translation*. Amsterdam: Rodopi, 1991.
- _____. *Translating as a Purposeful Activity: Functionalist Approaches Explained*. Manchester: St. Jerome, 1997.
- _____. *Text Analysis in Translation: Theory, Methodology and Didactic Application of a Model for Translation-oriented Text Analysis*, (2nd ed.). Amsterdam: Rodopi B.V, 2005.
- Palmer, Frank Robert. “Selected Papers of J. R. Firth 1952–59”. London: Indiana University Press, 1968.
- Pym, Anthony. “Translation Errors Analysis and the Interface with Language Teaching”. In *Teaching Translation and Interpreting: Training, Talent and Experience*, edited by C. Dollerup and A. Loddegaard, 279-288. Amsterdam: John Benjamins, 1992.
- Reiss, Kathrine. “Type, Kind and Individuality of Text: Decision Making in Translation”, translated by Susan Kitron. In *The Translation Studies Reader*, edited by Lawrence Venuti, 160-171. London and New York: Routledge, 1971/2000.
- Robinson, Douglas. *Becoming a Translator: An Introduction to the Theory and Practice of Translation*, (2nd ed.) London: Routledge, 2003.
- Rojo, Ana Maria. *Step by Step: A Course in Contrastive Linguistics and translation*. Switzerland: Peter Lang, 2009.
- Sabin, William. *The Gregg Reference Manual: A Manual of Style, Grammar, Usage and Formatting*, (11th ed.). New York: McGraw-Hill, 2011.
- Saldana, Johnny. *Fundamentals of Qualitative Research*. Oxford: Oxford University Press, 2011.
- Saldanha, Gabriela & Sharon O’Brien. *Research Methodologies in Translation Studies*. London and New York: Routledge, 2014.
- Schleiermacher, Friedrich. “On the Different Methods of Translating. In *The Translation Studies Reader* (3rd ed.), edited by Lawrence Venuti, 43-63. London and New York: Routledge, 1813/2012.
- Shaheen, Muhammad. *Theories of Translation and Their Applications to the Teaching of English/Arabic*. Dar Al-Thaqafa Library for Publishing and Distributing, 1997.
- Snell-Hornby, Mary. *Translation Studies: An Integrated Approach*. Amsterdam: Benjamins, 1988.
- Solaiman, Millia. “Examining the Grammatical Problems and Difficulties Faced by the M.A.

- Arabic Students in India in English to Arabic Translation''. *Translation Today*, 15(2). 2021: 151-176. DOI: 10.46623/tt/2021.15.2.ar7.
- Steiner, George. *After Babel: Aspects of Language and Translation*. London, Oxford and New York: oxford University Press, 1975.
- Toury, Gideon. *Descriptive Translation Studies - and Beyond*. Amsterdam and Philadelphia: John Benjamins Publishing Company, 1995.
- Suhaila. "A Unit-Shift Analysis of English Indonesian Translation of the 'The Tale of the Three Brothers' by J. K. Rowling''. Thesis. Jakarta: State Islamic University, 2010.
- Tyler, A. F. (1978). *Essay on the principles of translation*. (new ed.) Amsterdam: John Benjamins B. V.
- Venuti, Lawrence. *The translator's invisibility: A history of translation*. London and New York: Routledge, 1995.
- _____. (ed.). *The Translation Studies Reader*. (1st ed.) London and New York: Routledge, 2000.
- _____. (ed.). *The Translation Studies Reader*. (3rd ed.) London and New York: Routledge, 2012.
- _____. (ed.). *Teaching Translation: Programs, Courses, Pedagogies*. New York: Routledge, 2017.
- Vermeer, Hans. (1989/2000). Skopos and Commission in Translational Action, trans. by Andrew Chesterman. In *The Translation Studies Reader* edited by Lawrence Venuti, 221-232. London and New York: Rutledge, 1989/2000.
- Vinay, Jean-Paul & Jean Darbelnet. *Comparative Stylistic of French and English: A Methodology for Translation*, trans. by Juan C. Sager and M. J. Hamel. Amsterdam: John Benjamins Publishing Company, 1958/1995.
- _____. "A Methodology for Translation'', trans. by Juan C. Sager and M. J. Hamel. In *The Translation Studies Reader*, edited by Lawrence Venuti, 84-93. London and New York: Routledge, 1958/2000.
- William, Jenny. & Andrew Chesterman. *The Map: A Beginner's Guide to Doing Research in Translation Studies*. Manchester: St. Jerome Publishing, 2002.
- Wilss, W. *Ljber~eteun~swissenschuft. Probleme und Methoden*, trans. by Stuttgart: E. Klett as *The Science of Translation. Problems and Methods*. Tiibingen: Gunter Narr, 1977/1982.
- _____. "Towards a multi-facet concept of translation behaviour''. *Target*, 1(2). 1989: 129-149. John Benjamins Publishing Company. <https://doi.org/10.1075/target.1.2.02wil>

..... *Allughatu alarabiah fi alhind* (Arabic in India). A collection of the academic papers presented in the Forum of King Abdullah bin Abdulazeez International Center for Arabic Language Services. (1st ed.). Al-Riyadh: King Abdullah bin Abdulazeez International Center for Arabic Language Services, 2014.

Online sources

For Arabic IPA transcription:

<https://en.m.wikipedia.org/wiki/Help:IPA/Arabic>

For list of Leipzig glossing rules and list of abbreviations:

<https://www.eva.mpg.de/lingua/resources/glossing-rules.php>

Appendix I

The translation test: The passages and their links

The Arabic passages:

١ (غيتس: "نسعى للاستفادة من تجربة رابطة العالم الإسلامي التنموية"،

زار رجل الأعمال الأميركي بيل غيتس مركز الخير الصحي التابع لرابطة العالم الإسلامي في العاصمة التشادية، واطلع مؤسس "جمعية بيل وميليندا غيتس الخيرية" على برنامج رعاية الأسرة والطفل، الذي يقدمه المركز للفقراء والمرضى، مبدياً إعجاباً بالجهود الإنسانية الحثيثة التي تبذلها الرابطة في أنحاء العالم. وبين مؤسس شركة مايكروسوفت أنه استفاد من تجربة الرابطة الطويلة في مجال التنمية الصحية الريفية، مؤكداً سعيه لنقل تلك التجربة إلى المشروعات التي تنفذها مؤسسته.

Published in Alriyadh Newspaper (جريدة الرياض), p. 32, issue: 18172, date: 26/03/2018. Available from: <http://www.alriyadh.com/pdf>

٢ (أثينا تدعو أنقرة لوقف <<أعمالها غير القانونية>> في بحر إيجه

دعا رئيس الوزراء اليوناني ألكسيس تسبيراس أمس، تركيا، إلى وقف «أعمالها غير القانونية» في بحر إيجه. وشهدت اليونان أمس احتفالات بمناسبة ذكرى استقلال البلاد عام 1821، حيث جاءت احتفالات العام الحالي في وقت تعاني فيه اليونان من استمرار الأزمة المالية وتوتر في العلاقات مع تركيا. وقال رئيس الجمهورية بافلوبلوس في رسالة: <<إن اليونان دولة سلام وصدقة وديمقراطية مبنية على الاحترام الكامل للقانون الدولي عموماً والأوروبي على وجه الخصوص>>.

Published online in Asharq Al-Awsat Newspaper (جريدة الشرق الأوسط), issue no 14363, date: 26/03/2018. Available from: <https://aawsat.com/node/1217191>

The English passages:

1) **Spy poisoning: Russian diplomats expelled across US and Europe**

The United States and its European allies are expelling dozens of Russian diplomats in a response to the poisoning of a former Russian spy in the UK. US President Donald Trump has ordered 60 Russian diplomats to leave the country. Germany, France, Ukraine and various other EU countries have made the same move. Russia denies any role in the attack, and indicates that it will respond "proportionately".

Available from: <http://www.bbc.com/news/world-us-canada-43545565>, dated: 26/03/2018

2) Stephen Hawking: Visionary physicist dies aged 76

World renowned physicist Stephen Hawking has died at the age of 76. The British scientist was famed for his work with black holes and relativity, and wrote several popular science books. At the age of 22, Prof. Hawking was given only a few years to live after being diagnosed with a rare form of motor neuron disease. In a statement, his children, Lucy, Robert and Tim, said: "He was a great scientist and an extraordinary man whose work will live on for many years."

Available from: <http://www.bbc.com/news/uk-43396008>, dated: 14/03/2018

Appendix II

IPA transcription and translation of the Arabic passages

The first passage:

The title: غيتس: "نسعى للاستفادة من تجربة رابطة العالم الإسلامي التتموية"

geits: "nasʕa: lilʔstifa:dati min tazrubati ra:bitʕatil ʕa:lamil ʔsla:mi:it tanmawi:iah"

Gates: "We seek to learn from the developmental experience of Muslim World League"

The first sentence: زار رجل الأعمال الأميركي بيل غيتس مركز الخير الصحي التابع لرابطة العالم الإسلامي في العاصمة التشادية

zara razulul ʔaʕmalil ʔamri:ki:iu bil geits markaza alxairisʕ sʕihhi:it ta:biʕi lira:bitʕatil ʕa:lamil ʔsla:mi:i fi:l ʕa:sʕimatit tʕa:di:iah

The American businessman Bill Gates visited Alkhair Health Center which is run by Muslim World League in the capital of Chad.

The second sentence: واطلع مؤسس "جمعية بيل وميلندا غيتس الخيرية" على برنامج رعاية الأسرة والطفل، الذي يقدمه المركز للفقراء والمرضى

wa itʕʕalaʕa muʔasisu "zamʕi:iati bil wa mi:li:nda ʕaits alxairi:iah" ʕala barna:mazi riʕa:jatil ʔsrati watʕ tʕifli, allaði: juqaddimuhul markazu lilfuqara:ʔi wal mardʕa:

The founder of 'Bill and Melinda Gates Charity Foundation' was informed about the family and child care program offered by the Center to the poor and patients.

The third sentence: مبدياً إعجابه بالجهود الإنسانية الحثيثة التي تبذلها الرابطة في أنحاء العالم

mubdijan ʔiʕza:bahu bilzuhu:dil ʔinsa:ni:iatil ħa:θi:θati allati: tabḏuluha:r ra:bitʕatu fi: ʔanħa:ʔi lʕa:lami

He also expressed his admiration of the great humanitarian efforts made by the League all over the world.

The fourth sentence: وبين مؤسس شركة مايكروسوفت أنه استفاد من تجربة الرابطة الطويلة في مجال التنمية الصحية الريفية، مؤكداً سعيه لنقل تلك التجربة إلى المشروعات التي تنفذها مؤسسته

wa bai:iana muʔasi:su farikati maikro:suft ʔannahu istafa:da min tazrubatir ra:bitʕatitʕ tʕawi:lati fi: maʒa:lit tanmi:iatisʕ sʕihhi:iatir ri:fi:iati, muʔakkidan saʕi:ahu linaqli tilkat tazrubatil ʔila:l maʕru:ʕa:til lati tnaʕiḏuha: muʔassasatuhu.

The founder of Microsoft clarified that he had learnt from the long experience of the League in the field of rural health development, assuring that he would apply that experience to the projects that his foundation was executing.

The second passage:

The title: أثينا تدعو أنقرة لوقف «أعمالها غير القانونية» في بحر إيجه

aθi:na: tadʕu: anqarah liwaqfi ʔaʕma:liha: ʕai:ril qa:nu:ni:iati fi: baħri ʔi:ʒah

Athena requests Ankara to stop its illegal activities in the Aegean Sea

The first sentence: دعا رئيس الوزراء اليوناني ألكسيس تسيبراس أمس، تركيا، إلى وقف «أعمالها غير القانونية» في بحر إيجه

daʕa: raʔi:sul wuzara:ʔil ju:na:ni:u ʔaliksi:s tsibrsa:s ʔams turkja: ʔila: waqfi ʔaʕma:liha: ʕai:ril qa:nu:ni:iati fi: baħri ʔi:ʒah

Greece's Prime Minister Aleksis Tsebras requested Turkey yesterday to stop its illegal activities in the Aegean Sea.

The second sentence: وشهدت اليونان أمس احتفالات بمناسبة ذكرى استقلال البلاد عام 1821

wa fahidatil ju:na:nu ʔams iħtifa:la:tin bimuna:sabati ḏikra: istiqlalil bila:di ʕa:ma 1821

Greece also witnessed celebrations on the occasion of the country's independence which took place in 1821.

The third sentence: حيث جاءت احتفالات العام الحالي في وقت تعاني فيه اليونان من استمرار الأزمة المالية وتوتر في العلاقات مع تركيا

hai:θu za:ʔat ihtifa:la:tul ʕa:mi:l ha:li:i fi: waq:tin tuʕa:ni: fi:hil ju:na:nu min istimra:ril ʔazmati
lma:li:iati wa tawaturil ʕala:qa:ti maʕ turkji:

The current year's celebrations took place when Greece was suffering from the continuity of the financial crisis and tension in the relations with Turkey.

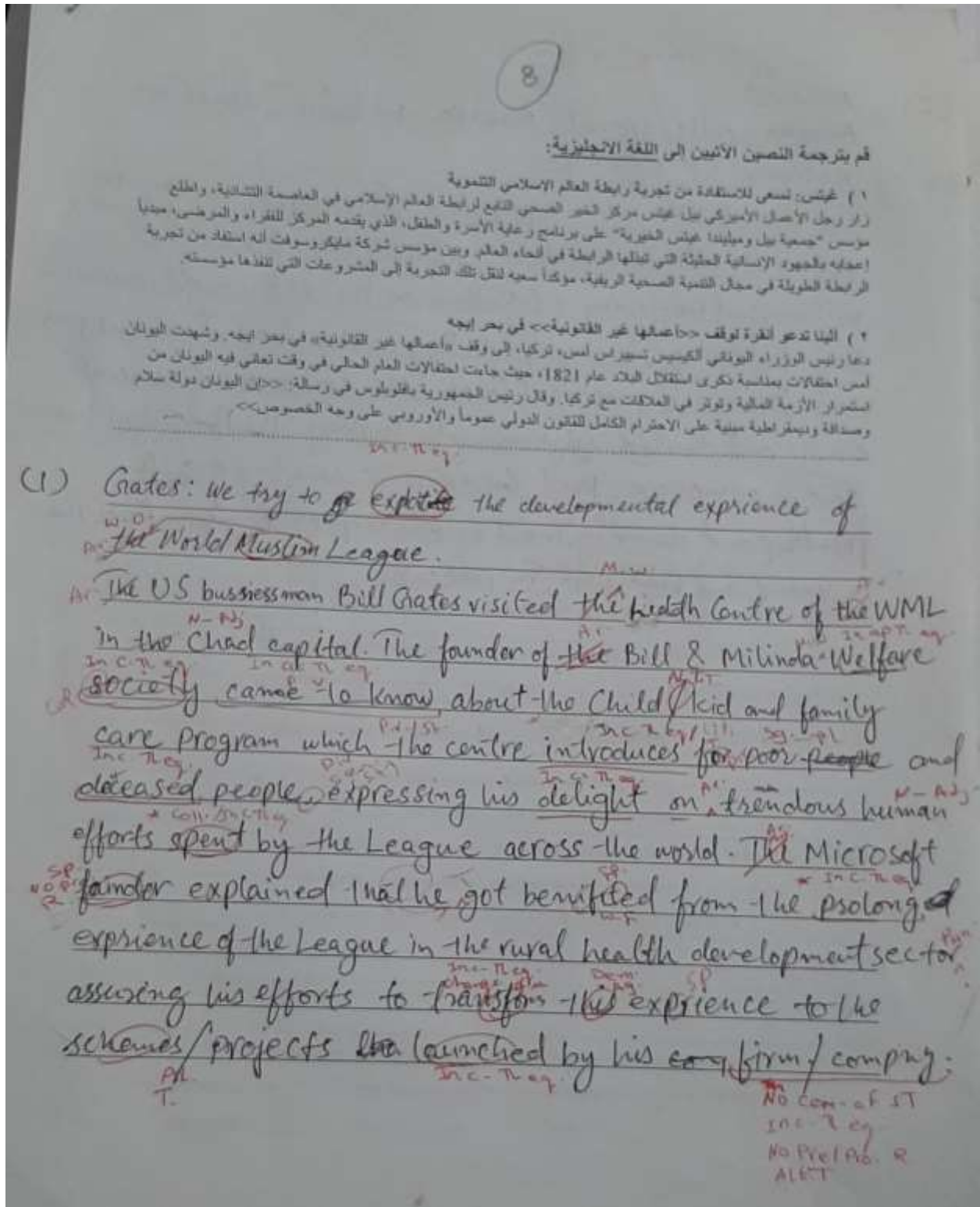
The fourth sentence: وقال رئيس الجمهورية بافلوبلوس في رسالة: <<إن اليونان دولة سلام وصداقة وديمقراطية مبنية على الاحترام الكامل للقانون الدولي عموماً والأوروبي على وجه الخصوص>>

wa qa:la raʔi:sul zumhu:ri:iati ba:flo:blous fi: risa:latin: “ʔinnal ju:na:n dawlatu sala:min wa
sʕada:qatin wa dimuqra:ti:iatin mabni:iatun ʕala:l ʔihtira:mil ka:mili lilqa:nu:nid duwa:li:i
ʕumu:man wal ʔawru:bi:i ʕala: waʒhil zusʕu:sʕi”

The President of the Republic Bafloublus said in a statement: “Greece is a country of peace, friendship and democracy, and it respects the international law generally and the European law especially”.

Appendix III

Some random samples of the participants' translated texts



2)

Athens^{SP} ^{In a T. of} ^{Al} ^{Pr. V.} ^{Pr.} ^C ^{SP} ^{Pro}
Athens calls/appeals Ankara - to cease illicit or
activities in^{Ar} Egean sea

The Greek PM ^{M. Info} ^{W-O} ^{Pr.} ^{SP} ^T
appealed yesterday to Turkey to
cease its illicit activities in Egean sea. Greece has
witnessed yesterday celebrations on the occasion of ^{M. W} ^{SP}
Independence Day in 1821 as the Independence Day celebrations came this year
when Greece is passing through the continuous financial
crisis and ^u ^{Pr.} ^{M. Info} ^{SP} ^T
tense relations with Turkey. The President
said in a message that Greece is a country of safety,
friendship and democracy based on ^{Pr.} ^{SP} ^T ^{Pr.} ^{Ar.}
due respect of international law
in general and European in particular.
^{Ar.} ^{Adj} ^{St.}

Translate the following texts into Arabic:

1) **Spy poisoning: Russian diplomats expelled across US and Europe**
 The United States and its European allies are expelling dozens of Russian diplomats in a response to the poisoning of a former Russian spy in the UK. US President Donald Trump has ordered 60 Russian diplomats to leave the country. Germany, France, Ukraine and various other EU countries have made the same move. Russia denies any role in the attack, and indicates that it will respond "proportionately".

2) **Stephen Hawking: Visionary physicist dies aged 76**
 World renowned physicist Stephen Hawking has died at the age of 76. The British scientist was famed for his work with black holes and relativity, and wrote several popular science books. At the age of 22, Prof. Hawking was given only a few years to live after being diagnosed with a rare form of motor neuron disease. In a statement, his children, Lucy, Robert and Tim, said: "He was a great scientist and an extraordinary man whose work will live on for many years."

(1) قضية تسميم الجاسوس: طرد الدبلوماسيين للروس من أمريكا وأوروبا
 تطرد الولايات المتحدة والولايات المتحدة والدول الأعضاء في منظمة حاسوس روسي سابق في المملكة المتحدة
 وفي ١٤ أغسطس أعلن تسميم جاسوس روسي سابق في المملكة المتحدة
 الرئيس الأمريكي دونالد ترامب أمرًا إلى الدبلوماسيين الروس بمغادرة البلاد
 كل ألمانيا وفرنسا وأستراليا وكندا من الدول الأوروبية الأخرى نفس الخطوة. فقط رفضت روسيا دورها أدية في الهجوم وانتقلت إلى أنفا تردي على ذلك لطريقة مناسبة.

(2) ستيفن هاكينغ: الفيزيائي
 الفيزيائي البريطاني الشهير ستيفن هاكينغ توفي في ١٤ أبريل ٢٠١٨ عن عمر يناهز 76 عامًا
 واستمر العالم البريطاني لعمله مع انقباض عضلاته وكتب العديد من الكتب العلمية
 لما بلغ إلى 22 عامًا تم تشخيصه بالشلل الحركي
 وهو أخصائي أمراض دماغية حطيم نادر الوجود. في تصريح أصدره لوكالة رويترز
 كان الراحل عالمًا مشهورًا وبنفق الكثير من أعماله في سبيل الخير من السنوات

قم بترجمة النصين الاتيين إلى اللغة الانجليزية:

(١) غينس: تسعى للاستفادة من تجربة رابطة العالم الإسلامي التوعوية
زار رجل الأعمال الأميركي بيل غينس مركز الخير الصحي التابع لرابطة العالم الإسلامي في العاصمة التشادية، واطلع
مؤسس "جمعية بيل وميلندا غينس الخيرية" على برنامج رعاية الأسرة والطفل، الذي يقدمه المركز للفقراء والمرضى، مبدياً
اعتناجه بالجهود الإنسانية المثنية التي تبذلها الرابطة في أنحاء العالم. وبين مؤسس شركة مايكروسوفت أنه استفاد من تجربة
الرابطة الطويلة في مجال التنمية الصحية الريفية، مؤكداً سعيه لنقل تلك التجربة إلى المشروعات التي تنفذها مؤسسته.

(٢) أئينا ندعو الفقرة لوقف «أعمالها غير القانونية» في بحر ايجة
دعا رئيس الوزراء اليوناني الكسيس تسيراس اس، تركيا، إلى وقف «أعمالها غير القانونية» في بحر ايجة. وشهدت اليونان
أسس احتفالات بمناسبة ذكرى استقلال البلاد عام 1821، حيث جاءت احتفالات العام الحالي في وقت تعاني فيه اليونان من
استمرار الأزمة المالية وتوتر في العلاقات مع تركيا. وقال رئيس الجمهورية بالبولوس في رسالة: «إن اليونان دولة سلام
وصداقة وديمقراطية مبنية على الاحترام الكامل للقانون الدولي عموماً والأوروبي على وجه الخصوص».

Bill Gates: We are trying to benefit from the
experiment of World Islamic Developmental League.
The American businessman Bill Gates visited
the health welfare center of Islamic League
based in the capital Chad. The founder of
"Bill & Melinda Gates Charity foundation" got
aware of the family and child care programme
which the center offers to the poor and patients,
expressing his happiness for the extensive humanitarian
efforts made by the League all over the world.
The founder of Microsoft Company stated that he
has benefitted for the long experience of the

Part
Change of it

League in the field of rural health development,
attesting an his effort to transform this experience
into the projects to be implemented by his foundation.

Athens ~~to~~ Calls Ankara to stop its illegal activities
in Agai Sea

The Greek president Plexos yesterday called Turkey
to stop her illegal activities in Agai Sea. The
Greece witnessed a number of festivals on the occasion
of the country's independence day in the year 1821.
These festivals have come around at a time when
of the current year

Greece is facing / going through a continued
financial crisis and tense relations with Turkey.

The President of the republic (the Greek President) in
his message said Greece is a country of
peace, of friendship and of democracy premised
on full respect towards international law in
general and European law in particular.

Translate the following texts into Arabic:

1) **Spy poisoning: Russian diplomats expelled across US and Europe**

The United States and its European allies are expelling dozens of Russian diplomats in a response to the poisoning of a former Russian spy in the UK. US President Donald Trump has ordered 60 Russian diplomats to leave the country. Germany, France, Ukraine and various other EU countries have made the same move. Russia denies any role in the attack, and indicates that it will respond "proportionately".

2) **Stephen Hawking: Visionary physicist dies aged 76**

World renowned physicist Stephen Hawking has died at the age of 76. The British scientist was famed for his work with black holes and relativity, and wrote several popular science books. At the age of 22, Prof. Hawking was given only a few years to live after being diagnosed with a rare form of motor neuron disease. In a statement, his children, Lucy, Robert and Tim, said: "He was a great scientist and an extraordinary man whose work will live on for many years."

(1) تسليم جاسوس : طرد اكد بلوما سبين الروسيين في امريكا واوربا

الأمريكة المتحدة واوربا

قطر الامريكه وحلفائها الاوروبيون محذرات من الدبلوماسيين

الروسيين كورد فعل التسليم جاسوس روسي سائق في المملكة المتحدة .

وقر اهدوا هو الرئيس الاوكرايني دونالد ترامب أمرًا بالي مستين حيلوصاسيا

روسيا لتبادروا الدولة . وقر اتخذت ألمانيا وفرنسا واوربا

وعمة البراز أخرى من الاتحاد الاوروبى نفس الخطوة . ترفض روسيا

اعيدوا في هذا الصدد وتشير بان أمنها بشكل خطير .

(2) سيقن هاكنج : وفاة صاحب الرؤية العالم الطبيعي في عمره 76

Inc. eq. 76

قم بترجمة النصين الاتيين إلى اللغة الإنجليزية:

١) عيّن: نسعي للاستفادة من تجربة رابطة العالم الإسلامي التتموية
زار رجل الأعمال الأميركي بيل غيتس مركز الخير المسعي التابع لرابطة العالم الإسلامي في العاصمة التشادية، واطلع
مؤسس "جمعية بيل وميليندا غيتس الخيرية" على برنامج رعاية الأسرة والطفل، الذي يقدمه المركز للفقر، والمعرض، مينياً
إخلافه بالجهود الإنسانية العتيبة التي تبذلها الرابطة في أنحاء العالم. وبين مؤسس شركة ميكروسوفت أنه استفاد من تجربة
الرابطة الطويلة في مجال التنمية الصحية الريفية، مؤكداً سعيه لخلق تلك التجربة إلى المشروعات التي تنفذها مؤسسته.

٢) ألياً تدعو انقرة لوقف «أعمالها غير القانونية» في بحر إيجه
دعا رئيس الوزراء اليوناني الكسيس كسيراس أسس، تركيا، إلى وقف «أعمالها غير القانونية» في بحر إيجه. وشهدت اليونان
أسس احتفالات بمناسبة تكري استقلال البلاد عام 1821، حيث جانت احتفالات العام الحالي في وقت تعالي فيه اليونان من
استمرار الأزمة المالية وتوتر في العلاقات مع تركيا. وقال رئيس الجمهورية بافلوبوس في رسالة: «إن اليونان دولة سلام
وصداقة وديمقراطية مبنية على الاحترام الكامل للقانون الدولي خصوصاً والأوروبي على وجه الخصوص».

Gets: We try to get benefit from the experience of Islamic world development league.

American businessman Bill Gets visited Al-Khair health centre followed by Islamic world league in the capital of Chad, and the founder of charity association of Bill and Melinda Gets came up with an idea of a program for taking care of the family and child, which the center provides to the poor people and the patients, expressing his admiration of strong humanity efforts which are made by the league all around the world. The founder of the Software company stated that he benefitted from the experience

of long league in the field of rural health development, assuring that he made his efforts to transfer/convey that experience to the projects which are carried by his association.

9. Athina calls Ankara for stopping its illegal works in the sea of Aegean.

Greek prime minister Alexis Tsipras called upon Turkey, yesterday, to stop its illegal works in the sea of Iga. Greek witnessed yesterday many events on the occasion of remembrance of independence of the country in 1821, as the events of the current year came at a time when Greece continues to face financial crisis and tension in the relationships with Turkey. The president Bavloblos said in a letter that Greece is a country of peace and friendship and democracy, based on full respect of the international law in general and European law especially.

Translate the following texts into Arabic:

1) **Spy poisoning: Russian diplomats expelled across US and Europe**

The United States and its European allies are expelling dozens of Russian diplomats in a response to the poisoning of a former Russian spy in the UK. US President Donald Trump has ordered 60 Russian diplomats to leave the country. Germany, France, Ukraine and various other EU countries have made the same move. Russia denies any role in the attack, and indicates that it will respond "proportionately".

2) **Stephen Hawking: Visionary physicist dies aged 76**

World renowned physicist Stephen Hawking has died at the age of 76. The British scientist was famed for his work with black holes and relativity, and wrote several popular science books. At the age of 22, Prof. Hawking was given only a few years to live after being diagnosed with a rare form of motor neuron disease. In a statement, his children, Lucy, Robert and Tim, said: "He was a great scientist and an extraordinary man whose work will live on for many years."

أرسمية الخمسين: فصل سفراء روسيا في الولايات المتحدة و أوروبا.

فصلت الولايات المتحدة وحلفائها الأوروپيون عشرات من سفراء روسيا في الرد على متهمة مخابرات روسيا السابفة في تسميم لمانيا أمير الرئيس الأميركي دونالد ترامب سنان سفيرة الروسية أن طر يغادر البلاد. كما أن ألمانيا وفرنسا وبلجيكا وبلدان أخرى كالأوروپيا قد اتخذت نفس الخطوة. وتذكر روسيا دورها في الصبح و تشير أنها ستجيب بأفضل صورة.

ع. استيفن هاكنغ: هو عالم فيزياء ذرة بصرية

في سن السابعة من عمره.

لقد مات عالم الفيزياء استيفن هاكنغ الذي ذاع صيته في كل أنحاء العالم
في سن السارسين والسبعين من عمره. كان عالم فيزياء مشهورا
بسبب الحفرة السوداء والنسبية وكتب كثيرا من الكتب
الشهيرة التي تتعلق بالعلوم في سن السارسين والسبعين
الثانية من عمره. حصل استيفن هاكنغ على نواب قليلة
بعد أن خصه نيكولا تاردا من مرصفا حركة الأعراس. قال أولاد
لوسيو وروبرت وشيم في بيان أنه كان عالما عظيما ورحيلا
عظيما أكله سوف تبقى نواب كثيرة.

No cow
of 57

موت
عالم

Wol (57)

57

Appendix IV

A random sample of classroom observations

University:

Programme of study: M.A. 2nd year

Semester: 2nd

Course title: Terminology and Specialized Translation (written) / AA516A

Credits: 4

Course in charge:

Number of students: Males: 20 + one native Arabic speaker (Egyptian) - Females: 2

Date and time: 13/03/2018 11:00 am – 01:00 pm

Place:

Visit: 1

.....

Material: An English text of two pages and a half, under the title ‘Maternal and newborn health’, composed of five separate sections, each with a sub-title and is taken from

The student will translate the text into Arabic.

.....In the following transcription:

Teacher talk: *italics*

One students’ reading: underlined

One student’s translation: double underlined

Whole class talk: standard

Observer’s talk: **bold**

Observer’s notes: **bold underlined**

T denotes ‘Teacher’

S or S 1, S 2, S 3; etc., denotes ‘Student’ (any student)

WC denotes ‘Whole Class’ (more than one student at a time talk)

O denotes ‘Observer’

(..) denotes 1-3 seconds of silence

(...) denotes 4-10 seconds of silence

.....

11:00 am

Teacher comes into classroom, puts his bag on the table and sits on the chair, and he takes a handout of two pages out of his bag. Students are still entering the classroom and signing on the attendance sheet. Class starts at 11:10 am.

T: *good morning!*

WC: good morning, Sir!

T (to S 1): *Read the first sentence and translate it.*

S 1: Antenatal care and skilled health attendance at delivery are essential for eliminating every preventable maternal death.

يُعد توفير الرعاية الصحية بالأمهات الحوامل ووجود القابلات ذوات الخبرة عند الولادة من الضرورييات لتجنب وفات حديثي الولادة.

T: *second sentence.*

S 1: The world, as a whole, has improved access to these service

T: *stop, translate*

S 1: قام العالم كلكن بتحسين سبل الوصول الى هذه الخدمات

T: *Stop. Now*

with 71 per cent of women delivering with the support of a skilled birth attendant in 2014 (..)

S 1: حيث بلغت نسبة

T: *yes, حيث*

S 1: حيث بلغت نسبة الوادات

T: *بلغت*

S 1: بلغت نسبة الوادات

T: *حيث with 71 per cent of women delivering with the support of a skilled, birrrr, okay go on*

S 1: حيث بلغت نسبة الوادات اللاتي قد حصلن على دعم (..) المولدات الماهرات

T: نعم نعم نعم

WC: القابلات, المرافقات, العاملين في الفقه

T: هو عامل صحي

S 1: المرافقات الماهرات

T: حيث ان 71 في المئة من النساء وُلدن بدعم من مرافقة صحية ماهرة في عام 2014

حيث ان 71 في المئة من النساء وُلدن (وليس وُلدن) بدعم من مرافقة صحية ماهرة في عام 2014

Okay, after that

S 1: مقارنة بنسبة تسع

T: مقارنة بنسبة

S 1: مقارنة بنسبة تسع وخمسين في المئة عام

T: في عام

S 1: في عام تسعين

T: الف وتسعمئة وتسعين

S 1: الف وتسعمئة وتسعين

T: comma, okay

S 1: progress has not been fast

ولم يكن التقدم

T: *no no, ان التقدم ليس سريعا بما فيه الكفاية بعد*

S 2: ولم يكن التقدم بالسرعة الكافية

T: okay, you can say

You can say this sentence in two or three ways

first one is number one ان التقدم ليس سريعا بما فيه الكفاية بعد

number two لم يكن التقدم سريعا بما فيه الكفاية

number third لم يكن التقدم بوتيرة سريعة, وتيرة

S: كما ينبغي؟

Teacher discusses that with the student in Hindi, which the observer could not understand

T: *لم تكن وتيرة التقدم بالسرعة الكافية*

S: *بسرعة فائقة؟*

T: Okay

The teacher names the next student

T (to S 2): اقرأ العبارة التالية:

S 2: what is more, very substantial disparities

A student enters the classroom and the teacher asks him to sign on the attendance sheet

(...)

T (to S 2): *Yes, Mr. Ahmad Ridah*

S 2: what is more, very substantial disparities exist in levels of access to services, with poorer, less educated women receiving unacceptably low levels of access to services.

T: *what is more*

S 2: مما يزيد على

S: الى جانب ذلك

T: *or الى جانب ذلك*

S: اضافة على ذلك

T: *اضافة الى ذلك .. is .. what is more ..*

S: مما يزيد على ذلك

The teacher says something in Hindi

T: *اضافة الى ذلك*

(..)

T: *اضافة الى ذلك*

S 2: اضافة الى ذلك توجد

T: *ترجم here فقط very substantial disparities exist*

very substantial disparities exist, okay

S 2: توجد اختلافات كبيرة

S: تفاوت هامة

T: *تفاوتات, تباينات, فوارق كبيرة, فوارق, التفاوتات ملموسة*

Okay, *in levels of access to services*

S 2: في مستويات الوصول الى هذه الخدمات

T: في مستويات الحصول؟

S 2: الوصول

T: okay, with poorer, less educated women في مستويات الوصول الى الخدمات okay الوصول الى

S 2: حيث

T: yes

S 2: حيث الفقراء (..)

T: حيث تتلقى bring the verb after this (..) receiving, حيث تتلقى

S 2: حيث تتلقى الفقراء

T: less educated women .. sorry .. with poorer, less educated women (..) النساء الاكثر فقرا

S 2: حيث

T: okay حيث تتلقى النساء الاكثر فقرا والاقبل تعلما

S: الاكثر فقرا والاقبل تعليميا

T: تعلما, تعليما (..)

S: علما

T: النساء الاكثر فقرا والاقبل تعلما

S 2: (..) والاقبل تعلما

T: unacceptably low levels of access to services

S 2: ادنى مستويات الوصول الى هذه الخدمات

T: low, low, ادنى؟

S: منخفضة

T: منخفضة, مستويات منخفضة بشكل غير مقبول, مستويات منخفضة بشكل غير مقبول (..) من فرص الحصول على هذه الخدمات

WC: الخدمات

T: okay الخدمات, الخدمات

The teacher asks the next student to read and translate the next sentence.

S 3: women in the richest quintile are almost three times as likely to deliver with a skilled health attendant as those in the poorest quintile.

النساء في المناطق الثرية

T: women in the

S 3: richest quintile are almost three times as likely to deliver with a skilled health attendant as those in the poorest quintile.

T: النساء

S 3: النساء في المناطق الاكثر ثروة

T: الاكثر ثراء (..) هن

S 3: هن ولندن

T: هن are almost three times as likely to deliver

S 3: اكثر احتمالا

T: yes, هن اكثر احتمالا .. بحوالي ثلاث مرات

S 3: بحوالي ثلاث مرات (..)

T: انجب, انجب انجاب, لانجاب, give birth, لانجاب, with a skilled health attendant

S 3: العاملين المهرة

T: بمساعدة العاملين الصحيين المهرة

S 3: mmm

T: مقارنة .. means.. as compared to as those in the poorest quintile

S 3: مقارنة

T: بالنساء

S 3: بالمناطق

T: بالمناطق او في الاوساط

S 3: الاوساط

T: Mr. Haroun, الاشد فقرا (..)

S 4: This disparity has not changed in 15 ears.

T: ears or years?

S 4: years

T: This disparity has not changed in 15 ears.

S 4: هذه التفاوت

T: or هذا التفاوت هذه التفاوت

S 4: هذا التفاوت لم يتغير في خمسة عشر عاما

T: واصل okay Mr. Hroun , ولم يتغير هذا التفاوت في خمسة عشر عاما , okay ولكن عليك , من المناسب ان تجلب اول الفعل.
S 4: Little progress has been made in closing the gap in antenatal care between urban and rural women. (..)

T: Little progress has been made

S: مجهود طفيف

(..)

T: okay , من يترجم

(..)

S: ولم يُحرز التقدم

T: ولم يحرز تقدم (..)

On female and one male students enter the classroom and the teacher asks them to sign.

T: okay, ولم يحرز تقدم بذكر , yes .. in closing the gap

S: في سد الفجوة

T: yes, في سد الفجوة , in closing the gap in antenatal care, في رعاية ما قبل الولادة

A student says something unintelligible

T: No, في رعاية ما قبل الولادة

The teacher asks the students to give him back the attendance sheet and continues.

T: okay.. between urban and rural women, بين المرأة الحضرية والريفية , في رعاية ما قبل الولادة

S: بين النساء الحضريات؟

T: بين المرأة الحضرية والريفية , do not care, بين النساء الحضريات والريفيات

(...)

The first section ends. They move to the second one.

A student (a native speaker of Arabic, Egyptian) enters and signs.

T (to S 5): Mr. Saifur Rahman, اقرا

S 5: Neonatal Mortality

T: What does Neonatal Mortality means?

WC: وفيات المواليد

T: وفيات المواليد او وفيات الاطفال حديثي الولادة, المواليد

(...)

S 5: while the world has achieved impressive reductions in mortality of children aged under five since 1990, the survival of newborns (young infants in the first month of life) has lagged behind.

T: stop

(..)

A student enters the classroom, signs and chats for two minutes with the teacher in Hindi.

T: while the world has achieved impressive reductions

S 5: في حين ان العالم قد حقق خفضا مؤثرا

T: انخفاضا ملموسا

S 5: انخفاضا ملموسا في وفيات الاطفال

T: في وفيات الاطفال

S 5: في وفيات الاطفال الذين

T: under five

S 5: under five

T: عام الف وتسعمئة وتسعين , since 1990 , دون سن الخامسة, في وفيات الاطفال دون سن الخامسة

S 5: عام الف وتسعمئة وتسعين

T: the survival of newborns (young infants in the first month of life) has lagged behind.

S 5: وتخلفت

T: فان

S 5: فان حياة المواليد تخلفت تخلفا بشكل

T: has lagged behind

The teacher asks the observer to give her opinion of the meaning of the sentence as she is a native speaker of Arabic.

T: lagged behind , ماذا تقولين؟

O: لا يزال ضعيفا ومنخفضا (..)

T: Mr. Kidwai

S 6: تأخر

T: تلكأ

Laughter of whole class.

O: but تلكأ in Arabic refer to being hesitant in doing something

T: but in Arabic مازالت قليلة او ضعيفة

فان محاولات ابقاء الاطفال حديثي الولادة على قيد الحياة (الرضع والصغار في الشهر الاول من العمر) تلكأت على قيد survival فان محاولات ابقاء الاطفال حديثي الولادة على قيد الحياة attempts of survival of newborns انني اضفت كلمة محاولات (الرُضَع والصغار) now in brackets (young infants in the first month of life)

WC: الرُضَع

T: No, الرُضَع, رضيع, رُضَع

WC: فَعِيل فَعَلْ

T: I saw it, it is رُضَع

The teacher speaking to the Egyptian student

انتم المصريون تقولون رُضَع

S: نحن العرب

Laughter

T: تلكأت has aged behind في الشهر الاول من العمر

The teacher write the word تلكأت on the board.

S: تقلصت

The teacher comments in Hindi

S: تراجعت

T (speaking to whole class): انه يقول تراجعت

S (Egyptian): it is better that تلكأت

Laughter.

T: هل تلكأت كلمة ضعيفة؟

S (Egyptian): نحن (يقصد العرب) نستخدمها ولكن في هذا السياق لا نستعملها

T: متى تستعملوها

S (Egyptian): ممكن تراجع, تأخر

S: تلكأ معناه تقاعس, انحجم, تقاعس

S: تباطأ

Whole class speaking.

The teacher asks a female student to read the next sentence.

S 7: It is estimated that in 2015, about 1 million newborns died, equivalent to 2,740 per day.

T: stop

S 7: ويُقَدَّر

T: It is estimated

S 7: من المقدر

T: ويُقَدَّر

S: وتشير التقديرات

T: Excellent! وتشير التقديرات الى ان او يُقَدَّر ولكن تشير التقديرات .. افضل

The teacher discusses the meaning of 'it is estimated' with students in Hindi. The students become a bit noisy.

T: التزموا السكوت, تابعي يا طالبة

S 7: وتشير التقديرات الى ان

T: الى انه في عام الفين وخمسة عشر

S 7: مساويا equivalent , الى انه في عام الفين وخمسة عشر توفي حوالي واحد مليون من الاطفال حديثي الولادة

T: no مساويا

S 7: متمثلا

T: اي ما يعادل, اي ما يعادل

S 7: اي ما يعادل

T: الفين

S 7: اي ما يعادل الفين وسبعمئة واربعين يوميا

T: يوميا, كل يوم

S: يقارب

T: واصلي, يعادل no يقارب

S 7: A child born in 2015 was approximately 500 times more likely to die on the first day of life than that at one month of age.

T: It means that in the year of 2015, one-day-old child had 500 times more chances to die than that of a one-month-age child.. okay .. ترجمي

(...)

T: A child born

S 7: من المحتمل ان

T: A child المولود الطفل

S 7: الطفل المولود في عام الفين وخمسة عشر

T: now, was كان

S 7: كان اكثر احتمالا

T: no كان اكثر تعرضا, more vulnerable, more likely, كان اكثر تعرضا

S 7: للوفاة

T: لاحتمال الوفاة , للوفاة

S 7: كان اكثر تعرضا للوفاة حول

T: بحوالي

S 7: بحوالي خمسمئة مرة في اول

T: في اليوم الاول او في اول يوم من الحياة او من الولادة في اول

(...)

T: مقارنة

S 7: مقارنة في

T: بالطفل

S 7: مقارنة بالطفل

T: الذي كان عمره شهرا واحدا

S 7: الطفل المولود في عام الفين وخمسة عشر كان اكثر تعرضا للوفاة بحوالي خمسمئة مرة في اول يوم من الولادة مقارنة بالطفل الذي كان عمره شهرا واحدا

The high burden of still births is also an increasingly recognized problem, with 2.6 million estimated still births in 2015.

T: okay .. The high burden of still birth is also an increasingly recognized problem

S 7: لا يزال العبء العالي

T: العالي, العبء الثقيل, لا يزال العيء الثقيل

S 7: لا يزال العيء الثقيل من الولادة .. للولادة

T: still births.. what do you think the meaning is? , لولادة

(..)

T: المجهزين

WC: abortion?

T: المولود ميتا, ولادة المجهزين, او الجنين المُجهّض

S 7: المجهزين

T: المجهزين .. ضاد .. المجهض, اجهاض .. اعيدي من البداية

S 7: لا يزال العيء الثقيل لولادة المجهزين

T: المجهزين, او الاجنة المُجهّضة

S: موت الاجنة

The students are still confused with the Arabic word المجهزين.

T: المجهزين, جمع مذكر سالم, اي الولد الذي يسقط قبل ولادته, قبل اكتماله

S: that is why I am saying موت الاجنة

T: okay .. موت الاجنة

S 7: لا يزال العيء الثقيل لولادة المجهزين

T: يمثل مشكلة معترف بها

S 7: بشكل متزايد

T: جيد, على نحو متزايد, بشكل متزايد

S 7: الذي , with 2.6 million estimated still births in 2015

T: حيث كان هناك

(..)

S 7: حيث كان هناك

T: اثنان فاصل ستة مليون مُجهّض في عام الفين وخمسة عشر

O: you can say, حيث قُدرت نسبة

T: okay, حيث كانت تُقدر

Some discussion in Hindi.

T (to S 8): Mr. Fahim

S 8: A significant proportion of maternal, newborn under and under five deaths are in zones of conflict and displacement (probably between 10 and 20% but difficult to estimate exactly due to lack of data).

T: Repeat.

S 8: A significant proportion of maternal, newborn under and under five deaths are in zones of conflict and displacement (probably between 10 and 20% but difficult to estimate exactly due to lack of data).

T: Good! ترجم

(...)

T: انه سهل للغاية

(..)

S 8: ونسبة هامة

T: وهناك نسبة هامة

S 8: وهناك نسبة هامة

T: كبيرة, ملحوظة, ملموسة

S 8: وهناك نسبة كبيرة ل

T: من

S 8: من وفيات الامهات والمواليد

T: الجدد

S 8: الجدد او حديثي الولادة (..) والاطفال

Observer notices that most students pay so much effort to say some Arabic words.

T: دون سن الخامسة

S 8: دون السن

T: دون سنّ الخامسة , الف لام without , دون سن الخامسة

S 8: دون سنّ الخامسة من عمرهم

T: في

S 8: في حالة

T: in zones of conflict and displacement, يعني, in the countries or in the estates

WC: في مناطق

T: في مناطق النزاع والتشرد

S 8: في مناطق النزاع والتشرد

T: في مناطق النزاع والتشرد .. هذه الترجمة مستعملة في الصحف العربية

S 8: في مناطق النزاع والتشرد

T: probably between 10 and 20%

S 8: (..)

T: ربما

S 8: ربما بين عشر وعشرين بالمئة

T: عشرة بالمئة وعشرين بالمئة

S 8: حيث تتراوح بين عشرة وعشرين بالمئة ولكن المشكلة

T: ولكن من الصعب

S 8: ولكن من الصعب التقدير

T: تقديرها

S 8: تقديرها

T: 'exactly'

S 8: بالضبط

S: بدقة

T: بالضبط بدقة 'due to lack of data'

S 8: من اجل

T: بسبب

S 8: بسبب عدم توفر

T: بسبب نقص البيانات او فقدان البيانات او عدم تواجد البيانات

S: المعطيات

T: المعطيات , okay

S 8: من اجل قلة المعطيات

UNICEF's health strategy also aims at building resilient and prepared health systems and to provide service delivery in crisis context.

T: UNICEF's health strategy

S 8: استراتيجية اليونيسيف الصحية

T: aims at building resilient and prepared health systems (..) الى 'also' وتهدف الاستراتيجية الصحية لليونيسيف

S 8: وتهدف الى بناء نظام

T: نظم

S 8: نظم صحية

WC: مرنة مستعدة

T: الى بناء نظم صحية مرنة متأهبة

A student enters the classroom and signs.

T: okay الى بناء نظم صحية مرنة ومتأهبة

S 8: وتوفير

T: وتوفير او تقديم الخدمات

S 8: وتقديم الخدمات في حالات

T: delivery in crisis context

S 8: في حالات الامومة

T: في سياق الازمات

S 8: في سياق الازمات

S: في الازمات

T: Mr. Khorshid .. في الازمات, في حالات الازمات

S 9: As the world work on the SDG agenda, it will be essential to bring about significant improvements in levels of coverage, and quality of care provide before, during and after birth, if we are to achieve the goal of ending preventable maternal newborn and child deaths.

T: okay.. 'As the world work on the SDG agenda' .. ترجم لقمة لقمة, جرعة جرعة (اي فقرة صغيرة)

S 9: في حين

T: في حين او عندما

S 9: عندما يبدأ العالم العمل على

T: very good .. 'the SDG agenda' .. على

S 9: SDG

T: على جدول اعمال

S 9: What does 'SDG' mean?

T: اهداف التنمية المستدامة

WC: sustainable ..

T: الاهداف الانمائية المستدامة

WC: sustainable development

T: goals

S 9: it will be essential to bring about

T: wait .. الاهداف الانمائية المستدامة

WC: التنمية المستدامة

T: واصل Mr. Khorshid , comma, okay عندما يبدأ العالم او في حين يبدأ العالم العمل على جدول اعمال اهداف التنمية المستدامة

S 9: it will be essential to bring about significant improvements

T: stop (in Hindi)

S 9: سيكون من الضروري ادخال

T: تحقيق او ايجاد

S 9: تحقيق او ايجاد او انجاز

T: okay (in Hindi) .. او انجاز

S 9: انجاز تحسينات

T: تحسينات كبيرة

S 9: .. in levels of coverage تحسينات كبيرة

T: stop (in Hindi)

S 9: وجودة العناية .. and quality of care .. في مستويات التغطية

T: او جودة الرعاية

S 9: .. provide before, during and after birth او جودة العناية

T: التي تم توفيرها , stop (in Hindi), 'provide before'

S 9: التي تم توفيرها يتم توفيرها

T: تم توفيرها

S 9: تم توفيرها

T: مسبقاً, مقدماً

S 9: خلال او بعد الولادة

T: اثناء وبعد الولادة

S 9: اثناء وبعد الولادة

T: okay

S 9: if we are to achieve the goal of ending

T: preventable maternal newborn and child deaths

S 9: هدفنا انهاء the goal of ending اذا اردنا تحقيق

T: تحقيق هدف

S 9: وفيات الاطفال الحديثي maternal newborn and child deaths تحقيق هدف انهاء او القضاء على الوفيات

T: الامهات والمواليد

S 9: okay (in Hindi) الامهات والمواليد

T: والاطفال

S 9: والاطفال حديثي العهد بالولادة

T: .. okay.. التي يمكن الوقاية منها, يا التي يمكن تجنبها, 'preventable'

(..)

T: post-partum depression كثيرا ما تفرؤون

بعد الولادة, اكتئاب ما بعد الولادة او الاكتئاب بعد الولادة

Mr. Saif, read

S 10: Lifesaving Solutions

T: Lifesaving Solutions

S 10: الحلول للحفاظ على الحياة

T: حلول انقاذ الحياة

S 10: حلول انقاذ الحياة

T: احتاج الى تأييدكم

S: لا أؤيد ولا أعارض

S: انقاذ, محافظة

T: rescue انقاذ is better , maintain , محافظة , انقاذ

S 10: الحلول لابقاء المرضى على الحياة

T: على قيد الحياة

S: حلول انقاذ الحياة

T: okay, واصل ايها الطالب

S 10: The period around birth constitutes a critical window of opportunity for prevention and management of maternal and newborn complications, which can otherwise prove fatal.

T: stop (in Hindi)

A student comes inside the class and signs his name. The teacher and some students speak together in Hindi for approximately ten minutes. The observer could not get what they were saying. Another students comes to class and signs.

T (to S 10): تابع

S 10: وتشكل الفترة عند الولادة

T: constitutes a critical window of opportunity

S 10: وتشكل الفترة عند الولادة

S: فترة الولادة

T: فترة ما حول الولادة او الفترة المحيطة بالولادة

O: الفترة التي تسبق الولادة

T: حول , no , around , تسبق؟

O: but in Arabic we do not say الفترة ما حول الولادة

T (to the Egyptian student): ماذا تقول؟

S: this is not pure Arabic, فترة الولادة is okay

O: حول تستخدم عند وجود شيء جامد وتقول مثلا "الطفل يركض حول المنزل"

T: so, الفترة المحيطة بالولادة؟

O: التي تسبق الولادة او السابقة للولادة

T: it is pre-

O: here, it means pre-

S: فترة الولادة

O: no, فترة الولادة means when she gives birth

S (Egyptian): this paragraph talks about the period which is pre-delivery?

T: yes

S (Egyptian): so we can say الفترة التي تسبق الولادة او فترة ما قبل الولادة

T: شكرا, but meaning is the same

O: We are trying not to give the literal meaning of the word, but its meaning as it is originally used in Arabic.

T: تابع 'constitutes a critical window' , شكرا يا ايها العربية يا ايها العربية, اذن الفترة التي تسبق الولادة,

S 10: الفترة التي تسبق الولادة تشكل

T: تشكل a critical window of opportunity

S 10: تشكل الفترة التي تسبق الولادة نافذة

T: حرجة

S 10: حرجة

T: من الفرص

S 10: لمنع

T: لمنع او للوقاية من او للتصدي ل

S 10: وتنزيل

T: لمنع او للوقاية من و للتصدي ل no تنزيل

S 10: للتصدي ل

T: التصدي 'and management' is .. sorry .. 'prevention' is منع ل and 'management' is التصدي

S 10: للمضاعفات ال (..)

A student enters the class and signs. (..) Meanwhile students speak together.

T: تابع يا طالب

S 10: ولل منع والتصدي

T: ولمنع وليس للمنع

S 10: لمنع

T: والتصدي

S 10: والتصدي

T: ل

S 10: لمضاعفات

T: للمضاعفات

S 10: للمضاعفات

T: المتعلقة

S 10: المتعلقة بالاطفال

T: بالامهات والاطفال والمواليد حديثي الولادة

S 10: الاطفال والامهات والمواليد الجدد

T: 'which can otherwise prove fatal'

The teacher says something in Hindi.

T (to S 10): 'which can otherwise prove fatal', انت مترجم بارع

S 10: التي يمكن تثبيت المميت

The teacher asks another student to give the meaning of the phrase 'which can otherwise prove fatal'.

S: التي يمكن ان تكون قاتلة

T: means .. 'which can otherwise prove fatal'?

The teacher asks a female student to give her translation of that phrase.

S: (...)

The teacher picks up another student.

S: التي يمكن ان تسبب الادراك او

Another student is picked up.

S: مما قد يكون فاتكا

T: excellent (In Hindi) مما قد يكون

S: مما قد يكون فاتكا

T: مما قد أودى, يودي بحياة الامهات والمواليد الجدد, مما قد يودي بحياتهم, اودى بحياة يعني يقتل

The teacher write "مما قد يودي بحياتهم" on the board.

T: مما قد يثبت بأن يكون قاتلا للاطفال, مما قد يودي بحياة الامهات

O: you can make simpler by saying it may be easier for the students to comprehend, I guess.

T: okay, we can say الذي يكون او بما يكون سببا في وفاتهم, يعني الاطفال والامهات وما الى ذلك وما إليهم

S: we can say فقط يودي الى موتهم, فقط

T: thank you! We can keep it simple

T (to S 11, a female student): read!

S 11: Availability and accessibility of skilled birth attendants, basic and comprehensive emergency obstetric care, around the time of birth is therefore critical.

T: okay, ابدئي الترجمة من هذه العبارة 'is therefore critical' انت تبتدئين من عند

S 11: 'critical'

T: ومن ثمّ 'therefore' مهم

S 11: (..)

T: يكون من المهم للغاية 'is critical' ,ومن ثمّ

O: ضرورة ملحة

T: ضرورة ملحة, ما شاء الله, ضرورة ملحة أو ضرورة ماسة

S: أمر بالغ الأهمية

T: correct!

S 11: (..)

T: 'Availability and accessibility of skilled birth attendants' , ومن ثم يكون مهماً للغاية

S 11: (..)

The female student cannot translate, so the teacher picks up another male student.

T: 'Availability and accessibility'

S 12: 'Availability and accessibility of skilled birth attendants'

T: bas (stop) ترجم

S 12: التواجد

T: توافر 'Availability'? , تواجد

S 12: توافر والوصول إلى المرافق

T: 'accessibility' and توافر

S: اتاحة

S 12: ايتاح

T: ايتاح؟

S: الوصول

O: in Arabic, we do not say توفر but توافر

T: both توفر و توافر , توفر is available, what do you say in Egypt?

S (Egyptian): both are there but in this case we use توفر

T: so, 'availability' is توفر and 'accessibility'

S: اتاحة

T: اتاحة او امكانية الوصول

S (Egyptian): we can say توفر for both

T: yes .. yes, so توفر

S 12: توفر واتاحة

T: توفر القابلات الماهرات

O: we can say توفر وسهولة الوصول إلى

Some discussion in Hindi and Arabic happens, but irrelevant to class, so we will not write it down.

T: توفر القابلات الماهرات

S 12: توفر القابلات الماهرات للولادة

T: واتاحة امكانية الوصول إلى .. اليهن

S 12: واتاحة امكانية الوصول اليهن

T: 'Availability and accessibility' means اتاحة امكانية الوصول الى

The teacher rite on the board الى اتاحة سبل الوصول الى

S: اتاحة الامكانية

T: اتاحة امكانية الوصول الى .. اليهن

Okay, now, 'basic and comprehensive emergency obstetric care'

S 12: رعاية

T: والرعاية

S 12: والرعاية الصحية الطارئة الشاملة و الاساسية

T: والرعاية الاساسية والشاملة للحالات التوليدية الطارئة

S: ولادة

T: انجابية يعني ولادة, والرعاية الاساسية والشاملة

S 12: والشاملة

T: للحالات .. لحالات الولادة

S (Egyptian): لحالات الولادة الطارئة

T: لحالات الولادة أو لحالات الانجاب الطارئة

S 12: لحالة الانجاب

T: لحالات الولادة الطارئة

S 12: لحالات الولادة الطارئة

T: 'around the time of birth'

S 12: 'around the time of birth is critical'

T: قبيل الولادة أو عند اقتراب الولادة أو عند الولادة

T: سوف نتوقف هنا

Class ends at around 12:30 pm.

A large proportion of newborn illnesses and deaths can also be prevented using simple, low-cost interventions during delivery and during the week following birth partum, provided both in the facility and at home (where currently 50 per cent of newborn deaths occur). Regular visits by community health workers at the time of delivery and following birth can be instrumental in preventing complications and post-natal mortality.

Appendix V

List of each quantifier used in Chapter Three and its number reference

Quantifier	Number of students who faced a particular problem/difficulty
All / every	57
Almost all	54-56
Majority / most	45-53
Many / more than half	29-43
Some	11-28
Few	6-10
A few	2-5
One	1

Appendix VI

The form of the profile of students

Date:

Profile of Student

1. Age: _____
2. Gender: Male _____ Female _____
3. Place of origin: _____
4. Your native/first language (your mother tongue): Arabic _____ English _____
or another language (name it) _____
5. Your current program of study: B.A. _____ M.A. _____
Which year? _____
Which university? _____
6. You did your B.A. in: Arabic _____ or in another field of study _____
7. You went to: a public _____ private _____ or religious _____ school
8. How many translation subjects have you studied B.A. and/or M.A.? (approximately)
Less than Five ____ Five ____ More than five ____
9. What are your objectives for learning translation? (one or more answers)
 - To get a better job opportunity _____
 - It is an interesting and important subject _____
 - To improve your Arabic and English skills _____
 - To improve your translation skills _____
 - It is a compulsory subject in my university _____

If you have any other objectives, please include them here

10. Which types of texts do you mostly translate? (one or more answers)

Political ____ Economic ____ Religious ____ Literary ____
Scientific ____ Social ____ Others ____

11. What are the main problems and difficulties you usually face when you translate from English into Arabic and vice versa? (briefly)
