

CHAPTER ONE

Introduction

This introductory chapter provides the general framework of the research. First, it gives a clarifying idea about the current study. Then it describes the statement of the study, research questions and hypotheses, objectives and limits of the study. After that, it presents the significance of the study. It concludes the methodology that the researcher adopted in this study.

1.1 Context of the study

Correct grammatical structure of a language leads to correct understanding. That is because grammar controls words in a sentence. Meaningful communication depends mainly on the way we connect form and meaning correctly. Therefore, grammar is a means for expressing meaning. Any misuse in this matter affects the message needed to be transmitted. According to Eastwood, J. (2005: xi): “*Poor knowledge of grammar can seriously hinder communication.*”

Conveying an idea from one language to another is a matter of skill and knowledge. It is a skill because a person who does such a job is required to be alert to choose the correct equivalent for a certain position in a certain condition, and it is knowledge because the same person needs to learn some techniques before delving into this work. This is what is called “Translation”. Actually, unless the text that is needed to be translated is of correct grammar, there will be difficulties in the target source, and the final product will contain serious errors. A word, phrase, or sentence can deliver different meanings if they are not correctly ordered. According to Chomsky, N. (2002: 107): “*The*

notion of “understanding a sentence” must be partially analyzed in grammatical terms.”

English language, on one hand, has its own grammatical system that is to be considered in communication. English grammar is built on certain rules. When students study the grammar of their mother tongue, they are expected to be dealing with a subject they already know. But, they need to pay more attention when studying the grammar of a foreign language.

On the other hand, the same thing is seen in the Arabic language regarding the sentence structure. This structure may become disordered when the grammatical rules are not correct. This thing is described by Hassan, T. (2006) stating that Arabic language, like any other languages, is an exhaustive structure. It has its own rules to become a means of communication among people without lacking a rule from any other language.

Therefore, grammar is the fundamental base upon which meaningful speech is built. Annajjar, N. (2004: 168) supported this idea saying that grammar is the core of the linguistic systems because it links words and meaning to form meaningful sentences. That is because isolated words do not give a full meaning.

In the Arabic language - for example - we find that a verb precedes a subject such as: *(met the student his friend. (qabala attalibu sadeeqah)*. Whereas, a verb in English language comes after a subject as in: *(The student met his friend)*. More other details in this regard will be seen later in the present study.

Thus, every language has its own way of structure that must be considered. Students may be misled if they do not know how to differentiate between the grammatical rules of their mother tongue and those of the other

foreign languages they deal with. Jakobson, R. (1987) emphasizes the structural importance of the grammatical categories in the text, especially in the literary text. Using a verb instead of a name is not the same. Martha, K. and Funk, R. (2010: 1) said:

“For those of you whose mother tongue is a language other than English, you will have the opportunity to compare the underlying structure of your first language as you add the vocabulary and structure of English grammar to your language awareness”

As for translation students, Ghazala, H. also (1995:32) expressed his belief when he stated:

“Learners of translation should be warned against their presupposition that English grammar is identical with Arabic grammar and hence they can translate each other in a straightforward way.”

In Sudan, university translation students are usually asked to translate texts or sentences from Arabic into English and vice versa. Their abilities to achieve this work differ from one student to another. However, they face various difficulties in this task. One of these difficulties is related to grammar of these two languages. The present study will try to investigate the grammatical difficulties encountered by such students.

1.2 Statement of the study problem

Traditionally, peoples of different languages may need to communicate with each other. They should either know the systems of these languages themselves or have others do this job for them to exchange messages

correctly. In the recent times, translation process has become a very important activity in the world to bridge this gap. So many reasons can be mentioned in this regard such as increasing international movements from one country to another for study, tourism, trade, health, applying for naturalization in other countries, globalization and modern technology necessities. Therefore, the persons who do this job play a very important role to translate from one language into another. They try to do this process correctly as far as possible. However, there are so many things needed to be known by these translators or persons who do this job. Lacking these things may cause various types of difficulties.

The present study is going to focus only on the grammatical difficulties of English and Arabic languages in translation. Difficulties in English grammar for those whose mother tongue is not English are inevitable and they are expected to commit errors in this concern. But, when we find Arab students committing grammatical errors in their own language, it might be something else because they deal with a language they already know. There may be some other reasons for committing such errors.

It has become well known, then, that translation is a human activity which has been attracting very different peoples in all parts of the world from early periods of time. That is because it has a significant role for exchanging thoughts, knowledge and feelings. It has greatly enriched the human knowledge. However, it is badly needed that, according to Cook, G. (2003:55):

“a translator should attempt to render exactly what is said, or intervene to make the new text flow more smoothly, or achieve a similar effect as the

original. This is by no means a simple matter.”

Translating from English into Arabic and vice versa is not an easy task. Many grammatical difficulties are often noticed in the translated production of the Sudanese university students who study translation as a major subject for the degree of BA in English Language and Translation. The researcher will investigate these grammatical difficulties that face Sudanese translation students of the National Ribat University in the translation process from Arabic into English and vice versa and some possible solutions. So this study is going to focus on the grammatical difficulties encountered by Sudanese university translation students.

1.3 Significance of the study

The present study is significant because it intends to investigate the grammatical difficulties encountered by the Sudanese university translation students when they translate from Arabic into English and vice versa. It is an attempt to state out how far translation syllabus in grammar really fulfils its goals.

After surveying some Sudanese university libraries, I have found out that few bilingual studies have been made in this regard. Hence, the present study is expected to be useful for the university translation students in Sudan. It tries to help them to overcome the grammatical difficulties because it draws attention to the importance of English and Arabic grammars when translating texts or just sentences using these languages of the study and how they can understand their grammatical systems.

This study is also beneficial to the university translation lecturers because it tries to facilitate teaching translation using English and Arabic

languages. It is also significant for the translation syllabus designers so as to prescribe appropriate translation curricula paying more attention to the way of how grammar in these two languages can be taught in order to have good translation free of, at least, grammatical errors.

This study may also be of great benefit to other people in other Sudanese institutions who are concerned with teaching of English language and translation in particular. It may also help researchers of English and Arabic languages in general because it highlights very important areas of these two means of communication. Hopefully, it is expected to provide a real addition in the applied linguistics field.

1.4 Objectives of the study

This study aims at:

1. Identifying the common grammatical difficulties that the students of the National Ribat University encounter when translating Arabic sentences into English and vice versa.
2. Classifying these difficulties in the grammatical categories.
3. Highlighting some differences between English and Arabic grammatical systems.
4. Finding suitable solutions for these difficulties in order to help students, university lecturers, syllabus makers and all people who are interested in translation to overcome such difficulties.

1.5 Questions of the study

The study attempts to answer the following questions:

1. What are the common grammatical difficulties encountered by Sudanese university translation students?
2. What are the grammatical types of these difficulties?

3. What are the possible causes behind the occurrence of these difficulties?

1.6 Hypotheses of the study

The hypotheses formulated in this study are:

1. Different grammatical difficulties are expected to be discovered in the production of the Sudanese university translation students both in Arabic and English languages.
2. These grammatical difficulties can be classified into various categories.
3. Some differences between English and Arabic grammatical systems could be behind these difficulties.

1.7 Limits of the study

The current study has three limits; place, time and subject. First, the study will be carried out at the National Ribat University, College of Languages and Translation in Khartoum, Sudan.

Second, it is going to be carried out and applied in the semi-final academic year of the translation students who will have only one year to finish their four-year translation programme.

Third, the study will investigate the grammatical difficulties that face these third year students of the National Ribat University in Khartoum who study translation as a main subject for a bachelor degree in language and translation. It will particularly focus on the grammatical difficulties that face these students in the translation process from Arabic into English and vice versa. It will try to find out how far these students master the grammatical systems of these two languages.

1.8 Research Methodology

The researcher adopted the descriptive and analytical methods to achieve the purposes of this study. Two tools will be used for collecting data. First, there will be a test containing some questions. These questions will include sentences in both English and Arabic languages to be translated by the targeted students into these two languages. Second, a questionnaire will be designed for teachers of translation at some universities in Khartoum.

The validity and reliability of the tools will be confirmed. The population of the research will be the teachers of English at some universities in Khartoum as well as the third year translation students of the targeted university who are already divided into two majoring groups:

- English – Arabic translation students who are going to be specialized in English – Arabic translation.
- Arabic - English translation students who are going to be specialized in Arabic – English translation.

Summary of the chapter

This chapter has provided description of the theoretical framework of the study focusing largely on the study problem, research questions, hypotheses and methodology. The next chapter will be literature review. A lot of information will be highlighted about translation and grammatical difficulties in it and how they may be tackled.

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction

This chapter will review relevant literature on the key concepts of the study. Additionally, it will critically survey some previous studies of the same concern.

2.1 Conceptual Framework of the Study

Foreign Language learners are always in chase of acquiring new languages beside their own mother tongues to communicate and express their ideas and needs. Chomsky, N. (1968: 28) said:

“What a person does depends in a large extent on what he knows, believes and anticipates.”

Therefore, mastering languages plays an important role in people’s thinking, interactions and activities. Bloomfield, L. (1983: 293) stated:

“One may say that today the nation which contains no large class of people who understand foreign languages dwell in pitiable seclusion”.

Nowadays, the world seems to be like a small village because of the modern telecommunications. People all over the world with their different languages can easily connect with each other. They may share ideas, experiences, needs and more other things. Therefore, they need to know these languages mentioned above. Otherwise, such people will definitely need to have translators if they want to enjoy any necessity. The present study will take two languages as a model. It will investigate the grammatical difficulties when practising translation using English and Arabic languages.

Translation from Arabic into English and vice versa is badly needed in the Sudan. The focus of the investigation is the grammatical difficulties being encountered by the university translation students in Khartoum. These students are prepared to the real job where translation might play a great role. Therefore, they necessarily need to pave their way in order not to flounder while they are doing this job.

2.1.1 Historical background of the English language teaching in the Sudan

According to Bashir, M. O. 1968 (cited in Al-Hajj, M. D. 2001), since 1889 and during the Anglo-Egyptian rule in Sudan, there was no proper education except those schools which were established by the Christian missionaries in some parts of the country. The only type of education was religious education in (*Khalwas*).

Although English language was the instrument of the government, the latter intended to provide the people with only vocational and technical education and discouraged proper education for fear of having educated people who could destroy its rule. For the same purpose, English learning was unpreferable.

Then the government found that it was necessary to have some people who knew English in order to help in the administration of the country, so British teachers were appointed to teach in some established intermediate schools, and in 1902 Gordon Memorial College was established.

In southern Sudan, the Catholic Roman and British missionaries participated a lot in the spread of education and the use of English. Although most of the people there depended on their local dialects, it was necessary for those who wanted better jobs to learn English. So English began to be taught

in special classes and then it became the instrument of teaching in most schools.

In 1944, Gordon Universal College came to existence and in 1947 its candidates were allowed to sit for Oxford Certificate. In 1956, the Sudan became an independent country and education spread everywhere and English language was taught for teaching in the schools. Later, new and modern techniques based on educational theories were applied for teaching English which became most widely spread as language of international communication and modern technology.

2.1.2 Status of the Arabic language in the Sudan

Sudan is an Arab-African country where different cultures exist. These cultures are governed by various local languages. However, the dominating religion – Islam – has made Arabic spread all over the country and become the official language of the state. Though the standard form of this language is not usually used, people communicate with each other through some dialects because they share one religion that was revealed in Arabic.

As in many other countries in the Arab world, the Arabic language in Sudan has been facing many challenges. These challenges were summed up by Warraq, M. (2015) in four points: conflict between the colloquial form and the standard form of the language, foreign language invasion, spread of the Arabic language, and the scientific term.

The Sudanese university educator, Warraq, defended Arabic very much saying that it has been protected mainly because it is the language of the Holy Quran that Allah in the fifteenth *surah* (*Al-Hijr*), verse number 9 of His Holy Book guaranteed to surely guard it from corruption. In other words, when

Allah guards His Holy Quran, that means its language is automatically guarded.

However, the Arabic language in the recent centuries has been facing many trials and tribulations as an attempt to eradicate Islam through separating its followers from their linguistic reality. The leaders of such calamities claimed that:

1. The Arabic language is of complicated grammar, not easily be learnt.
2. Writing in the Arabic standard form is difficult because it is old-fashioned, reflecting old interests and experiences, claiming that the colloquial form is able to keep up with everyday life.
3. The Arabic language is unable to accommodate the modern sciences.
4. Tracing the Arabic letters is difficult to understand and learn.

Moreover, the Arabic language is being resisted even by some Arab educated people who believed the previous claims. They have many writings calling for the use the colloquial form though they used the standard form of Arabic in these writings.

Although such claims were of no scientific bases, they had great effects among the Arab youths who have become frustrated and untrusted in Arabic. Therefore, a lot of them have started to learn foreign languages leaving Arabic away from the life influential fields. For example, scientific colleges nowadays are using foreign languages for teaching.

Therefore, the Arabic language is not in such a good status that enables it to develop and pursue modern civilization. It is in a conflict against the external invaders and the internal fascinated believers. This thing has driven the modern generations not to have a united foreign language nor an original mother tongue.

2.1.3 Status of translation in the Sudan

The researcher could not find any resource talking about this matter. Therefore, he conducted interviews with some experts working in this field.

Starting with the University of Khartoum, where the researcher met Mohamed, M. E. (2017) who cautiously provided a short account about their translation students. Mohamed said that they are weak in both English and Arabic grammar, the thing that made them design a special course that is intended to overcome the grammatical difficulties facing them in translation. He added that such students usually inherit this weakness from earlier educational stages.

Mustafa, M. O. (2017); a Sudanese international expert and trainer in the media, repeated the same opinion attributing the lack of translation to many reasons such as: bad status of both Arabic and English, Arabicization policy and machine translation which is practised by non-specialised persons.

The same image was perceived from El-Juzuly, E. E. (2017) who strengthened the researcher's statement adding that:

- (1) There are no brilliant students who really master both the SL and the TL of translation.
- (2) Most people who teach translation work hard mainly to catch their livings more than ameliorating their duties.
- (3) The translation grammatical difficulties are a part of the whole educational problem.
- (4) The country suffers from a brain drain. Skilled people usually look for better life conditions.

The same brain drain problem was also mentioned by Abdul-Majed, B. O. (2017). Dr. Abdul-Majed repeated some points said by the previous

scholars. He added the lack of language laboratories saying that students are weaker at Arabic more than English.

This is a general survey of English, Arabic and translation in the Sudan. Many reasons were said to be the cause of existing grammatical difficulties encountered by university translation students when they translate from English into Arabic and vice versa. Therefore, a lot of work is expected to be done for the sake of knowledge that can be updated through translation. Much effort is really needed to overcome such difficulties.

2.1.4 The nature and importance of translation

Actually, almost all linguists see eye to eye on a certain point of view that translation is a hard work because it is highly required from a translator to transfer the real image of the translated work. In an interview edited by Sarru, B. A. (2001: 163) Norman Shapiro said:

“I see translation as an attempt to produce a text so transparent that it does not seem to be translated. A good translation is like a pane of glass.”

Similarly, Abdellah, A. S. (2002) looked at translation as:

“ultimately a human activity which enables human beings to exchange ideas and thoughts regardless of the different tongues used.”

Hence, translation, according to Abdellah, A. S. (ibid) is a science, an art, and a skill. It is a science in the sense that it necessitates complete knowledge of the structure and make-up of the two languages concerned. It is an art since it requires an artistic talent to reconstruct the original text in the form of a product that is presentable to the reader who is not supposed to be familiar with the original. It is also a skill because it entails the ability to

smooth over any difficulty in the translation, and the ability to provide the translation of something that has no equal in the target language.

However, translation plays a very important role for filling a big gap in the national and international communication. This role was expressed by Chute 1978 (cited in Miremadi, S. A. (1991:21) saying that "*without translation, our world would narrow mercilessly*". Therefore, a good translation shortens a very long distance for the benefit of this world nations. It might always be said that no global communication without translation. Translation according to Christopher Candlin 1991 (cited in Hatim, B. (2001:4) is an applied linguistic study that needs to have certain considerations when he said:

“Translation is characteristically purposeful as a profession; it has targets and goals. It is done on behalf of sponsors. It lacks (except in rare cases) the leisure of reflective consideration about the researchable questions of why like this, why here. Nonetheless, translators as applied linguists do have certain obligations to the furthering of our understanding of language and our ability to explain the facts of communicating in which we are continually engaged.”

2.1.5 Types of translation

Actually, much talk can be said in this regard. That is because people of interest look at such types from different angles. Some of them touched the fields of translation. However, Newmark, P. (2003) looked at translation as any other piece writing that can be divided into (a) fiction; the imaginative description of non-existent people and persons, and (b) non-fiction; the

account of knowledge about the world. Therefore, he categorized translation, which is a dynamic reflection of human activities, into two types: usually called literary and non-literary. The first describes the sphere of the mind and of language, the second that of reality and the world.

From a different perspective, El-Touny 2001 (cited in Abdellah, A. S. (ibid) focused on differentiating between different types of translation. He indicated that there are eight types of translation: word-for-word translation, literal translation, faithful translation, semantic translation, adaptive translation, free translation, idiomatic translation, and communicative translation. He advocated the last type as the one which transmits the meaning from the context, respecting the form and structure of the original and which is easily comprehensible by the readers of the target language.

2.1.6 Translation problems

Translators normally do their jobs intending target language readers even if the source language text intended no reader at all. However, there are various types of problems faced by such translators. Here are some of these problems that have been adopted by those who are interested in translation. Abdellah, A. S. (ibid) mentioned some linguistic problems such as: grammatical differences, lexical ambiguity and meaning ambiguity.

El-Zeini, N. T. (1994) strengthened the same points when she identified six main problems in translating from Arabic into English and vice versa; these are lexicon, morphology, syntax, textual differences, rhetorical differences, and pragmatic factors.

Another level of difficulty in translation work is what As-sayyd, S. M. (1995) found when she conducted a study to compare and assess some problems in translating the fair names of Allah in the Holy Quran. She

pointed out that some of the major problems of translation are over-translation, under-translation, and untranslatability.

Culture constitutes another major problem that faces translators. A bad model of translated pieces of literature may give misconceptions about the original. That is why Fionty 2001 (cited in Al-Nakhlah, (unavailable: 9) thought that poorly translated texts distort the original in its tone and cultural references, while Zidan, A. T. (1994) wondered about the possible role of the target culture content as a motivating variable in enhancing or hindering the attainment of linguistic, communicative and, more importantly, cultural objectives of EFL education. Hassan, A. H. (1997) emphasized this notion when he pointed out the importance of paying attention to the translation of irony in the source language context. He clarified that this will not only transfer the features of the language translated but also its cultural characteristics.

2.1.7 Criteria for a good translation

A good translation is one that carries all the ideas of the original as well as its structural and cultural features. Massoud, M. F. (1988) sets criteria for a good translation. For example, he said that a good translation is easily understood, distinguishes between the metaphorical and the literal, conveys the meaning of the original text as much as possible.

Massoud's criteria for translation cannot be realized without mastering the grammar of both SL and TL.

El-Shafey, F. A. (1985: 93) strengthened this point when he suggested other criteria for a good translation; these include three main principles:

1. Grammar knowledge of the source language plus the knowledge of vocabulary, as well as good understanding of the text to be translated.

2. The ability of the translator to reconstitute the given text (source-language text) into the target language.
3. The translation should capture the style or atmosphere of the original text; it should have all the ease of an original composition.

As for the translator, Bell, R. T. (1991) argues that the professional (technical) translator has access to five distinct kinds of knowledge; target language (TL) knowledge; text-type knowledge; source language (SL) knowledge; subject area ('real world') knowledge; and contrastive knowledge. This means that the translator must know (a) how propositions are structured (semantic knowledge), (b) how clauses can be synthesized to carry propositional content and analyzed to retrieve the content embedded in them (syntactic knowledge), and (c) how the clause can be realized as information bearing text and the text decomposed into the clause (pragmatic knowledge). Lack of knowledge or control in any of these cases would mean that the translator could not translate. Without (a) and (b), even literal meaning would elude the translator. Without (c), meaning would be limited to the literal (semantic sense) carried by utterance which, though they might possess formal cohesion (being tangible realizations of clauses), would lack functional coherence and communicative value.

2.1.8 Analyzing grammatical errors

Generally, explanation of grammatical errors has become one of the main interests of foreign language teaching. Analyzing grammatical errors is a type of linguistic analysis that focuses on the errors students make. Describing translation students' grammatical errors is describing the differences between what they have done and what they should have done. To investigate grammatical errors made by translation students, one needs to go

deeper and know the weak learning areas of these students in both source language (L1) and target language (L2). The ways used to teach them these two languages can also be investigated suggesting possible teaching methods that can be useful in this regard.

Enforcing the same point, Corder, S. P. (1974) showed that analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching. Moreover, he contended that those errors are important for learners because making of errors can be regarded as a device the learner uses in order to learn.

Corder's steps in any typical error analysis research include: collecting samples of the learner's language, describing the errors, and evaluating these errors.

Gass, S. and Selinker, L. (2001) coincided with the previous point defining errors as "red flags" that provide evidence of the learner's knowledge of the second language.

Researchers are interested in grammatical errors because they believe that such errors are of valuable information on the strategies that people use to acquire a language (Richards, 1974; Taylor, 1975; Dulay and Burt, 1974).

Moreover, according to Richards, J. C. and Sampson, P. (1974: 15), error analysis

"will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort."

According to Corder, S. P. (ibid), error analysis has two objects: one theoretical and another applied. The theoretical object serves to "*elucidate*

what and how a learner learns when he studies a second language.” And the applied object serves to enable the learner

“to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes.”

Corder, S. P. (1967) stated that the investigation of errors can be at the same time diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of the language at a given point during the learning process, and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learners' current problems.

It is essential to define a few terms that are used in this study:

- Interlingual/Transfer errors: those attributed to the native language (NL). There are interlingual errors when the learner's L1 habits (patterns, systems or rules) interfere or prevent him/her, to some extent, from acquiring the patterns and rules of the second language (Corder, S. P. 1971). Interference (negative transfer) is the negative influence of the mother language (L1) on the performance of the target language learner (L2) (Lado, R. 1964). Weinreich, U. (1953: 1) also strengthened this point when he defined such errors as:

“those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language”.

Analyzing grammatical errors emphasizes *“the significance of errors in learners' interlanguage system”* (Brown, D. B. 1994: 204). The term interlanguage, introduced by Selinker, L. (1972), refers to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language. Nemser, W. (1974: 55) referred to it as the Approximate

System, and Corder, S. P. (1967) as the Idiosyncratic Dialect or Transitional Competence.

- Intralingual/Developmental errors: those due to the language being learned (TL), independent of the native language. According to Richards, J. C. (1974: 6) they are

“items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language.”

Adding that the learner, in this case, tries to

“derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language.”

Thus, seeing grammatical errors when translating from Arabic into English or vice versa is something inevitable. However, such grammatical errors have to be exploited by looking repeatedly at what is being taught and strategies, methods, styles, ...etc. used in this regard in order to have better results in our translations. Otherwise, problems will definitely lead to other problems.

2.1.9 The role of errors

An English proverb says “to err is human” meaning that it is a natural characteristic for a human being to make mistakes. Although making mistakes is usually considered an undesirable matter, however, some linguists have their different points of view. They think that interlanguage is an

essential and unavoidable stage in language learning. Spratt, M. et al (2011: 62) said:

“Making mistakes plays an important and useful part in language learning because it allows learners to experiment with language and measure their success in communicating.”

The same opinion was presented in September, 2nd by Navea, C. (2013) who described such mistakes as

“useful not only to the learner but also to the teacher. They can help the teacher see how well learners have learnt something and what kind of help they may need.”

So both learners and teachers can get benefits out of errors. Therefore, such benefits will surely enrich the process of learning and teaching.

Moreover, Spratt, M. et al (ibid) classified mistakes into two categories:

1. Errors: they occur when learners try to say something that is beyond their knowledge.
2. Slips: they occur as a result of tiredness, worry or any other temporary emotions or circumstances.

2.1.10 Sources of the grammatical errors

Before correcting grammatical errors, we need to know the sources of such errors in order to particularize what we are going to do. Generally, linguists agreed about some points such as strategies of language teaching and learning, differences between L1 and L2, overgeneralization of some target language rules (i.e. learners wrongly apply a rule for one item of a language to

another item; they may say: “we comed” instead of “we came”), practising the target language, and L1 interference. The researcher’s statement coincides with that of Spratt, M. et al (ibid) when they said:

“Many difficulties with vocabulary or grammar are the result of interference.”

They also mentioned the stage of the learner’s development saying that learners may not have learnt the word or the structure yet.

In 1972, Selinker, L. (cited in Richards, J. C. 1974) reported some sources of such errors. For example, he talked about language transfer, strategies of second language learning and communication. This goes with what was said in 1974 by Corder, J. C. (cited in Allen and Corder) who added the methods and materials used in the teaching.

In addition, Richards, J. C. and Sampson, P. (1974), exposed more other sources such as modality of exposure to the TL, age; saying that learning capacities vary with age, and the universal hierarchy of difficulty that has received little attention in the literature of second language acquisition. The last one is concerned with the inherent difficulty for man of certain phonological, syntactic, or semantic items or structures.

Moreover, James, C. (1998) mentioned the induced errors that according to Stenson, N. (1983: 256):

“result more from the classroom situation than from either the student’s incomplete competence in English grammar (intralingual errors) or first language interference (interlingual errors)”

Similar areas were touched by Dulay, H. and Burt, M. (1974), when they specified four types of errors, but they called them “goofs”:

The same point was strengthened by AbiSamra, N. (2003:12), who mentioned that:

“Swan and Smith (1995, p. ix) gave a detailed account of errors made by speakers of nineteen different L1 backgrounds in relation to their native languages.”

Hence, many reasons can affect making grammatical errors when transferring languages. However, the effect of the native language (L1) is notably seen more than the others.

2.1.11 Error correction

Instinctively, a person usually dislikes to be mistaken or corrected, especially if there are other people around. As for the field of learning, students may be demotivated if a teacher corrects every mistake they make. They may not be able to take risks in their learning process. Eventually, they will be negatively affected. This, of course, does not mean that error correction should be avoided. However, we need to be much more careful about how, what, where and when we correct.

By error correction, we mean the process of detecting errors in the student’s piece of writing trying to get an error-free version. Lyster, R. and Ranta, L. (1997: 28) in their study of when and how teachers correct their students’ errors said:

“None of the feedback types stopped the flow of classroom interaction ... Corrective feedback and learner’s uptake constitutes an adjacency pair.”

2.1.12 Attitudes to error correction

Linguists have various attitudes regarding error correction. Ancker, W. (2000) claims that error correction or feedback remains one of the most misunderstood issues in foreign language teaching, and there is no consensus about it. Diab, R. L. (2006) recommends that teachers incorporate classroom discussions on error correction and feedback in order to help their students understand how feedback is intended to affect their writing. Helping such students to correct themselves leads to what is called “introspection”. Nunan, D’s opinion (1995:115)

“introspection is the process of observing and reflecting on one’s thoughts, feelings, motives, reasoning processes, and mental states with a view to determining the ways in which these processes and states determine our behaviour’.

coincides with this point of view. Brown, J. D. (1988) claimed that the more errors learners make the more correction is done. The more correction is done, the more learning that takes place. We most often learn much more from our mistakes than our successes. Spratt, M. et al (ibid) talked about three techniques of correction:

1. Teacher correction: the teacher corrects the learners’ mistakes by writing the correct word(s) on the learners’ work.
2. Peer correction: the learners read each other’s written work, in a draft or final version and give feedback.
3. Self-correction: the learners, usually with the help of a guidance sheet on what types of mistakes to look for, find and correct mistakes in their own work.

Actually, students can learn more from self-correction. The same opinion was provided by Edge, J. (1993:10) when he said that:

“People usually prefer to put their errors right than be corrected by someone else. Also, self-correction is easier to remember, because someone has put something right in his or her own head.”

However, we need to consider both the students’ age and approach of learning. That is because some of them are risk-takers, while others will only say something if they make sure that they are not correct. On the one hand, being a risk-taker is considered a positive quality because it leads to greater fluency. On the other hand, other students only seem to be interested in fluency regardless of accuracy. The same thing can be true when we come to writing. Some students take a very long time to produce a piece of writing as they are frequently rubbing out what they have written to get a better work. Contrarily, the other kinds of students do the same job as fast as possible without any planning during their work or proofreading after they finish.

2.1.13 Contrastive analysis

In brief, contrastive analysis is a systematic investigation that deals with the similarities and differences between two or more languages or smaller parts of them. The aim of such a study is to provide better descriptions and better teaching materials for language students in order to identify difficulties which might lead to interference. Contrastive analysis also helps teachers predict students’ expected errors and present some remedial solutions to these problems before they occur. Gass, S. and Selinker, L. (2001) stated that comparative studies between the first and the second

languages are one important preliminary step to understanding language transfer. This comparison often guides researchers to understanding the hypotheses related to language transfer phenomena. Wardhaugh, R. (1970) defines contrastive analysis as a means of comparing learners' L1 and L2 to analyze possible difficulties that the learners might encounter in a L2 learning situation. Contrastive analysis assumes that the patterns and rules of L1 cause difficulties to L2 learning. Contrastive analysis according to Firbas, J. (1992: 13), is:

“a useful heuristic tool capable of throwing valuable light on the characteristic features of the languages contrasted.”

In a contrastive analysis of two languages, the points of structural difference are identified, and these are then studied as areas of potential difficulty. So, contrastive analysis is needed in translation studies. According to Toury, G. (1980: 29):

“an exhaustive contrastive description of the languages involved is a precondition for any systematic study of translations”.

2.1.14 Contrastive analysis and foreign language teaching

Contrastive analysis can also make use of theoretical findings and models of language description which can be useful for foreign language and translation teaching. Pairwise language comparison according to Fisiak, J. 1981 (cited in Gast, V. 2013) has been used in the description of foreign languages at least since the 19th century in Europe. A contrastive perspective is also implicitly taken in traditional grammar writing based on the blueprint of Latin, whose linguistic system has often been superimposed on modern

languages, thus implying an (asymmetrical) comparison. A contrastive methodology was explicitly formulated after the Second World War, when the importance of foreign language learning was recognized in the US, and when research on immigrant bilingualism emerged (Weinreich, U. 1953, Haugen, E. 1956). Fries, C. C. in his monograph on Teaching and Learning English as a Second Language (1945), contended that

“the most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.”

The programme sketched by Fries was comprehensively realized a few years later by Lado, R. (1957) in a comparison of English and Spanish. In the preface, Lado claimed that

“we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student.”

Therefore, contrastive analysis has become a very important field to be included in the curricula of high educational institutions. Course materials have consequently been designed particularly for university level. Learners in this level can have benefit from a direct comparison of their native language with the language they learn.

2.1.15 Grammatical differences between English and Arabic

English – Arabic translation is affected largely by the grammatical differences between these two languages. These differences can be classified into two main categories; morphological differences and syntactic differences. Since these languages belong to two different language families, there should be a lot of differences. According to Malmkjaer, K. (1999:37)

“The fact of having two languages belonging to two different language families could pose serious problems in recognizing and understanding the structures of the languages particularly in relation to translation.”

2.1.15.1 Morphological differences between English and Arabic

In linguistics, morphology according to Anderson, S. R. (unavailable) is the study of words, how they are formed, and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. Morphology also looks at parts of speech, intonation and stress, and the ways context can change a word's pronunciation and meaning. Identifying the morphological differences between these two languages helps teachers, on the one hand, to specify how and what to teach. It also helps students to know how and what to focus on when learning the target language, on the other.

Such differences may occur in verbs, nouns or any other parts of speech in both languages. Therefore, translation students need to be aware of such differences in order to facilitate difficulties they face. Otherwise, we may have another meaning for a word when translated from one language into another because the meaning of a word according to Gleason, H. A. (1961:57)

“depends not only upon the morphemes that are present but also on the order of their occurrence.”

For some extend, Arabic verb differs from that of English. It is the change of a single origin to various examples of intended meanings. Table 2.1 below shows an Arabic verb and how it is used with number, person, gender as well its meaning provided at the end of the table:

Table 2.1: An Arabic verb with possible inflections

Word	Number	Person	Gender	Meaning
<i>Katabtu</i>	Singular	First	masc./fem.	I wrote
<i>Katabat</i>	Singular	Third	fem.	She wrote
<i>Katabti</i>	Singular	Second	fem.	You wrote

Examples:

1. *Katabtu qasseeda.* means (I wrote a poem.)
2. *Katabti qasseeda.* means (you wrote a poem.)
3. *Katabat qasseeda.* means (she wrote a poem.)

From the previous examples, we can see that one form of a verb has been used in English to express the past tense with different subjects (I, you and she). However, the case is different in Arabic. More than one form of a verb in the same past tense have been used with the subjective pronouns which are implied in the verb (in Arabic called *mustatar* which means implied).

As for the noun, English nouns only come in two forms: singular and plural. In the standard case, we get the plural form by adding an *s* to the end

of the noun stem, which, at the same time, is the singular form of the noun: *cat* vs. *cats*. However, there are some exceptions, where the plural is not built by simply adding an *s* to the stem, but rather by changing the stem: *man* vs. *men*. So, valid English nouns consist of either the stem of a regular noun, or the singular stem of an irregular noun, or the plural stem of an irregular noun, or the stem of a regular noun plus *s*. English nouns according to Salim J. A. (2013) are inflected for: number, gender, possessive case, and person.

Number

Quirk, R. and Greenbaum, S. (1973:80) pointed out that

"The English number system comprises singular, which denotes 'one', and plural, which denotes 'more than one'."

Gender

Gender in English grammar according to Sledd, J. (1959:213) is

"traditionally used to refer to a grammatical distinction that corresponds roughly to the semantic distinction between males, females, and sexless things ."

This grammatical distinction in gender is also expressed by Quirk, R. and Greenbaum, S. (ibid) when they added that: *"English makes very few gender distinctions"*. It is also expressed by Lyons, J. (1969: 283) when he said:

"Gender plays a relatively minor part in the grammar of English by comparison with its role in many other languages."

Possessive case

We are now looking at how the noun changes in the possessive case. The possessive case is mostly used for showing possession (i.e. ownership). It is used with nouns referring to people, groups of people, countries, and animals. It shows a relationship of belonging between one thing and another. To form a possessive case, we add an apostrophe (') plus *s* to the noun. If the noun is plural, or already ends in *s*, we can just add an apostrophe after the *s*.

The possessive case applies to nouns, pronouns, and adjectives. As for the noun in English, according to Jackson, H. (1985:15)

"case marking in the noun is limited to 'a possessive' (or genitive) case, marked in writing by – 's in the regular nouns and by –s' in the plural nouns. It links two nouns in a semantic relationship of 'belonging' or 'possession' (e.g., the cow's tail, the girl's name), or in some kinds of largely grammatical relationship (e.g., the world's end, the inquiry's conclusions)".

The possessive case formation can be summed up in the following points:

- a) When the noun is singular, the possessive case is formed by adding 's to the noun, as in: 'Ahmed's pen', 'the king's palace', 'the needle's eye', 'James' book' (the *s* is omitted because of the preceding hissing sounds that occur together).
- b) When the noun is plural, and ends in *s*, the possessive case is formed by adding an apostrophe only, as in: 'girls' school', 'students' homework', 'passengers' luggage'.

c) When the noun is plural but does not end in *s*, the possessive case is formed by adding '*s*', as in: 'men's room', 'women's style', 'children's slide'.

Person

In grammatical terms, first person, second person, and third person refer to personal pronouns. According to Zandvoort, R. W. (1965: 128)

"English has three classes of personal pronouns denoting respectively, the person(s) speaking, 'first person', the person(s) spoken to 'second person', other person(s) or thing(s) 'third person'"

As for the structure of nouns in Arabic, they can be described in the following terms according to Hassan, T. (1976):

1. Stem-root Structure: The root system in Arabic gives the basic morphological characteristics of nouns, verbs and particles. The great majority of nouns and verbs have a stem consisting of three consonantal roots. A great number of word patterns can be made by modifying the root by means of affixation. For example, various words can be derived from the root /*k-t-b*/, such as:

Table 2.2: Arabic nouns derived from the root *k-t-b*

Example	Meaning in English
<i>kita:bun</i>	a book
<i>Maktabun</i>	an office
<i>ka:tibun</i>	a writer

2. Morphological processes of stem formation.

The various morphological processes of stem formation are as follows:

a. Affixation: the most frequent morphological process is affixation, which is of three types: prefixes, infixes and suffixes. For example:

Table 2.3: Examples for Arabic affixation

Example	Meaning in English
<i>yarsumu</i>	to draw
<i>rasama</i>	he drew
<i>rasamat</i>	she drew

b. Derivation

The great majority of nouns and verbs in Arabic are derived from the trilateral root of the third person masculine singular in a simple past verb. Therefore, from /*darasa*/ 'he learnt' many derivatives can be seen such as:

Table 2.4: Examples for Arabic derivation

Example	Meaning in English
<i>dirasatun</i>	Learning
<i>darisun</i>	learner (male)
<i>darisatun</i>	learner (female)

c. Inflection

Arabic nouns are inflected for number, gender, case, and person:

Number

Numbers in Arabic usually cause severe confusion when translating from Arabic into English and vice versa. That is because some numbers contradict what comes after (in Arabic called *Al-M'adood*). Numbers are classified into the following categories:

- a. Numbers one and two always agree with the *M'adood* with the masculine and feminine forms, such as:

Table 2.5: Arabic numbers from 1 - 2

Example	Meaning in English
<i>Talibwahid</i>	one (male) student
<i>talibawahida</i>	one (female) student

- b. Numbers from three to ten contradict the *M'adood* with the masculine and feminine forms, such as:

Table 2.6: Arabic numbers from 3 – 10

Example	Meaning in English
<i>thalathu kutub</i>	three (male) books
<i>thalathatu majallat</i>	three (female) magazines

- c. Complex numbers are of two forms:
 - i) Numbers from eleven to twelve agree with the *M'adood* with the masculine and feminine forms, such as:

Table 2.7: Arabic numbers from 11 – 12

Example	Meaning in English
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<i>ahada ashara mutasabiq</i>	eleven (male) runners
<i>ihada ashrata mutasabiq</i>	eleven (female) runners

ii) Numbers from (13-19): the first part contradicts the *M'adood*, and the second part agrees with the *M'adood*, such as:

Table 2.8: Arabic numbers from 13 – 19

Example	Meaning in English
<i>thalathata ashara mandoob</i>	thirteen (male) delegates
<i>thalath ashrata dawla</i>	thirteen (female) countries

d. Numbers of tens (20-90): remain the same with both the masculine and feminine forms, such as:

Table 2.9: Arabic numbers of tens (20-90)

Example	Meaning in English
<i>thalatheen kitaban</i>	thirteen (male) books
<i>khamseen mijallatan</i>	fifty (female) magazines

e. Coupled numbers are of two forms:

i) (21, 22, 31, 32. 41, 42, ... 91, 92) agree with the *M'adood*, such as:

Table 2.10: Arabic numbers (21, 22, 31, 32. 41, 42, ... 91, 92)

Example	Meaning in English
<i>wahidun wa oshroon rakiban</i>	twenty one (male) passengers

<i>ihda wa oshroon rakibatan</i>	twenty one (female) passengers
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ii) The rest of the coupled numbers (23,33,43 ... 93) the former contradicts the *M'adood* whereas the numbers of tens remain the same with the masculine and feminine forms, such as:

Table 2.11: Arabic numbers (23,33,43 ... 93)

Example	Meaning in English
<i>thalathatun wa oshroon rajulan</i>	twenty three men
<i>thalathun wa oshroon imra'a</i>	twenty three women

f. (100, 200, 300, ... 1000) remain the same with the masculine and feminine forms, such as:

Table 2.12: Arabic numbers (100, 200, 300, ... 1000)

Example	Meaning in English
<i>Miatu talib</i>	one hundred (male) students
<i>Alfu zaeira</i>	one thousand (female) visitors

Moreover, according to Karin, C. R. (2005: 53)

"Arabic has three numbers categories: singular, dual, and plural. Whereas singular and plural are familiar to most western learners, the dual is less familiar. The dual in Arabic is used whenever the category of 'two' applies, whether it is in nouns, adjectives, pronouns or verbs"

Arabic nouns, verbs and adjectives are characterized by having three numbers: singular (*al-mufrad*), dual (*al-muthanna*) and plural (*al-jam3*). The singular words are unmarked. The dual is formed by adding the suffix */-a:ni/* in the nominative, */-ayni/* in the accusative and genitive to the singular of the noun (feminine and masculine) after the removal of the case ending. For example, */malikun/* 'a king', */malika:ni/* 'two kings' in the nominative case, */malikayni/* 'two kings' in the accusative and genitive cases. This dual form is mentioned by Beeston, A. F. (1987: 109) when he said:

“In addition to word forms, appropriate to the singular and to the plural, which imply more than two entities, Arabic also uses dual when the reference is to two individual entities of category”

The plural in Arabic is of two kinds according to Cowan, D. (1986) who firstly mentioned the 'sound plural' (in Arabic called "*al-jam3u al-salim*") confined at least in the masculine to participle and the nouns indicating the profession or habitual actions. Then there is the so called 'broken plural' (in Arabic called "*jam3u al-takseer*") which is made according to a pattern by altering the vowel within or outside the framework of the radical consonant. The sound plural is of two kinds: sound masculine plural and the sound feminine plural. The sound masculine of nouns and adjectives is formed by adding the suffix */-u:na/* for the nominative, e.g., */mudarisu:na/* 'male teachers' , */najaruna/* 'carpenters', and */-i:na/* for the other cases after the case ending of the nominative singular has been dropped, e.g., */najari:na/* 'carpenters', */mudarisi:na/* 'male teachers'. The sound feminine plural is formed by changing the suffix */-atun/*, of the singular into */-a:tun/* for the nominative, e.g., */mudarisa:tun/* 'female teachers', */muslima:tun/* 'muslim

women' and */-a:tin/* for the other cases, e.g., */mударisa:tin/* 'female teachers', */muslima:tin/* 'muslim women'. Some feminine nouns take a masculine sound plural, e.g., */sanatun/* 'a year', */sinu:na/* 'years' and some masculine nouns take a feminine sound plural e.g., */hayawa:nun/* 'an animal', */hayawana:tun/* 'animals', */naba:tun/* 'plant', */nabata:tun/* 'plants'.

As for the broken plural, it is necessary to know the importance of word forms, or patterns in Arabic. The great majority of Arabic roots are trilateral, consisting of three radical letters, or consonants. The combination of trilateral root gives a basic meaning. By modifying the root, by the addition of suffixes and prefixes, and by the vowel change, a large number of word patterns can be formed from each root. These patterns have got to be learnt along with the singular. Table 2.13 below shows the most frequent and common patterns of broken plural:

Table 2.13: The most frequent and common patterns of broken plural

Example	Plural of	Meaning in English
<i>aqla:mun</i>	<i>Qalamun</i>	Pens
<i>mulu:kun</i>	<i>Malikun</i>	Kings
<i>rija:lun</i>	<i>Rajulun</i>	Men
<i>Kutubun</i>	<i>kita:bun</i>	Books
<i>aqriba:'u</i>	<i>qari:bun</i>	Relatives
<i>sufara:'u</i>	<i>safi:run</i>	Ambassadors
<i>bulda:nun</i>	<i>Baladun</i>	Countries
<i>Kawakibun</i>	<i>Kawkabun</i>	planets
<i>qana:di:lun</i>	<i>qind:lun</i>	Lamps

<i>rasa:ilun</i>	<i>risa:latun</i>	Letters
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Hence, it may become clear how different is the number inflection in Arabic from that in English. This may, consequently, cause some grammatical difficulties when translating from English into Arabic and vice versa.

Gender

Generally, Arabic nouns carry grammatical gender whether they refer to animate or inanimate objects. Gender as a grammatical category in Arabic, however, is different from that of English. Every noun in Arabic according to Shafi, S. (1986: 13)

*“is either masculine or feminine as
there is no neuter gender”.*

However, for living creatures, grammatical gender corresponds to biological gender, e.g. (*rajul*) “man” is masculine, while (*imra’a*) “woman” is feminine. For inanimate objects, the relationship between grammatical gender and objects is arbitrary, e.g. (*durj*) “drawer” is a masculine noun, while (*kanaba*) “bench” is a feminine noun. When learners of Arabic learn new words, it is important to know the gender associated with this word, e.g. (*gamar*) “moon” is masculine, while (*shams*) “sun” is feminine.

Nouns of professions can have masculine and feminine forms. For example, (*muwathaf*) is a “male employee”, while (*muwathafa*) is a “female employee”. We change a noun from masculine to feminine by adding the syllable /ə/, e.g. (*ustaz*) is a “male teacher”, while (*ustaza*) is a “female teacher”.

Adjectives must have the same gender of the nouns they describe. For example, “new employee” can be either (*muwathaf jadeed*) for a male “new employee”, or (*muwathafa jadeeda*) for a female “new employee”. Likewise,

gender of words referring to inanimate objects must agree with the gender of adjectives used to describe them, e.g. (*kursi gadeem*) “an old chair” both the noun and adjective are masculine, and (*kanaba gadeema*) “an old bench” both the noun and adjective are feminine.

Feminine nouns according to Frayha, A. (1958: 220):

"may be ascertained by significance or by their grammatical form. But it is not always easy to recognize gender by significance. Generally, all common and proper nouns that denote females, proper names of countries and towns, names of the body and collective nouns are feminine."

Table 2.14 below shows some examples of words that denote feminine without requiring feminine endings:

Table 2.14: Arabic nouns denoting feminine without feminine endings

Example	Type of noun	Meaning in English
<i>Bint</i>	common noun	Girl
<i>Rijl</i>	part of the body	Foot
<i>Misr</i>	proper noun	Egypt

Case

A noun in Arabic grammar has three cases which are called nominative case (*Hālat-ur-raf3*), accusative case (*Hālat-un-nasb*) and genitive case (*Hālat-ul-jar*). Something will cause a word to be in one of these cases. For example, when a sentence begins with a subject noun, the noun will be in a nominative case. There will be a consequence of a word being in a certain

case. In each of these cases the last letter of the word will change to a different vowel.

Here is a summary for these cases and the signs used for each one of them. A noun being in the nominative case will end (originally) with a /*dhamma*/ or /*dhammatain*/. A noun being in the accusative case will end (originally) with a /*fatha*/ or /*fathatain*/. A noun being in the genitive case will (originally) end with a /*kasra*/ or /*kasratain*/. /*dhamma*/, /*fathah*/, and /*kasrah*/ are signs put at the end the nouns in each case (shown َ ِ ِ respectively). They are doubled according to a certain rule in a sentence to become /*dhammatain*/, /*fathatain*/ and /*kasratain*/ (shown ً ٍ ٍ respectively). Table 2.15 below shows examples for these cases.

Table 2.15: Examples for Arabic cases

Case	Example	Sign
Nominative	<i>madrasat</i> / <i>madrasat</i>	/ʊ/ for / <i>dhammah</i> / and /ʊn/ for / <i>dhammatain</i> /
Accusative	<i>madrasat</i> / <i>madrasat</i>	/ə/ for / <i>fatha</i> / and /ən/ for /fathatain/
Genitive	<i>madrasat</i> / <i>madrasat</i>	/i/ for / <i>kasrah</i> / and /in/ for / <i>kasratain</i> /

Person

The Arabic language is rich of personal pronouns (in Arabic called *dhamayir*, singular of *dhameer*). Unlike English – which has only contains 7 different forms of subject pronouns – the Arabic language has 12 different

pronouns. That is because the Arabic language differentiates between male and female pronouns and is also more precise about the number. These pronouns are of two types: independent (free or unattached – in Arabic called *munfasil*) pronouns and dependent (bound – in Arabic called *muttasil*) pronouns. The independent pronouns are used in the nominative case. Table 2.16 below shows these pronouns.

Table 2.16: Some Arabic pronouns

Arabic pronouns	Meaning in English
<i>Anaa</i>	I [am] (masculine and feminine)
<i>Anta</i>	You [are] (masculine singular)
<i>Anti</i>	You [are] (feminine singular)

Much more details can be said in this regard. However, the focus is just on some morphological differences that may cause difficulties in translation from English into Arabic and vice versa. Translation students have to pay more attention to these differences in order not to go astray.

2.1.15.2 Syntactic differences between English and Arabic

English and Arabic belong to two different families. While the English language belongs to the Germanic family in the west, the Arabic language goes back to Semitic family in the east. They are very far from one another. Therefore, there are syntactic differences between them. Some of the major

differences are the order and type of sentences. The sentence is the basic meaningful component for understanding the whole language. Thus, to understand a sentence according to Chomsky, N. (ibid):

“it is necessary (though not, of course, sufficient) to reconstruct its representation on each level,”

The concept of “sentence” (in Arabic called *Al-jumla*) according to Abdullateef, M. (2003) was never shown by Seebawaih who never used the term as tackled by the scholars who came after him. This does not necessarily mean that he did not perceive the meaning of a “sentence” or “speech”. However, it seems that Seebawaih and the preceding scholars were interested in exemplification more than definition. The term “speech” was mentioned by Seebawaih implying the meaningful “sentence”.

The following paragraphs explain the sentence structure both in English and Arabic in order to overcome facing grammatical difficulties while students translate texts from Arabic into English and vice versa. In order to have a good translation, they must know the components of a sentence in these two languages, their functions and how they are ordered correctly to have a full meaning.

A sentence, in English, is a group of words, usually containing a verb, that expresses a complete thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter when written. Unlike Arabic, English grammar has only verbal sentences. In other words, an English sentence cannot grammatically be correct unless it contains a main verb. Moreover, it can have many components. However, not all of these components are required at a time. They may be added to enrich such a

sentence. Table 2.17 below shows these components and their functions in a sentence.

Table 2.17: Sentence components and their functions

Component	Function	Examples
Adjective (adj.)	Describes nouns or pronouns	beautiful,
Adverb (adv.)	Describes the verb	beautifully, fast
Article (art.)	Modifies a noun	a (indefinite article), the (definite article)
Conjunction (conj.)	Connects words, phrases, clauses, or sentences	and, as, because, but
Interjection (interj.)	Expresses a strong sense of emotion or feeling	hey, oh
Noun (n.)	Names people or things	John, beauty
Preposition (prep.)	Relates one thing to another	in, before
Pronoun (pro.)	Used instead of a noun to avoid repetition	I, they
Verb (v.)	Expresses an action or a state	eat, is

The following sentence shows these components:

interj. adv. v. art.adj. n. prep. art. n. conj. pron. v. pron. adv.
 ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

Oh, there was a frightening film in the bus, but I watched it fearlessly.

Usually, the sentence is of four structures; simple, compound, complex, and compound-complex.

A simple sentence contains only one independent clause. An independent clause is a group of words (with a subject and a verb) that expresses a complete thought. For example, *I kicked the ball.* is an independent clause. It contains a pronoun (*I*) which is called the subject of the sentence, a verb (*kicked*), a definite article (*the*), the noun (*ball*) which stands for the object of the sentence and it expresses a complete thought.

A compound sentence contains at least two independent clauses. These clauses are joined by a coordinating conjunction or a semicolon. A coordinating conjunction is a word that glues words, phrases, or clauses together. For example, in “*I kicked the ball, and it hit Tom.*” *I kicked the ball* is an independent clause. *It hit Tom* is also an independent clause. *And* is a coordinating conjunction joining the two independent clauses. *I kicked the ball, and it hit Tom* is a compound sentence.

A complex sentence contains a subordinate clause and an independent clause. A subordinate clause is a group of words that has a subject and a verb but does not express a complete thought. For example, *Tom cried because the ball hit him.* *Tom cried* is an independent clause. *Because the ball hit him* is a dependent adverb clause modifying the verb *cried*. *Tom cried because the ball hit him* is a complex sentence.

A compound-complex sentence is a sort of like a mixture of a compound sentence and a complex sentence. It contains at least two independent clauses and at least one subordinate clause. For example, *Tom cried because the ball hit him, and I apologized immediately.* *Tom cried* and *I apologized immediately* are both independent clauses. They are being joined by the conjunction *and*. *Because the ball hit him* is a dependent adverb clause

modifying the verb *cried*. The whole sentence is a compound-complex sentence.

As in English, misunderstanding of an Arabic sentence may also cause such grammatical difficulties in translation. However, an Arabic sentence is of two types: a nominal sentence and a verbal sentence.

The nominal sentence (in Arabic called *Al-jumlatul Ismiyya*) begins with a noun or – sometimes – a pronoun. The Nominal sentence has two parts: a subject (in Arabic called *Mubtada*) and a predicate (in Arabic called *Khabar*). The subject of the nominal sentence is a noun or a pronoun, while the predicate can be a noun, adjective, preposition and noun, or verb. Each of the subject */Mubtada/* and the predicate */Khabar/* are original in the nominative case, i.e. the last letter takes a single */dhamma/* if definite (with the definite article */al/*) and takes two */dhammas/* if indefinite (without the definite article */al/*). */Mubtada/* is the subject of the sentence, i.e. it represents a person or thing which is described in a sentence and the */Khabar/* is the description or the explanation of the */Mubtada/*. For example, when it is said: Muhammad is standing then “Muhammad” is the subject and "is standing" describes his condition and is the predicate. When the nominal sentence is about being, i.e. if the verb of the sentence is ‘to be’ in English, this verb is not given in Arabic. Instead, it is implied and understood from the context, the thing that can confuse English language students who are used to have a verb in each sentence. Table 2.18 below shows some examples where the verb to be is not given in the Arabic sentence. The subject is underlined.

Table 2.18: The Arabic nominal sentence

Example	Meaning in English
---------	--------------------

<i>Ahmedu waladun muhathab.</i>	Ahmed is a polite boy.
<i>Waaliduhu Sudani.</i>	His father is Sudanese.
<i>Hum min al-Sudan.</i>	They are from the Sudan.
<i>Ahmedu yal'abu kurat algadam.</i>	Ahmed plays football.

On the other hand, a verbal sentence (in Arabic called *Aljumlatul Fe3liyya*) mostly begins with a verb (in Arabic called *fe'3l*). It has at least a verb and a subject (in Arabic called *fa'3el*). The subject can be indicated by the conjugation of the verb, and not written separately. Some people prefer verbal sentences to nominal sentences whenever a verb needs to be used in the sentence. However, this is not necessarily the case, and the choice of which word to use at the beginning of a sentence depends on what you want the focus of the sentence to be. Table 2.19 below shows some examples.

Table 2.19: The Arabic verbal sentence

Example	Meaning in English
<i>Adrusu.</i>	I study.
<i>Darastu.</i>	I studied.
<i>Yadrusu akhy fe al-jami3a.</i>	Studies my brother at university.
<i>Akhy yadrusu fe al-jami3a.</i>	My brother studies at university.

So we have seen some grammatical areas in both English and Arabic. If they are not thoroughly studied by those who want to translate texts in these

two languages, there will be some problems in their product. The following paragraphs will be of great help for those who teach translation.

2.1.16 Approaches for overcoming grammatical difficulties in translation

Translation students may also face grammatical difficulties as a result of the way they are taught with. As any other field of study, translation is a very important and may be dangerous issue that needs to be considered very well. There must be new and updated approaches for teaching translation at our universities. Otherwise, we do not expect to have a real output that may greatly affect our daily needs in the life. Moreover, we will never attract students who might be interested in this field unless we have real stimulations that can clearly be seen. It is not a matter of giving students a text and waiting for them to submit what is supposed to be a translation for that text.

However, some linguists say that language teaching and translation teaching must not be dealt separately. Pym, A. D. (1992a: 281) summed up this argument as follows:

“The power structure ... are such that translation is and will continue to be used as a way of learning foreign languages, [and, to insist on] a perfect command of foreign languages before learning about translation ... would mean teaching translation to virtually empty classes.”

Talking about the approaches of translation, Newmark, P. (1988b: 81) said:

“While translation methods relate to whole texts, translation procedures are

used for sentences and the smaller units of language".

He referred to and explained some methods of translation such as:

1. Word-for-word translation: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.
2. Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
3. Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
4. Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Translation students are not fossilized individuals. They need to be developed. Arnold, J. (1999) strengthened this point when he said that these kinds of students are not those ones who just receive the instructor's knowledge. This instructor must also consider his learner's feelings and thoughts because they are related to each other as Buzan, T. (1991) also linked between the performance of the brain and feelings and the results obtained from the learning process.

Delving into the approaches used for the same purpose in the western universities, Jafari, O. (2013) provided the following ones proposing some approaches that can be useful for many translation courses.

- a. Transmissionist approach: the traditional product and teacher-centred approach, in which a text is given to students to be translated and read in the class. The instructor provides the final answer in this approach.
- b. Transactional approach: it is based on group learning, where teamwork and communication are very important, but still the final answer is provided by the instructor.
- c. Transformational approach: it is based on learning and is student-centred and relates to group learning and discovery of the learning process with the instructor's guidance. A bridge is built between class activity and translations done outside the universities' environment.

As for the advantages of using group activities for teaching translation, the following points can be considered:

- a. Every student has the chance to become involved in translation practice and comment on other students' translations.
- b. Every student's translation can be scrutinized and criticized in order to make him or her familiar with his or her strong and weak points.
- c. Every student becomes more motivated to deliver a more accurate translation, since s/he is assigned a task in the related group activity.
- d. Every student can grasp the acquired knowledge more effectively, and more reasonable solutions and strategies are obtained.

The following approaches could be utilized for many translation courses, including translation of texts on economy, politics, religion ...etc. and they require that theories and frameworks related to translation studies be taught in advance. They include:

1. Comparing two translations: students will be divided into groups of four or five students, and two different translations of a specific text will be given to

them. All groups will be required to compare these two target texts, detect strategies and methods applied, and make judgments about the quality of both, or ask the groups to determine which text has more errors.

2. Having group discussions: students will be divided into groups of two or three and will be requested to discuss the translations they have prepared for the class, to explain the methods and strategies they have applied to their teammates, and to report to the class the results of their discussions at the end of the class.

4. Editing: the students will be divided to groups of two or three and a target text will be delivered to each group to make use of principles of editing, which were taught before and improve the target text.

5. Domesticating and foreignizing: the translator's attitude toward the original text or the target reader has been discussed throughout history. The best distinguished difference between these two main translation strategies was made by Venuti, L. (1995), who explained that we can bring the author back home or just send the reader abroad. Generally speaking, foreignization is based on retaining the culture-specific items of the original, like: personal names, national cuisine, historical figures, streets or local institutions whereas domestication focuses on minimizing the strangeness of the foreign text for the target readers by introducing the common words used in the target language instead of providing readers with foreign terms. Differences of such distinctive approaches can be tested. The students of a class will be divided into two teams and each team will also be subdivided into smaller groups. One team will be made to translate a text using the domestication method, and the other team will be requested to use foreignization. These groups will read

their translations at the end so that the differences of these two approaches are revealed.

Modern theories of translation highlight the fact that prescriptive rules of translation are no longer applicable, and translation of each text has its own requirements. Indeed, the translator or the commissioner's intention or aim determines the proper way of translating a text. So for experimenting with this theory, a class will be divided into four groups, and each group will be required to determine specific rules to be followed for translating a specific text by another group. At the end of the class, each group will be asked to read out its translation to be compared with the specifications prepared by the other group. Therefore, elaboration of translation methodology with undergraduate students who want to become translators as Salas, C. (2000) said is required. The following points represent her experience:

1. The teacher makes a selection of the material to be translated. Texts must be chosen according to previously defined objectives for translation practice, taking into account the degree of difficulty of the texts (semantic, cultural, stylistic, etc.), the topic or the specific knowledge area (science and technology; social, institutional, economic and/or political topics; and literary or philosophical works), the translation problems to be solved, and so on.

2. After browsing through the text (scan reading and/or skim reading), the students, assisted by their teacher, should identify the source, the norm, the type of text, the register, the style and the readership of the text selected. It is a kind of game of the imagination in which the text is real but the client and her/his needs are imaginary.

3. The students should read the whole text at least twice: The first reading will be comprehensive and general, to become acquainted with the topic and

to understand the original, always bearing in mind that meaning is context-determined. The second reading must be a "deep" reading, placing emphasis on items where translation problems may appear. In other words, this is what I have called "reading with translation intention," i.e. doing pre-editing and assessing the quality of the writing (Reminder: Not all texts are well written). In my opinion, when translating into the TL, if the translator detects mistakes (usually due to misprints) in the original text, s/he should be entitled to amend them in her/his version if too obvious or else consult the client or an expert in case of doubt. When doing this "reading with translation intention," students should first underline unknown terms and then they should mentally confront potential translation difficulties in the text with suitable translation procedures.

4. The teacher then divides the text into as many segments as students in the group. Depending on the degree of difficulty and the length of the text, these segments may be paragraphs, columns, pages or even whole chapters. Then, each student is assigned a fair portion of the text. The segment distribution order should rotate so that a different student begins a translation unit every time.

5. If the topic is already quite familiar to the students, they do a preliminary translation. As this is the first approach to the text, it will probably lack naturalness, since students tend to transfer SL units of translation to TL units of translation. This first approach can often be made orally and suggested annotations may be written in the margins.

6. The students and the teacher follow the reading of each text attentively. As a monitoring activity, everybody should feel free to stop the reading at the end of a given sentence and have the reading of the segment repeated, when

the situation warrants comments, suggestions, questions, contributions, etc. The students have to "defend" their work against criticism.

7. According to some linguists' statement that "translation is for discussion", students should then be encouraged to take notes and discuss the (in)convenience of the contributions and comments arising from this analytical reading of each one of the different versions proposed.

8. The students hand in the final version of their revised and post-edited segments, which have already been amended in the light of the whole text. The work must be typed, double-spaced and paged according to the original.

9. The teacher makes a final revision (second post-edit), gives formative evaluation and makes comments, emphasizes findings, "happy" solutions and creative acts, on the one hand, and analyses failures and weaknesses in the process, on the other.

To conclude this part of the chapter, the researcher has tried to give accounts on the English, Arabic and translation status in the Sudan. Then he has talked about the importance of translation and grammatical difficulties that lead to have some errors. After that, he has intended to compare and contrast between some grammatical areas in English and Arabic as an attempt to avoid facing such difficulties. Finally, there have been some approaches for teaching translation which are expected to help us more in this regard. The following part of the chapter will review some previous studies of the same interest.

2.2 Review of related previous studies

This part of the research will try to review the previous studies of the same concern. Actually, so many intellectual efforts that attempted to cover

the problematic areas of translation can be seen, particularly that are related with grammar both in English and Arabic.

1. Salim, J. A. (2013) conducted a study entitled *A Contrastive Study of English-Arabic Noun Morphology*. It also handled noun differences between these two languages and they may confuse translators. Despite the great educational value of this study, it lacked the practical method in reality. It did not have a population to make sure that his findings really represent difficulties when translating from English into Arabic and vice versa. The data has been furnished by the investigator as an Arabic native speaker with a help from various books and the alike. At the end of the study, Salim revealed so many facts. For example, both English and Arabic share some features in their derivational structure. Arabic derivational system, in comparison to English, is very complex which may cause a few difficulties for the second language learners. English nouns have two numbers: singular and plural. Whereas, Arabic nouns have three numbers: singular, dual and plural. There is no gender distinction in English between second person singular and plural, whereas, Arabic gender distinction is made.

2. Al-Nakhlah, A. M. (2006) in his study entitled *Tenses Difficulties That Face Students of English in Palestinian Universities While translating from English to Arabic* did an appreciable effort when he managed to order the most difficult tenses in English. The study was carried out on a random sample composed of 185 students (male and female) of Al-Quds Open University in Palestine. Al-Nakhlah designed one test following the analytical and statistical techniques, measures and procedures including the result of the study. After correcting and checking the three tests, the researcher found that the most difficult tenses are: the past perfect continuous, future perfect

continuous, and future perfect. Yet, he followed one direction; English – Arabic translation neglecting Arabic – English translation.

3. Abdul-Muttalib, N. (unavailable) also has a contrastive study entitled *Gender in English and Arabic with Reference to Translation*. She worked hard to give us a valuable product. She studied differences and similarities between English and Arabic and how far these things cause difficulties when translating a text into these two languages. She found that very few nouns are marked for gender in English, so gender is more relevant to pronouns. As for Arabic, nouns are marked for gender, which are relevant to pronouns, verbs, and adjectives. This difference poses a problem in translation. The gender of nouns in Arabic is obvious and hardly changed, whereas in English gender cannot be recognized without the pronouns. Collective gender nouns in English usually correspond to single gender nouns in Arabic. Unfortunately, as far as I know, only Arabic readers who know English can make use of such a study. She used Arabic examples without explaining them in English, nor did she use transliteration to familiarize the image.

4. Al-Shehab, M. (2013) conducted a study *Investigating the Syntactic Difficulties which Encounter Translation Students at Irbid National University in Jordan from Arabic into English*. A validated test of 20 Arabic sentences was given to a random sample of 20 students to be translated into English. At the end of his study, Al-Shehab was honest when he said that what he mentioned was not sufficient or final. There are a lot of problems and difficulties that are still ignored and have not been researched. What is good in his study is that he used transliteration. However, like Al-Nakhlah, Al-Shehab also followed one direction of translation in his study, but this time we find Arabic – English translation.

5. Khalifa, E. M. (2015) carried out a study entitled *Problems in Translating English and Arabic Languages' Structure* investigating the translation problems of English and Arabic languages' structure made by Saudi students of English. Students' test, teachers' questionnaire, and experts' interview were used for data collection. The study concluded that poor knowledge about English structure beside the difference between the two language families that both languages belong to, cause problems. He touched a very important point when he talked about the different origins of English and Arabic. The problem is that foreign language learners must never think in their mother tongue when learning another language. Each one has its own system that ought to be considered.

6. Al-Sohbani, Y. and Muthanna, A. (2013) in their *Challenges of Arabic-English Translation: The Need for Re-systematic Curriculum and Methodology Reforms in Yemen* highlighted serious issues that can cause translation problems. Some of these issues are related to the students who are supposed to be old enough to improve their learning practice. The others are related to the syllabus designers who are expected to pave their students' way in order to get a good translation product.

7. Salim, A. A. (2016) really carried out a good study when she investigated and analysed *Problems of Translating English Relative Clauses into Arabic Among EFL Sudanese Universities* because she talked about an important point in English-Arabic translation. Moreover, she delivered realistic recommendations.

Generally, almost all the previous studies talked about similar points. They handled the students' role to have a lot of practice in translation.

Curriculum designers and experts are also recommended to undertake their responsibilities to have good conditions for teaching and learning translation.

Summary of the chapter

This chapter is divided into three parts. The first part surveys the status of both English and Arabic in the Sudan giving a short account about translation in it. The second part is intended to talk about the nature and importance of translation and why we sometimes find difficulties while translating a text using the above mentioned languages. It provides some examples of grammatical difficulties in these two languages. Moreover, the chapter gives some approaches for teaching translation as an attempt to avoid facing such difficulties. Finally, some previous studies from around the world tackling the same problems are brought closer to make use of them.

CHAPTER THREE

Research Methodology

3.0 Introduction

This chapter describes the methodology followed for conducting the present study. It describes the procedures of the research, population and subjects of the study, tools adopted for data collecting, as validity and reliability of these tools.

3.1 The methods adopted in this research

The researcher has adopted the descriptive and analytical methods. These approaches are suitable because there is contrastive analysis. In this research, the researcher compared and contrasted between English and Arabic grammatical systems showing to what extent the Sudanese university translation students face difficulties when using these two languages. The descriptive approach is also suitable for analyzing the data collected from students and teachers concerning such difficulties.

The descriptive approach according to Abu Hatab et al 1991:112 (cited in Osman, A: 2016: 92) is

“the method which deals with a phenomenon or an event or a cause existing at present, from which the researcher can gather information to answer the questions of the research without the interference of the researcher. The descriptive method is regarded as one of the simplest scientific approaches adopted.”

3.2 Population and sample of the study

A) The population of the study was the Sudanese university third year translation students. The sample of the study was at the National Ribat University, Khartoum, Sudan with total of 113 students. They were all Sudanese students who spoke Arabic as a native language. They studied translation from the very beginning of their university study. In their third year of study, they were divided into two majoring groups according to their previous academic credits as well as their real desires. These groups were:

- English – Arabic translation students who were finally going to be specialized in English – Arabic translation.
- Arabic - English translation students who were finally going to be specialized in Arabic – English translation.

The whole sample was taken to carry out the study. 25 subjects were dropped because they were absent for bad weather conditions and some other reasons. Another female student had a sudden illness and left the test room. Thus the final number of the sample was 87 students. The 87 students sat for a translation test of two different versions: English-Arabic translation test (for 41 students) and Arabic-English translation test (for 46 students). Both versions of the test contained paragraphs and individual sentences to be translated using the above mentioned languages.

B) Additionally, 30 translation teachers from some universities in Khartoum were given some copies of the study questionnaire and were requested to fill them in.

3.3 Validity

Joppe, M. (2000:1) defined validity in quantitative research as:

“Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit “the bull’s eye” of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.”

The tools of the present research were validated by a jury consisting of 1 professor doctor, 1 associate professor and 4 assistant professors from four universities in Khartoum, all specialized in English language, linguistics, Arabic language, and translation. They were requested to give their opinions according to the following criteria:

- The clarity of items and tools
- Organization of items and their relevance to the research
- The language used in the tools

Some members of the jury suggested some modifications of certain items as well as additions for other ones. The researcher carefully took their suggestions into consideration and did the required modifications.

3.4 Reliability

The questionnaire copies were initially distributed to 20 translation teachers at some universities in Khartoum for review. The coefficient correlation formula has been used to calculate the correlation. The reliability coefficient was calculated as follows:

Table 3.1: Reliability and Validity

Validity Coefficient	Reliability Coefficient (Alpha)
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0.51	0.71
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Validity= \sqrt Reliability

The results in the table above show that the reliability and validity coefficients for the questionnaire are (51%) and (71%). This indicates that the questionnaire is characterized by good reliability and validity, and makes statistical analysis acceptable.

3.5. Data collection tools and procedures

The following tools have been applied to collect data to inform the present study:

3.5.1 The test

The researcher designed two tests for the two majoring groups of students: English-Arabic translation test and Arabic-English translation test. Each of the tests contained two questions; question one was a paragraph and question two was a group of individual sentences. The tests were intended to measure the students' translating ability in these two languages. Some grammatical categories in both languages were included to make the tests challenging. Both groups were seated for the test in April, 2017 without being previously told. They were allotted an hour and a half to do the test. Marking the tests, the results were taken to investigate the grammatical difficulties encountered by such students in translation as an attempt to help design a syllabus of translation based on a contrastive study in English and Arabic to be taught to students of translation.

3.5.2 Teachers' questionnaire

3.5.2.1 Questionnaire sample

The samples of this study included 30 translation teachers of different degrees (MA, PhD) from Khartoum state, Sudan. They were of different years

of experience. They were teaching at the universities shown in table 3.2 below:

Table 3.2: Universities of the targeted translation teachers

University	Location
Ahfad University for Women	Omdurman
Bahri University	Khartoum North
Comboni College of Science and Technology	Khartoum
El-Salam College for Translation	Khartoum
International University of Africa	Khartoum
Mashriq University	Khartoum North
Nilain University	Khartoum
Omdurman Ahlia University	Omdurman
Omdurman Islamic University	Omdurman
Sudan University of Science and Technology	Khartoum
The Islamic Institute for Translation	Khartoum
University of Khartoum	Khartoum
University of the Holy Quran and	Omdurman

2.5.2.2 Questionnaire

The questionnaire of the present study consists of 18 various statements divided into three parts.

- First part: includes 6 statements surveying different grammatical difficulties encountered by Sudanese university translation students.
- Second part: includes 6 statements surveying classification of the grammatical difficulties into various categories.
- Third part: includes 6 statements surveying some differences between English and Arabic grammatical systems that could be behind these difficulties.

Likert – 5 point scale: (strongly agree, agree, neutral, disagree and strongly disagree) is adopted in all these parts.

3.6 Statistical methods employed in the present study

For data analysis, the following statistical methods were used:

- Charts
- Frequency distributions of the answers
- Percentages
- Alpha equation to calculate the reliability coefficient
- Median
- Chi-square test for the significance of differences between the answers
- SPSS statistical software

3.7 Limitations faced by the researcher while conducting the methodology

The researcher managed to design the tools of the present study. Both the test and the questionnaire passed through many stages before reaching the final drafts.

The test, on the one hand, has been completed after some limitations. Many students of the targeted subjects have *iqamas* (residential permissions) outside the Sudan and they repeatedly need to travel abroad so as to renew such *iqamas*. It is almost impossible, therefore, to have all these targeted subjects at one time and in one place. Some dusty days happened to force other students not to attend the test.

The questionnaire copies, on the other hand, were distributed to the targeted teachers to be filled in according to their experience in the study field. Most of them were not punctual. Some of them were too busy to fill in such questionnaires. Others managed to fill in what they were requested but they always forgot to bring them back to the researcher. Therefore, the researcher spent a lot of time to finish conducting this methodology.

Summary of the chapter

This chapter has described the research methodology. It has described the method adopted in the present study. After that, it has given some information about the population and the sample of the study before giving details about validity and reliability of the tools used in it. After writing about the data collection tools and procedures, the researcher has delved into the problems that have faced conducting the study.

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction

This chapter presents the analysis of the data collected by the tools discussed in chapter three. The researcher intends to display and discuss the results of such data to prove whether the study hypotheses are true or not. The Statistical Package for Social Studies (SPSS) was the software programme that was used for this purpose.

4.1 Analysing the questionnaire teachers sample

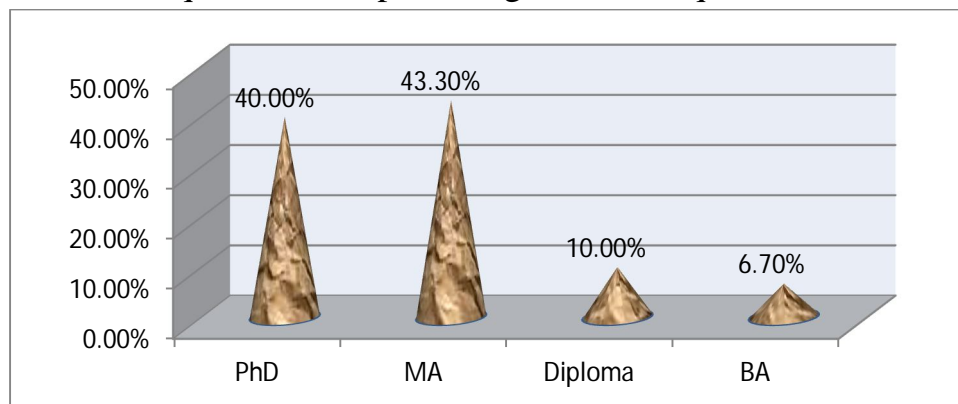
Table 4.1

Distribution of frequencies and percentages of valid qualifications

Qualification	Frequency	Percentage
PhD	12	40.0%
MA	13	43.3%
Post G. Diploma	3	10.0%
BA	2	6.7%
Total	30	100.0%

Fig. 4.1

Distribution of frequencies and percentages of valid qualifications

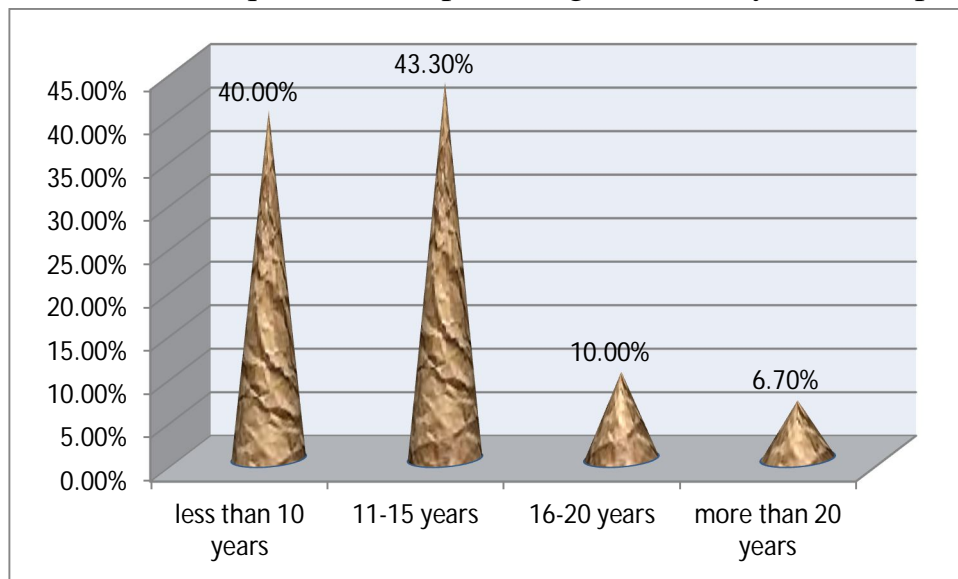


Results in table 4.1 and figure 4.1 above refer to the frequencies and percentages of valid qualifications. They show that (40%) from the sample study qualifications was PhD, (43.3%) was MA, (10%) was BA and (6.7%) was post graduate diploma. Thus, the majority of the sample study qualifications were MA.

Table 4.2
Distribution of frequencies and percentages of valid years of experience

No. of years	Frequency	Percentage
less than 10 years	12	40.0%
11-15 years	13	43.3%
16-20 years	3	10.0%
more than 20 years	2	6.7%
Total	30	100.0%

Fig.4.2
Distribution of frequencies and percentages of valid years of experience



Results in table 4.2 and figure 4.2 above indicate that (40%) from the sample study years of experience was less than 10 years, (43.3%) years of experience ranged between 11 and 15 years, (10%) years of experience ranged between 16 and 20 years, and (6.7%) years of experience was more than 20 years.

4.2 Analysing the questionnaire

The study questionnaire was designed for the university translation teachers with their different degrees. They were requested to answer questions about Sudanese university translation students according to their experience in such students' translation production. It contained three parts. Each part consisted of six statements surveying one area of the study. The first part was about different grammatical difficulties encountered by the above mentioned students in their translation process. The second part was about classification of such difficulties into various grammatical categories. Finally, the third part was about some differences between English and Arabic grammatical systems that could be behind these difficulties. These parts represent the three study hypotheses (for the questionnaire, see Appendix E).

4.2.1 First part of the questionnaire

Table 4.3

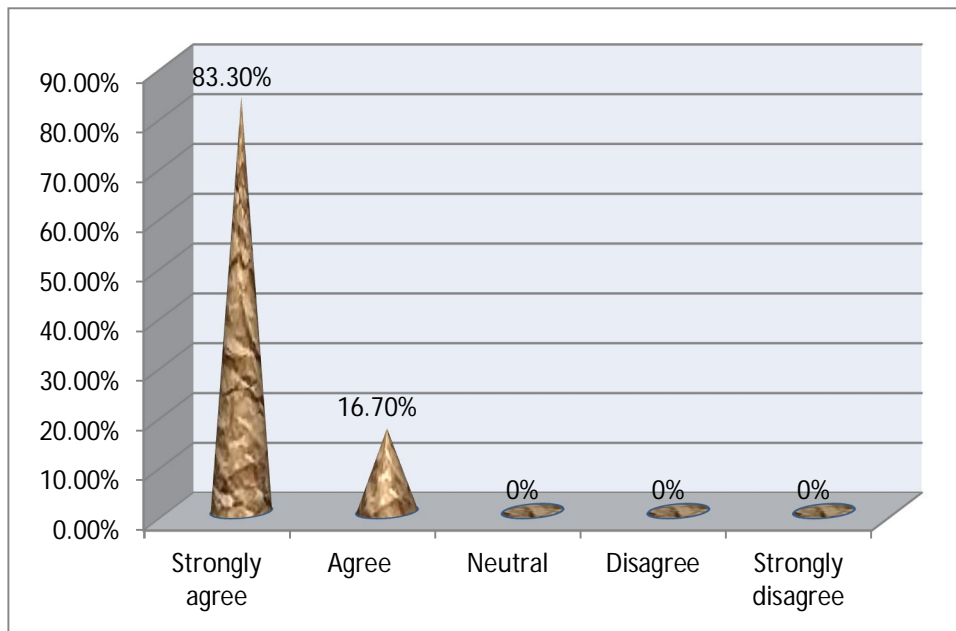
Lack of knowledge in both English and Arabic grammar affects negatively in translation.

Option	Frequency	Percentage
Strongly agree	25	83.3%
Agree	5	16.7%

Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.3

Lack of knowledge in both English and Arabic grammar affects negatively in translation.



Results in table 4.3 and figure 4.3 above show the respondents' points of view. They indicate high percentages in "strongly agree and agree" options representing "(83.3%) and (16.7%)" respectively. So these high percentages reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

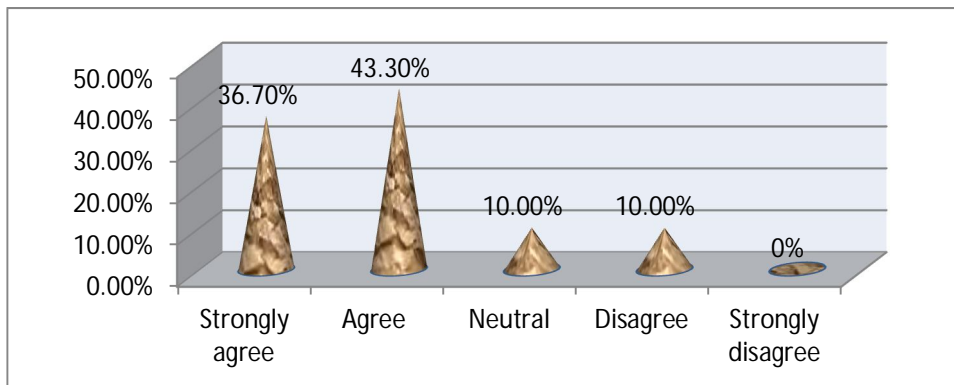
Table 4.4

Having no clear rule for English prepositions makes them difficult to be translated into Arabic.

Option	Frequency	Percentage
Strongly agree	11	36.7%
Agree	13	43.3%
Neutral	3	10.0%
Disagree	3	10.0%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.4

Having no clear rule for English prepositions makes them difficult to be translated into Arabic.



Results in table 4.4 and figure 4.4 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(43.3%) and (36.7%)" respectively with the total (80%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

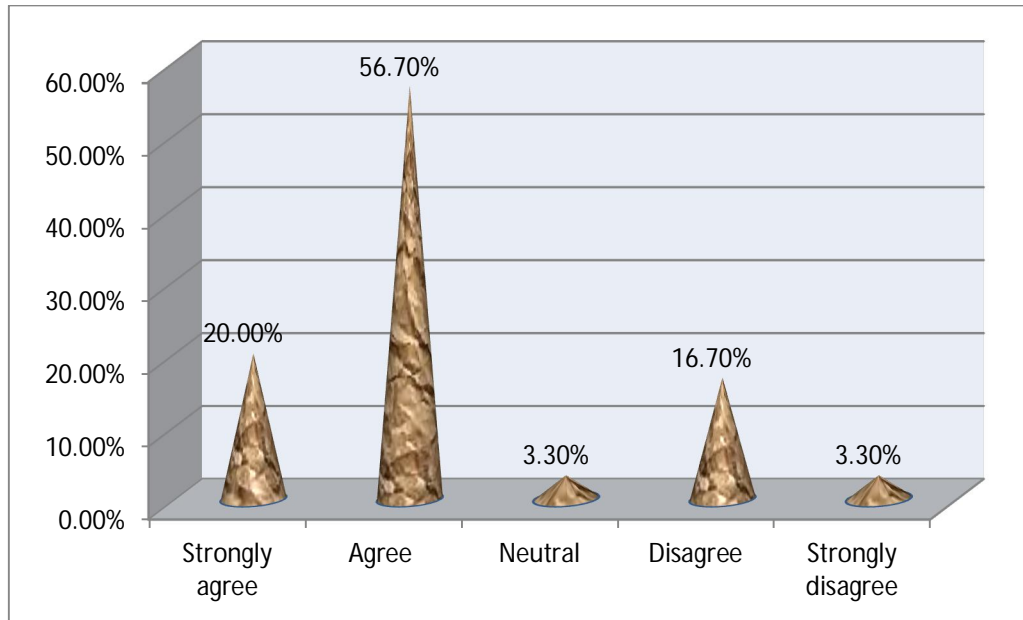
Table 4.5

Overgeneralization of some English grammatical rules (e.g. *foot – foots*) sometimes causes difficulties in translation.

Option	Frequency	Percentage
Strongly agree	6	20.0 %
Agree	17	56.7 %
Neutral	1	3.3%
Disagree	5	16.7%
Strongly disagree	1	3.3%
Total	30	100.0%

Fig. 4.5

Overgeneralization of some English grammatical rules (e.g. *foot – foots*) sometimes causes difficulties in translation.



Results in table 4.5 and figure 4.5 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(56.7%) and (20%)" respectively with the total (76.7%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

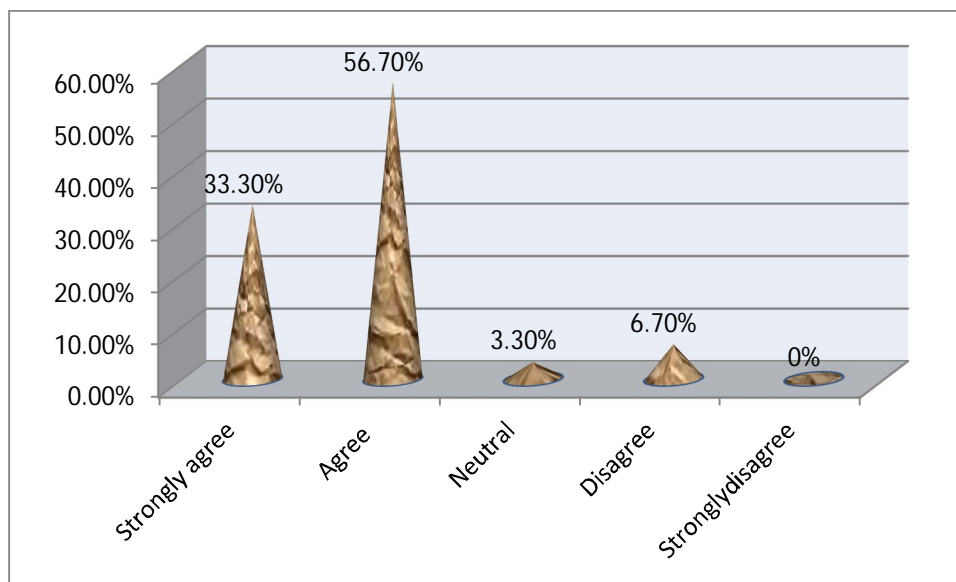
Table 4.6

Sudanese university translation students sometimes face difficulties in translating the present perfect tense into Arabic.

Option	Frequency	Percentage
Strongly agree	10	33.3%
Agree	17	56.7%
Neutral	1	3.3%
Disagree	2	6.7%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.6

Sudanese university translation students sometimes face difficulties in translating the present perfect tense into Arabic.



Results in table 4.6 and figure 4.6 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(33.3%) and (56.7%)" respectively with the total (90%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

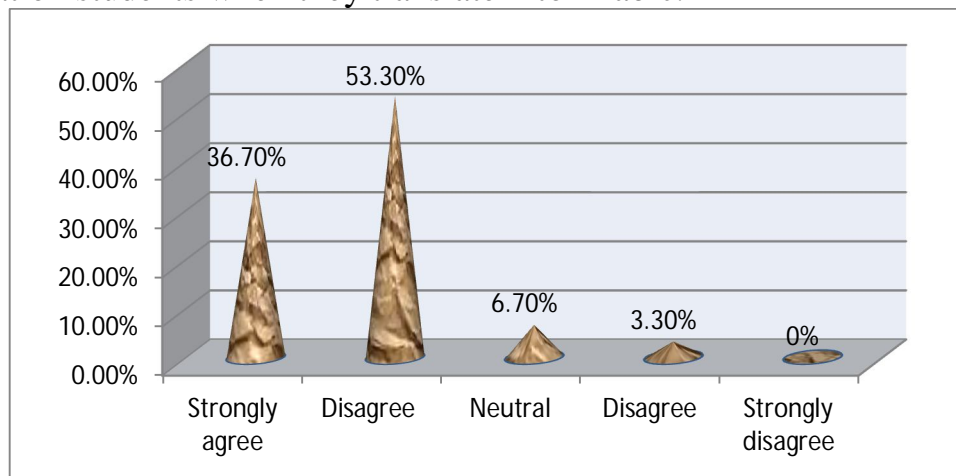
Table 4.7

Having more than one past tense in English confuses Sudanese university translation students when they translate into Arabic.

Option	Frequency	Percentage
Strongly agree	11	36.7%
Agree	16	53.3%
Neutral	2	6.7%
Disagree	1	3.3%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.7

Having more than one past tense in English confuses Sudanese university translation students when they translate into Arabic.



Results in table 4.7 and figure 4.7 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(53.3%) and (36.7%)" respectively with the total (90%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

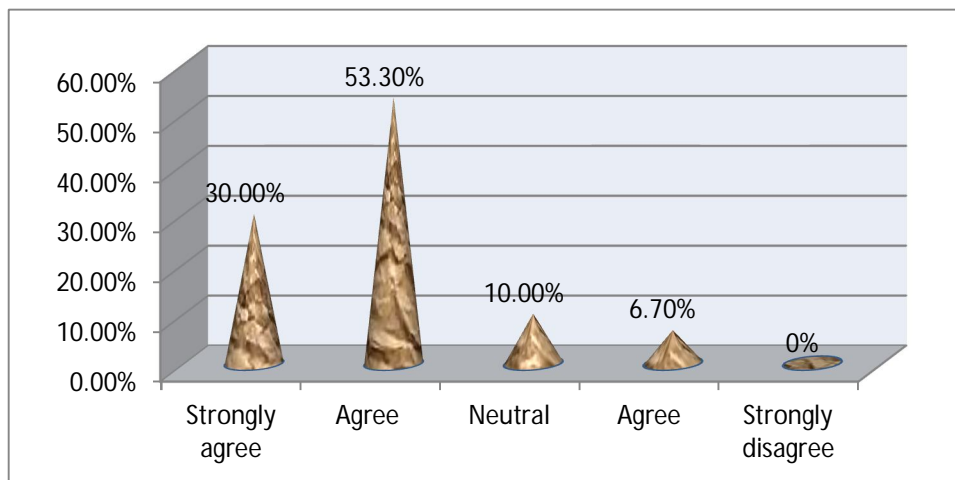
Table 4.8

Having many types of objects in Arabic (e.g. *absolute, adverbial, causative*) confuses Sudanese university translation students when they translate into English.

Option	Frequency	Percentage
Strongly agree	9	30.0%
Agree	16	53.3%
Neutral	3	10.0%
Disagree	2	6.7%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.8

Having many types of objects in Arabic (e.g. *absolute, adverbial, causative*) confuses Sudanese university translation students when they translate into English.



Results in table 4.8 and figure 4.8 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(53.3%) and (30%)" respectively with the total (83.3%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

Table 4.9

Illustrating the mean, standard deviation, Chi-squared test, degree of freedom and p.value of the questionnaire respondents' answers of the first hypothesis: Different grammatical difficulties encountered by Sudanese university translation students

Statement	Mean	STD	Ch2	DF	p. value
Lack of knowledge in both English and Arabic grammar affects negatively in translation.	4.833	0.973	13.33	2	0.00
Having no clear rule for English prepositions makes them difficult to be translated into Arabic.	4.067	0.944	11.06	3	0.00
Overgeneralization of some English grammatical rules (e.g. <i>foot – foots</i>) sometimes causes difficulties in translation.	3.733	1.081	28.66	4	0.00
Sudanese university translation students sometimes face difficulties in translating the present perfect tense	4.167	0.791	22.53	3	0.00

into Arabic.					
Having more than one past tense in English confuses Sudanese university translation students when they translate into Arabic.	4.233	0.728	20.93	3	0.00
Having many types of objects in Arabic (e.g. <i>absolute</i> , <i>adverbial</i> , <i>causative</i>) confuses Sudanese university translation students when they translate into English.	4.067	0.828	16.66	3	0.00

As shown in table 4.9 above, all means are greater than 3 which implies that all means of the statements are in a positive trend. It also shows that the standard deviation ranges between (1.080 and 0.728). The difference between the highest and lowest standard deviation is less than one which means that there is a similarity and homogeneity of answers made by the respondents. Moreover, the p. value of all statements is less than 0.05. This indicates that the answers are in a positive trend. Therefore, all these statistics support the first hypothesis of the study that different grammatical difficulties are expected to be discovered in the production of the Sudanese university translation students both in Arabic and English languages.

Table 4.10

Analyzing the mean of the first hypotheses collectively by using chi –squared test

Degree of agreement	Mean Of Agreement		Observed frequencies	Expected Frequencies	Ch2	DF	sig.
	Value	Result					
Strongly agree	4.57	agree	72	34	71.56	4	0.00
Agree			84	34			
Neutral			10	34			
Disagree			3	34			
Strongly disagree			1	34			
Total			170	170			

Table 4.10 shows that the test of the first hypothesis revealed variations in the responses of the six statements relating to this hypothesis. It is clear that the highest observed frequencies had a positive effect on the hypothesis. According to all statistics shown on the table, the hypothesis is accepted.

4.2.2 Second part of the questionnaire

Table 4.11

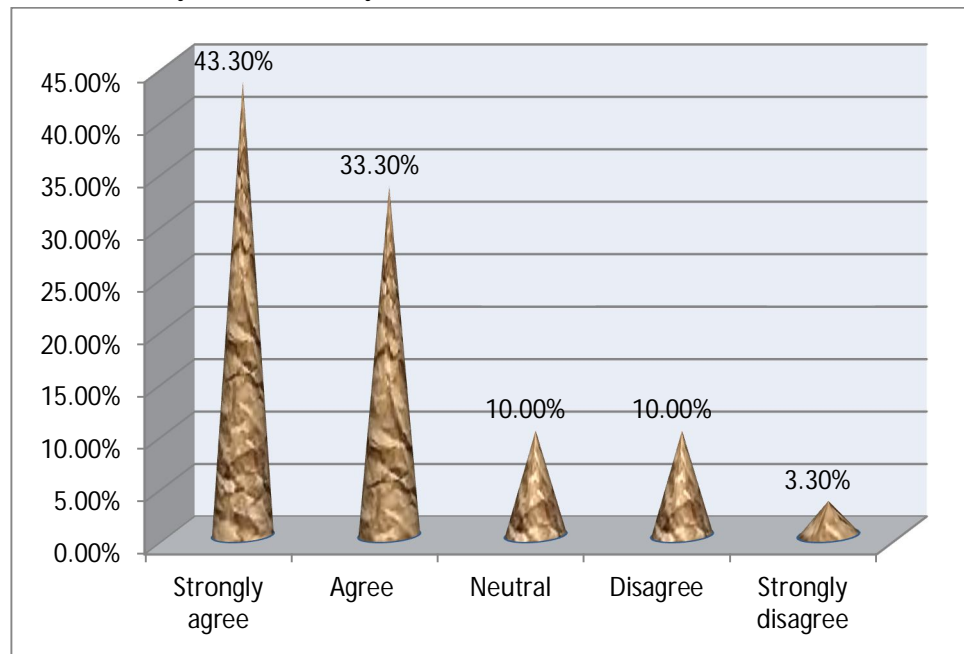
When translated into Arabic by Sudanese university translation students, English numerical system usually causes confusion.

Option	Frequency	Percentage
Strongly agree	13	43.3%
Agree	10	33.3%

Neutral	3	10.0%
Disagree	3	10.0%
Strongly disagree	1	3.3%
Total	30	100.0%

Fig 4.9

When translated into Arabic by Sudanese university translation students, English numerical system usually causes confusion.



Results in table 4.11 and figure 4.9 above show the respondents' points of view. They indicate high percentages in "strongly agree and agree" options representing "(43.3%) and (33.3%)" respectively with the total (76.6%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

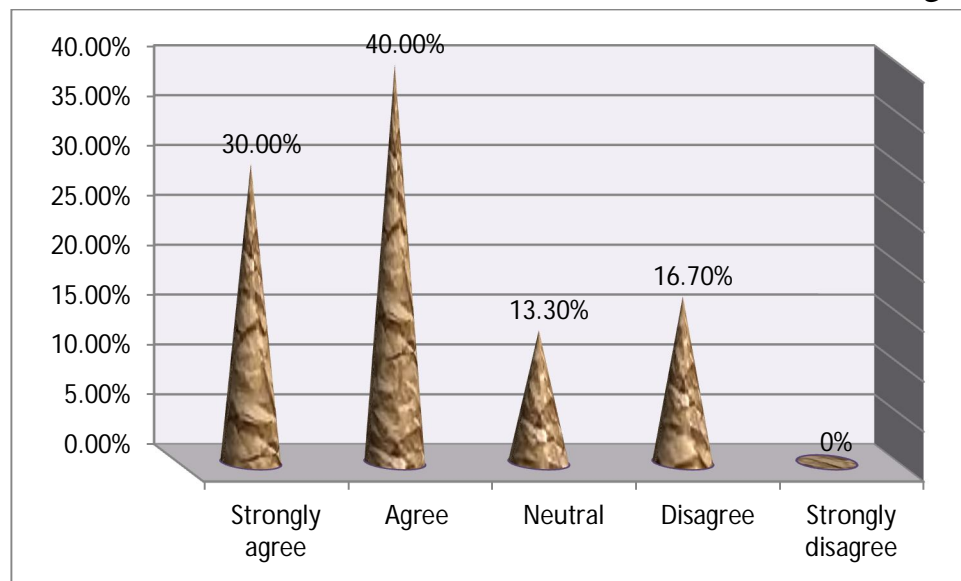
Table 4.12

When put in words, Arabic numbers are more difficult than that of English.

Option	Frequency	Percentage
Strongly agree	9	30.0%
Agree	12	40.0%
Neutral	4	13.3%
Disagree	5	16.7%
Strongly disagree	0	0%
Total	30	100.0%

Fig 4.10

When put in words, Arabic numbers are more difficult than that of English.



Results in table 4.12 and figure 4.10 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree"

options representing “(40%) and (30%)” respectively with the total (70%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

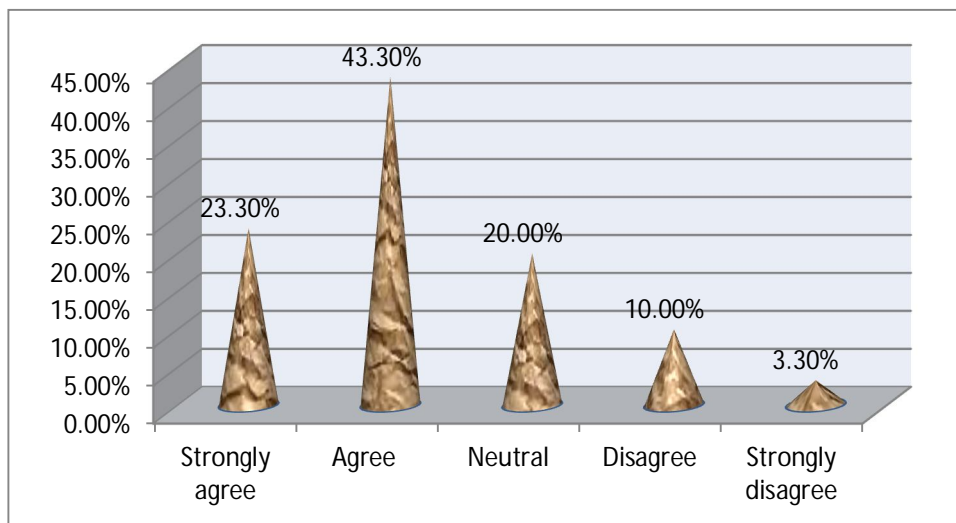
Table 4.13

Gender-system in English is confusing when translated into Arabic.

Option	Frequency	Percentage
Strongly agree	7	23.3%
Agree	13	43.3%
Neutral	6	20.0%
Disagree	3	10.0%
Strongly disagree	1	3.3%
Total	30	100.0%

Fig. 4.11

Gender-system in English is confusing when translated into Arabic.



Results in table 4.13 and figure 4.11 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(43.3%) and (23.3%)" respectively with the total (66.6%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

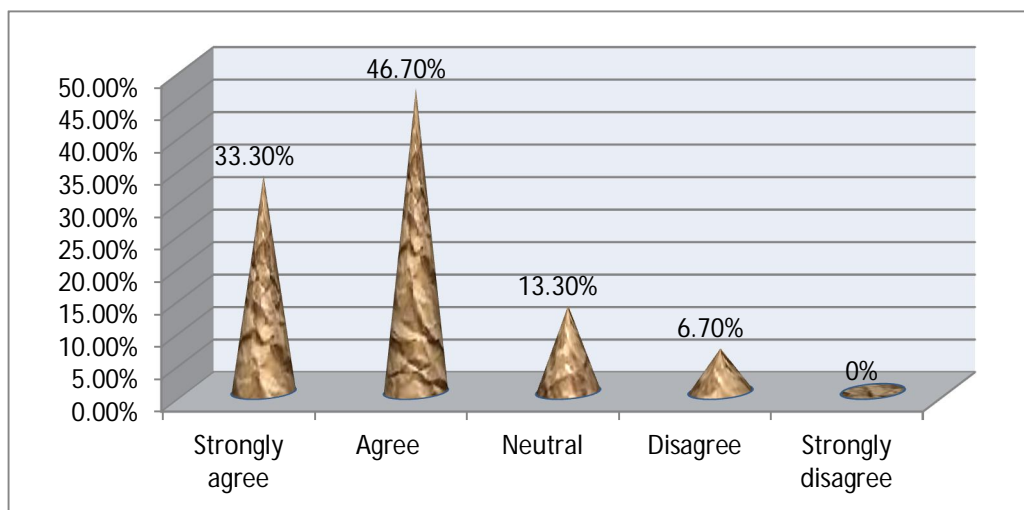
Table 4.14

Due to its richness, verb-system in Arabic sometimes causes difficulties when translated into English.

Option	Frequency	Percentage
Strongly agree	10	33.3%
Agree	14	46.7%
Neutral	4	13.3%
Disagree	2	6.7%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.12

Due to its richness, verb-system in Arabic sometimes causes difficulties when translated into English.



Results in table 4.14 and figure 4.12 show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(33.3%) and (46.7%)" respectively with the total (80%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

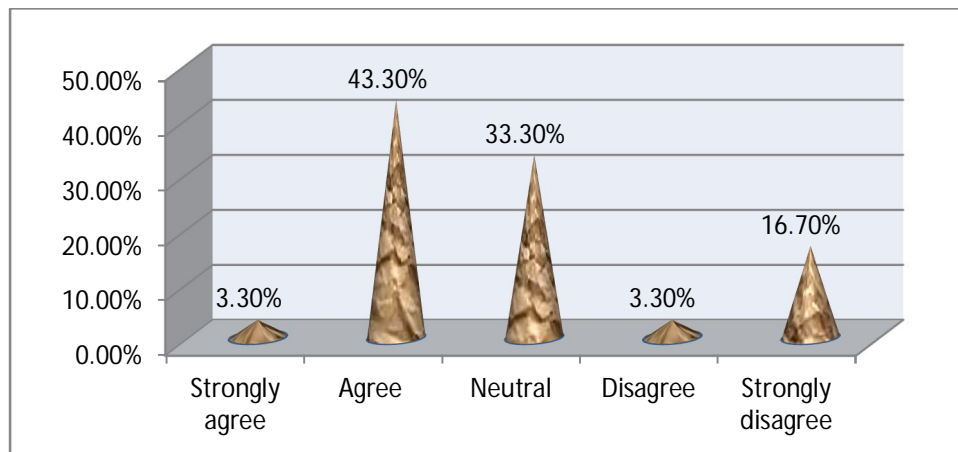
Table 4.15

English prefixes and suffixes sometimes confuse Sudanese university translation students.

Option	Frequency	Percentage
Strongly agree	1	3.3%
Agree	13	43.3%
Neutral	10	33.3%
Disagree	1	3.3%
Strongly disagree	5	16.7%
Total	30	100.0%

Fig. 4.13

English prefixes and suffixes sometimes confuse Sudanese university translation students.



Results in table 4.15 and figure 4.13 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(43.3%) and (3.3%)" respectively with the total (46.6%). So these percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

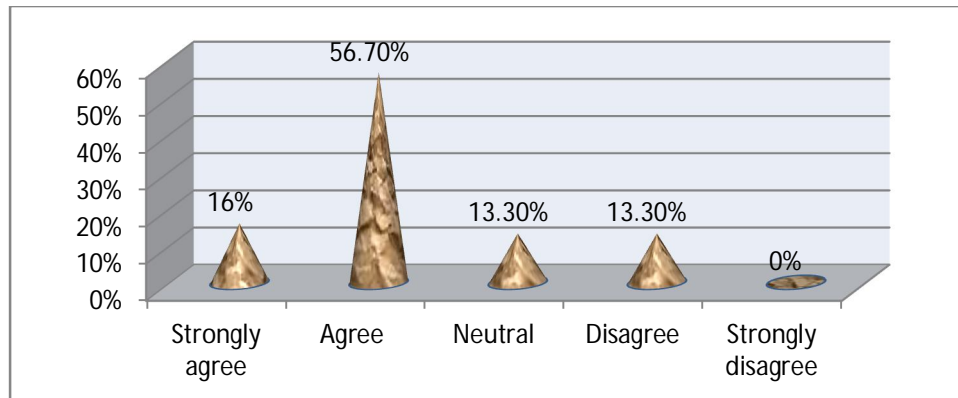
Table 4.16

Some non-finite English personal pronouns (e.g. *you*) cause difficulties when translated into Arabic.

Option	Frequency	Percentage
Strongly agree	5	16%
Agree	17	56.7%
Neutral	4	13.3%
Disagree	4	13.3%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.14

Some non-finite English personal pronouns (e.g. *you*) cause difficulties when translated into Arabic.



Results in table 4.16 and figure 4.14 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(56.7%) and (16.7%)" respectively with the total (73.4%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

Table 4.17

Illustrating the mean, standard deviation, Chi-squared test, degree of freedom and p.value of the questionnaire respondents' answers of the second hypothesis: Classification of the grammatical difficulties into various categories

Statement	Mean	STD	Ch2	DF	p.value
When translated into Arabic by Sudanese university translation students, English numerical system usually causes confusion.	4.033	1.129	18.00	3	0.00
When put in words, Arabic numbers are more difficult than that of English.	3.833	1.053	15.48	4	0.00
Gender-system in English is confusing when translated into Arabic.	3.733	1.048	14.00	3	0.00
Due to its richness, verb-system in Arabic sometimes causes difficulties when translated into English.	4.067	0.868	12.13	3	0.01
English prefixes and suffixes sometimes confuse Sudanese university translation students.	4.433	0.765	19.33	3	0.01
Some non-finite English personal pronouns (e.g. <i>you</i>) cause difficulties when translated into Arabic.	3.767	0.898	16.13	3	0.00

As shown in table 4.17 above, all means are greater than 3 which implies that all means of the statements are in a positive trend. It also shows that the standard deviation ranges between (1.129 and 0.765). The difference between the highest and lowest standard deviation is less than one which means that there is a similarity and homogeneity of answers made by the respondents. Moreover, the p. value of all statements is less than 0.05. This indicates that the answers are in a positive trend. Therefore, all these statistics support the second hypothesis of the study that these grammatical difficulties can be classified in various categories.

Table 4.18

Analyzing the mean of the second hypotheses collectively by using chi – squared test

Degree of agreement	Mean Of Agreement		Observed frequencies	Expected frequencies	Ch2	DF	Sig.
	Value	Result					
Strongly agree	4.29	agree	40	34	61.05	4	0.00
Agree			79	34			
Neutral			31	34			
Disagree			18	34			
Strongly disagree			2	34			
Total			170	170			

Table (4.18) shows that the test of the second hypothesis revealed variations in the responses of the six statements relating to this hypothesis. It is clear that the highest observed frequencies had also a positive effect

on the hypothesis. According to all statistics shown on the table, the hypothesis is accepted.

4.2.3 Third part of the questionnaire

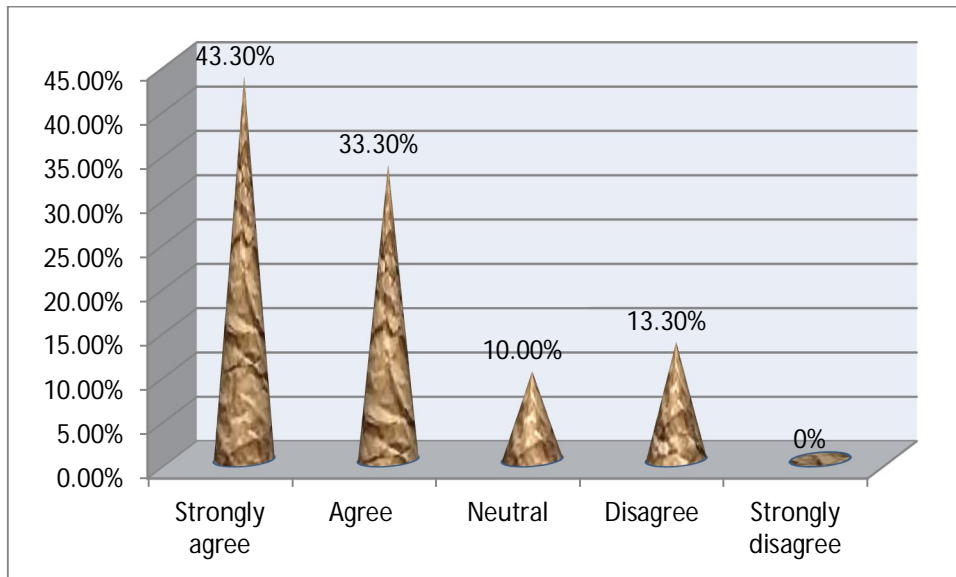
Table 4.19

English makes very few gender distinctions which cause difficulties when translated into Arabic.

Option	Frequency	Percentage
Strongly agree	13	43.3%
Agree	10	33.3%
Neutral	3	10.0%
Disagree	4	13.3%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.15

English makes very few gender distinctions which cause difficulties when translated into Arabic.



Results in table 4.19 and figure 4.15 above show the respondents' points of view. They indicate high percentages in "strongly agree and

agree" options representing "(43.3%) and (33.3%)" respectively with the total (76.6%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

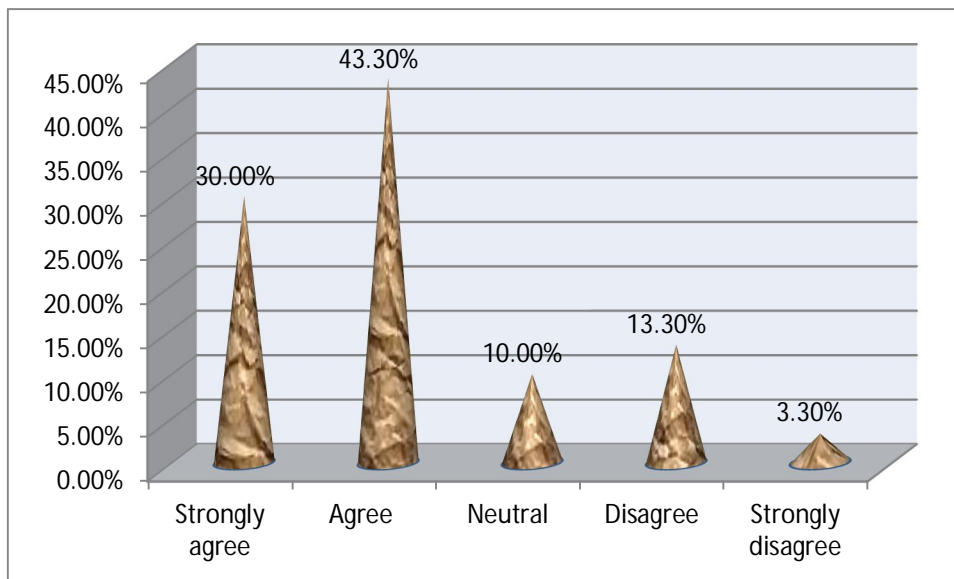
Table 4.20

When used with number, person or gender, the English verb is more difficult than that of Arabic.

Option	Frequency	Percentage
Strongly agree	9	30.0%
Agree	13	43.3%
Neutral	3	10.0%
Disagree	4	13.3%
Strongly disagree	1	3.3%
Total	30	100.0%

Fig. 4.16

When used with number, person or gender, the English verb is more difficult than that of Arabic.



Results in table 4.20 and figure 4.16 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(43.3%) and (30%)" respectively with the total (73.3%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

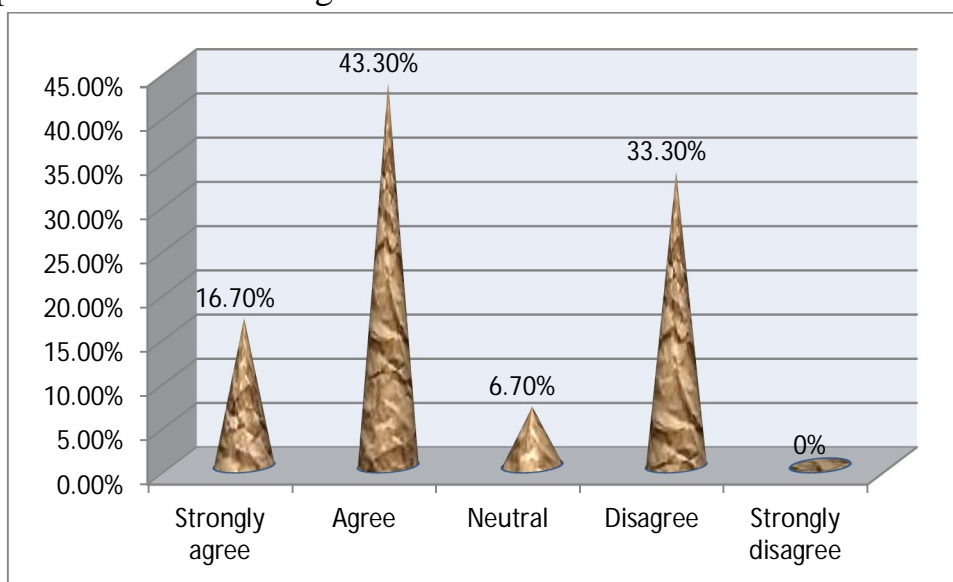
Table 4.21

The possessive case in English is more difficult to form than that of Arabic.

Option	Frequency	Percentage
Strongly agree	5	16.7%
Agree	13	43.3%
Neutral	2	6.7%
Disagree	10	33.3%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.17

The possessive case in English is more difficult to form than that of Arabic.



Results in table 4.21 and figure 4.17 above show the respondents' points of view. They indicate high percentages in "agree and strongly agree" options representing "(43.3%) and (16.7%)" respectively with the total (60%). So these percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

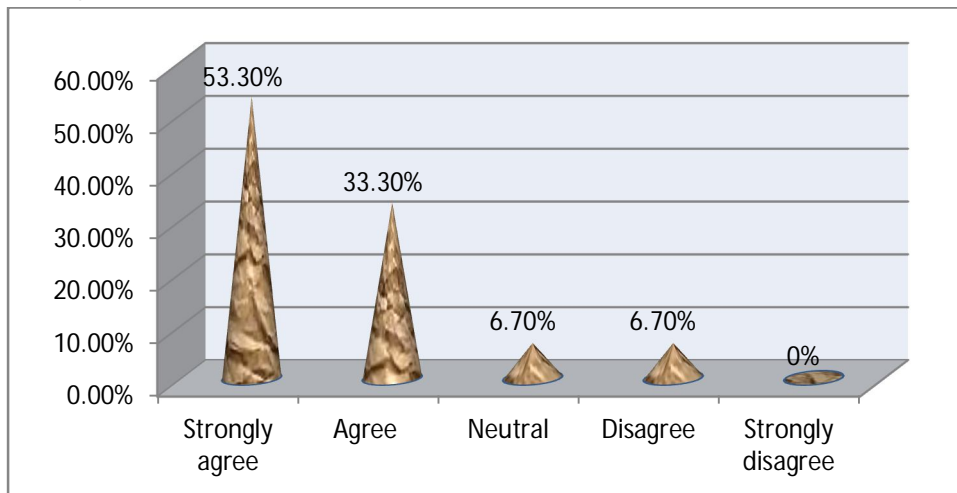
Table 4.22

Richness of Arabic personal pronouns makes meaning more specified than that of English.

Option	Frequency	Percentage
Strongly agree	16	53.3%
Agree	10	33.3%
Neutral	2	6.7%
Disagree	2	6.7%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.18

Richness of Arabic personal pronouns makes meaning more specified than that of English.



Results in table 4.22 and figure 4.18 above show the respondents' points of view. They indicate high percentages in "Strongly agree and agree" options representing "(53.3%) and (33.3%)" respectively with the total (86.6%). So these percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

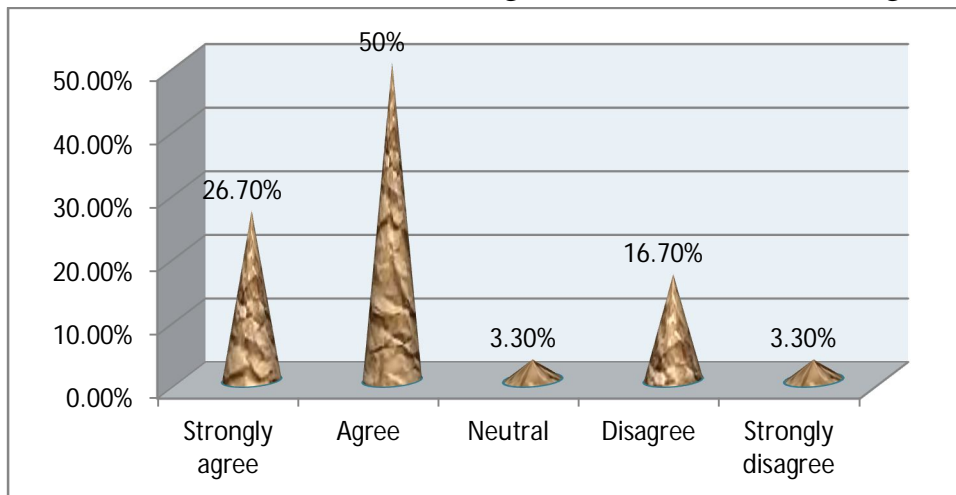
Table 4.23

Arabic nominal sentences are confusing when translated into English.

Option	Frequency	Percentage
Strongly agree	8	26.7%
Agree	15	50%
Neutral	1	3.3%
Disagree	5	16.7%
Strongly disagree	1	3.3%
Total	30	100.0%

Fig. 4.19

Arabic nominal sentences are confusing when translated into English.



Results in table 4.23 and figure 4.19 above show the respondents' points of view. They indicate high percentages in "Agree and strongly agree" options representing "(50%) and (26.7%)" respectively with the total (76.7%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

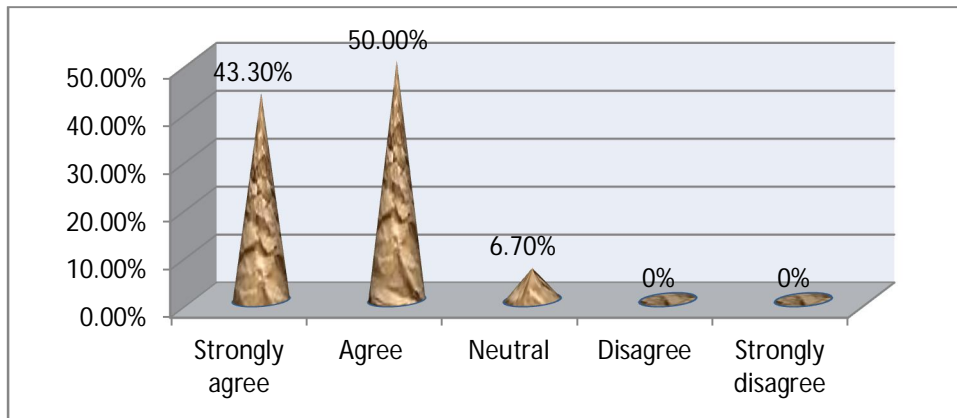
Table 4.24

Mother tongue grammatical interference affects negatively in translation for Sudanese university translation students.

Option	Frequency	Percentage
Strongly agree	13	43.3%
Agree	15	50.0%
Neutral	2	6.7%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100.0%

Fig. 4.20

Mother tongue grammatical interference affects negatively in translation for Sudanese university translation students.



Results in table 4.24 and figure 4.20 above show the respondents' points of view. They indicate high percentages in "Agree and strongly agree" options representing "(50%) and (43.3%)" respectively with the total (93.3%). So these high percentages also reflect a positive trend for the statement and all answers are agreeable. Therefore, this statement was successfully achieved.

Table 4.25

Illustrating the mean, standard deviation, Chi-squared test, degree of freedom and p.value of the questionnaire respondents' answers of the third hypothesis: Some differences between English and Arabic grammatical systems could be behind these difficulties

Statement	Mean	STD	Ch2	DF	p.value
English makes very few gender distinctions which cause difficulties when translated into Arabic.	4.067	1.048	9.20	3	0.01
When used with number, person or gender, the English verb is more difficult than that of Arabic.	3.833	1.117	16.00	4	0.02
The possessive case in English is more difficult to form than that of Arabic.	3.433	1.135	7.73	3	0.03
Richness of Arabic personal pronouns makes meaning more specified than that of English.	4.333	.884	18.53	3	0.02
Arabic nominal sentences are confusing when translated into English.	3.800	1.126	22.66	4	0.00
Mother tongue grammatical interference affects negatively in translation for Sudanese university translation students.	4.367	0.615	9.80	2	0.01

As shown in table 4.25 above, all means are greater than 3 which implies that all means of the statements are in a positive trend. It also shows that the standard deviation ranges between (1.135 and 0.615). The difference between the highest and lowest standard deviation is less than one which means that there is a similarity and homogeneity of answers made by the respondents. Moreover, the p. value of all statements is less than 0.05. This indicates that the answers are in a positive trend. Therefore, all these statistics support the third hypothesis of the study that some differences between English and Arabic grammatical systems could be behind these difficulties.

Table 4.26

Analyzing the mean of the third hypotheses collectively by using chi –squared test

Degree of agreement	Means Of Agreement		Observed frequencies	Expected frequencies	Ch2	DF	Sig.
	Value	Result					
Strongly agree	3.57	agree	64	34	76.80	4	0.00
agree			76	34			
Neutral			13	34			
Disagree			25	34			
Strongly disagree			2	34			
Total			170	170			

Table (4.26) shows that the test of the third hypothesis revealed variations in the responses of the six statements relating to this hypothesis. It is clear that the highest observed frequencies had also a positive effect on the hypothesis. According to all statistics shown on the table, the hypothesis is accepted.

4.3 Analysing the students' tests

As shown in chapter three, the targeted students are of two groups depending on their majoring subjects. To support the study hypotheses, each group was given a separate test containing paragraphs and individual sentences to be translated into the targeted language. The following details show the required information (for the tests and students' marks see Appendices A-D).

4.3.1 First part of the test

This part shows the students' results of the English –Arabic translation test and Arabic-English translation test

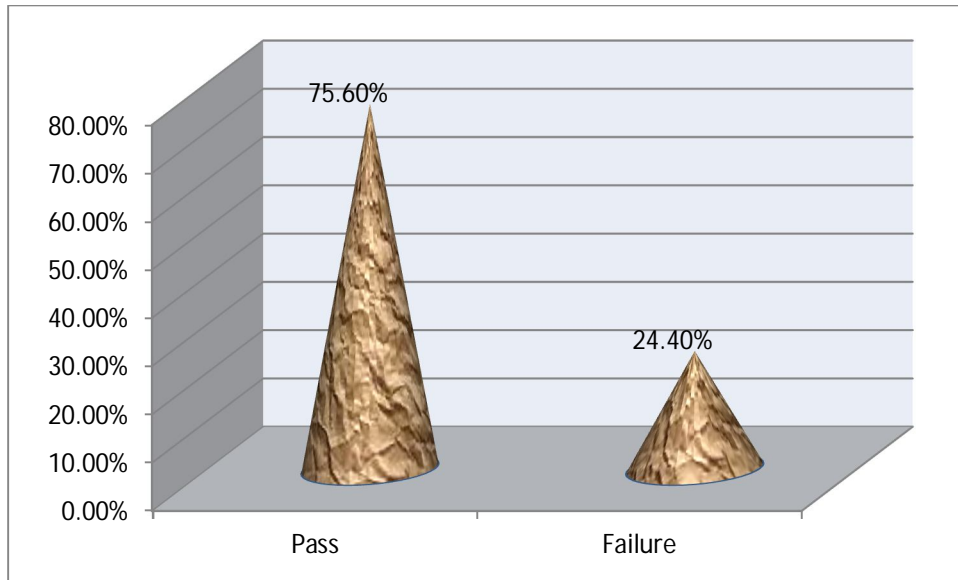
Table 4.27

Distribution of frequencies and percentages of the English –Arabic translation students' results

Grade	Frequencies	Percentage
Pass	31	75.6%
Failure	10	24.4%
Total	41	100%

Fig. 4.21

Distribution of frequencies and percentages of the English –Arabic translation students’ results



The results in table (4.27) and figure (4.21) show the frequencies and percentages of pass and failure grades. They show that the pass grade in the test is higher than the failure.

Table 4.28

Demonstrating the one sample t.test among the test number of errors in English-Arabic translation test

Number of errors	Mean	STD	t.test value	DF	Sig.
	31.780	7.7669	26.20	40	0.00

The result in table (4.28) shows that there is a significant difference between the mean of errors and the T.test value at the significant value (0.00) which is less than 0.05.

Table 4.29

Demonstrating the one sample t. test among the students’ marks in the English-Arabic translation test

Students’ marks %	Mean	STD	t.test value	DF	Sig.

	56.634	11.0922	32.69	40	0.00
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The results in table (4.29) show that there is a significant difference between the mean of students' marks and the T.test value at the significant value (0.00) which is less than 0.05.

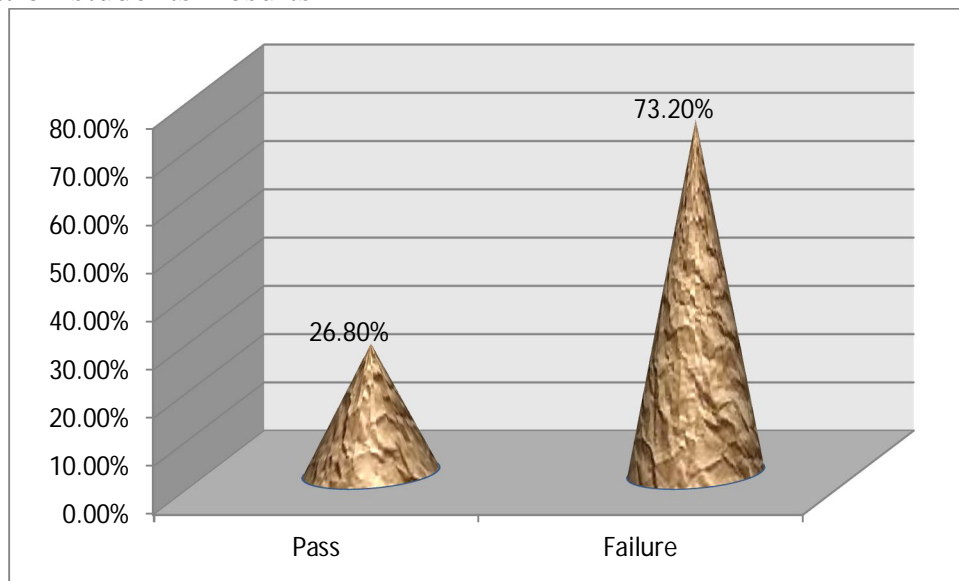
Table 4.30

Distribution of frequencies and percentages of the Arabic-English translation students' results

Grade	Frequencies	Percentage
Pass	12	26.8%
Failure	34	73.2%
Total	46	100%

Fig. 4.22

Distribution of frequencies and percentages of the Arabic-English translation students' results



The results in table (4.30) and figure (4.23) show the frequencies and percentages of pass and failure grades. They show that the failure grade in the test is higher than the pass.

Table 4.31

Demonstrating the one sample t.test among the test number of errors in the Arabic-English translation students' results

Number of errors	Mean	STD	t.test value	DF	Sig.
	43.6957	10.3749	28.565	45	0.00

The result in table (4.31) shows that there is a significant difference between the mean of students' number of errors and the T.test value at the significant value (0.00) which is less than 0.05.

Table 4.32

Demonstrating the one sample t. test among the students' marks in the Arabic-English translation test

Students' marks %	Mean	STD	t.test value	DF	Sig.
	43.4130	14.6539	20.093	45	0.00

The results in table (4.32) show that there is a significant difference between the mean of students' marks and the T.test value at the significant value (0.00) which is less than 0.05.

Table 4.33

Demonstrating the independent sample t. test between number of errors in both tests

Number of errors	Mean	STD	t.test value	DF	Sig.
Arabic-English	43.69	10.37	6.004	85	0.00
English-Arabic	31.78	7.76			

The results in table (4.33) show that there is a significant difference between the mean of errors in the Arabic-English translation test and the English-Arabic translation test. It was noticed that the mean of errors in the Arabic-English translation test was greater than the mean of errors in the English-Arabic translation test. The T.test value was 6.004 and the significant value was (0.00) which is less than 0.05.

Table 4.34

Demonstrating the independent sample t. test between students marks in both tests

Students' marks %	Mean	STD	t.test value	DF	Sig.
Arabic	43.41	14.65	4.96	85	0.00
English	56.63	11.09			

The results in table (4.34) show that there is a significant difference between the mean of marks in the Arabic-English test and the English-Arabic translation test. It was noticed that the mean of marks in the English-Arabic translation test was greater than the mean of the Arabic-English translation test. The T.test value was (4.96) and the significant value was (0.00) which is less than 0.05.

4.3.2 Second part of the test

This part shows the classification of the grammatical difficulties into various categories.

Table 4.35

Distribution of frequencies and percentages of types of errors in English-Arabic translation test

Category	Number of errors	Percentage
Affixation	88	6.75%
Articles	153	11.74%
Connectives	13	0.99%
Gender	120	9.20%
Number	160	12.27%
Personal pronouns	121	9.28%
Prepositions	11	0.084%
Punctuation	290	22.23%
Verb-system	48	3.68%
Word formation	290	22.25%
Word order	9	0.96%
Total	1303	100%

Fig. 4.23

Distribution of frequencies and percentages of types of errors in English-Arabic translation test

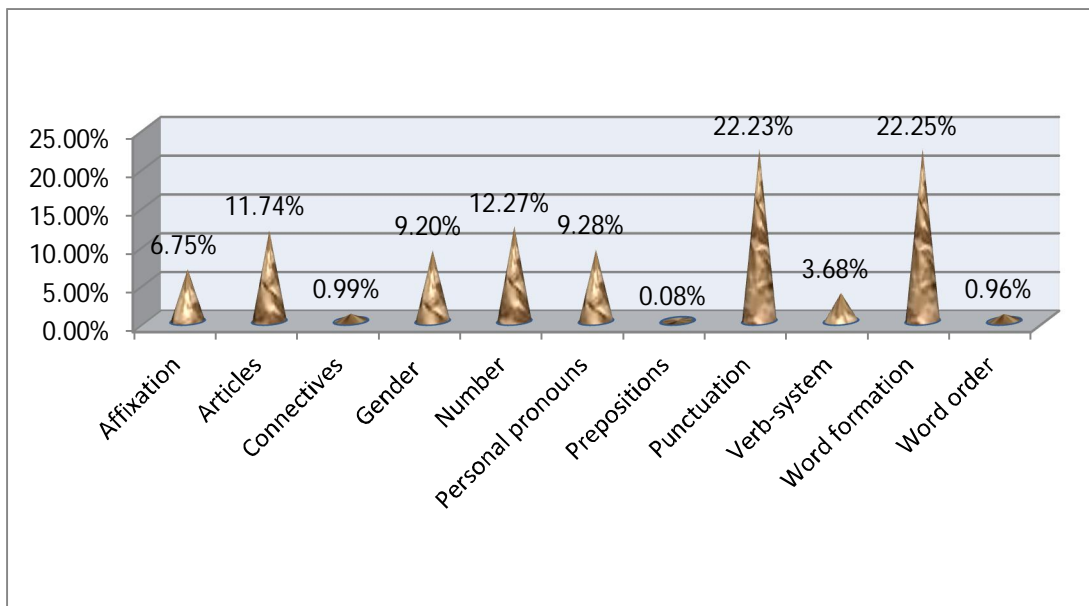


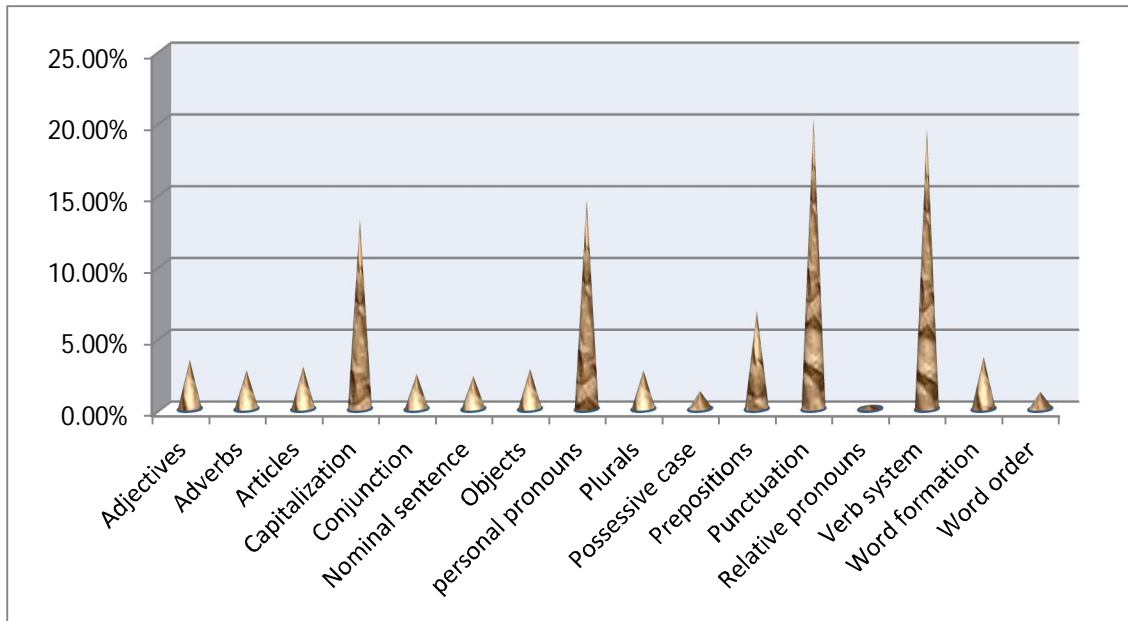
Table 4.36

Distribution of frequencies and percentages of types of errors in Arabic-English translation test

Category	Number of errors	Percentage
Adjectives	69	3.43%
Adverbs	54	2.69%
Articles	59	2.94%
Capitalization	265	13.18%
Conjunction	49	2.44%
Nominal sentence	46	2.29%
Objects	56	2.79%
personal pronouns	293	14.58%
Plurals	54	2.69%
Possessive case	25	1.24%
Prepositions	138	6.83%
Punctuation	406	20.20%
Relative pronouns	6	0.30%
Verb system	393	19.55%
Word formation	73	3.63%
Word order	24	1.19%
Total	2010	100%

Fig. 4.24

Distribution of frequencies and percentages of types of errors in Arabic-English translation test



4.3.3 Third part of the test

This part shows some differences between English and Arabic grammatical systems that could be behind these difficulties.

Table 4.37

Distribution of frequencies and percentages of differences in English-Arabic translation test

Differences	Number of errors	Percentage
Gender-system	120	26.72%
Numerical-system	160	35.63%
Personal pronouns	121	26.94%
Verb-system	48	10.69%
Total	449	100%

Fig. 4.25

Distribution of frequencies and percentages of differences in English-Arabic translation test

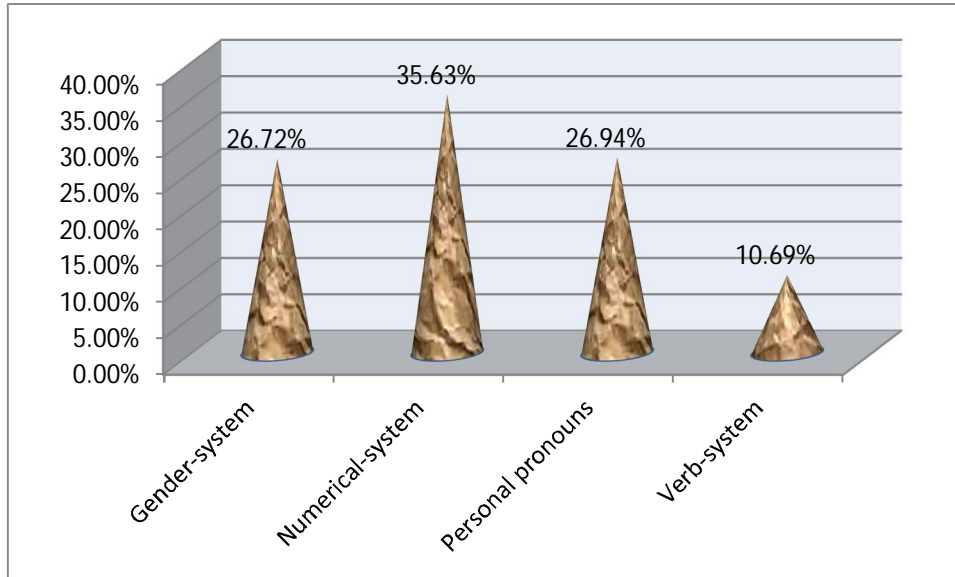


Table 4.38

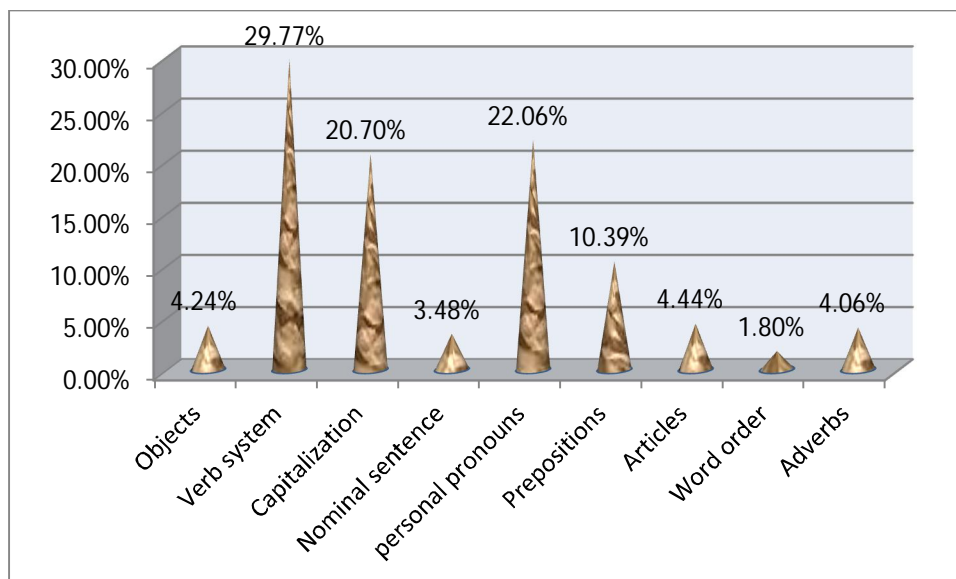
Distribution of frequencies and percentages of differences in Arabic -English translation test

Differences	Number of errors	Percentage
Objects	56	4.24%
Verb system	393	29.77%
Capitalization	265	20.7%
Nominal sentence	46	3.48%
personal pronouns	293	22.06%
Prepositions	138	10.39%
Articles	59	4.44%
Word order	24	1.80%

Adverbs	54	4.06%
Total	1328	100%

Fig. 4.26

Distribution of frequencies and percentages of differences in Arabic -English translation test



4.4 Verification of the study hypotheses

In the light of the final findings, it was found that the first hypothesis which was (different grammatical difficulties are expected to be discovered in the production of the Sudanese university translation students both in Arabic and English languages) was confirmed by the results of the tests. Many grammatical errors were found due to these difficulties. So this hypothesis cannot be rejected.

The second hypothesis which was (these grammatical difficulties can be classified in various categories) was also accepted by both tools of the study. Students' errors were of

various grammatical categories (e.g. word formation, gender, word order, etc.). Moreover, the questionnaire respondents supported these categories in their answers.

As for the third hypothesis which was (some differences between English and Arabic grammatical systems could be behind these difficulties), it was really found that there were some grammatical differences between English and Arabic languages that may cause such difficulties in translation. The languages used in the study are from two different linguistic areas in the world. Both tools of the study confirmed this claim. Therefore, this hypothesis was confirmed.

Based on the statistical analysis indicated in this chapter, it has now become clear that all the findings are, therefore, in favour of the study hypotheses.

Summary of the chapter

In this chapter, two tools were used to support the study hypotheses. Two majoring groups of the targeted students were given two tests to answer. Then a questionnaire for university translation teachers in Khartoum State was designed. The Statistical Package for Social Studies (SPSS) was the software programme that was used to analyze the data collected by the study tools. The results of these tools were presented in terms of the means, standard deviations and T. values. These results drive to the findings of the whole study which will be given in the following chapter.

CHAPTER FIVE

Summary, Conclusions, Recommendations, and Suggestions for Further Studies

5.0 Introduction

This is the last chapter of the research. It summarizes what the researcher has found out throughout the whole study. According to the expected findings of the study, the researcher presents some recommendations that can serve solving the problem of the research. These recommendations were taken from the targeted population; both students and experienced teachers. Moreover, the researcher intends to present some titles for further studies.

5.1 Summary of the study

This study was conducted to investigate the grammatical difficulties encountered by Sudanese university translation students using English and Arabic languages. The study was set out to answer the following questions:

1. What are the common grammatical difficulties encountered by Sudanese university translation students?
2. What are the grammatical types of these difficulties?
3. What are the possible causes behind the occurrence of these difficulties?

For investigating the purposes of this study, the following hypotheses were from the questions above:

1. Different grammatical difficulties are expected to be discovered in the production of the Sudanese university translation students both in Arabic and English languages.

2. These grammatical difficulties can be classified in various categories.
3. Some differences between English and Arabic grammatical systems could be behind these difficulties.

To achieve the set objectives, the study adopted the descriptive and analytical methods. The data of the study were obtained and collected by two tools to examine the study hypotheses. Firstly, two tests were conducted for the targeted sample of students. Secondly, a questionnaire was used to support the previous tool. It was conducted for university teachers of translation in Khartoum State, Sudan.

A total number of 87 translation students from the third grade at the National Ribat University in Khartoum participated in this study to the two tests. In addition to that, 30 university translation teachers completed the questionnaire.

Different statistical methods were used to analyze the data of the study. They were: The Statistical Package for Social Studies (SPSS) and Alpha Cronbach as well as Pearson Coefficient Factor.

The results obtained from the analysis were tabulated and discussed in the previous chapter.

5.2 Conclusions

The study found out the following findings:

1. Sudanese university translation students face grammatical difficulties in translation from English into Arabic and vice versa.
2. It was noticed that these students are weaker in Arabic grammar more than English grammar.

3. Having some difficulties in both English and Arabic grammar affect negatively in translation.
4. Different origins of these two languages have a bad impact on translation.
5. Misunderstanding of some areas in these languages' grammatical systems overshadows the translation production.
6. Mother tongue grammatical interference affects negatively in translation for Sudanese university translation students.
7. Having no real exposure to both languages and practice of translation lead to poor output.
8. Designing translation syllabuses for Sudanese university translation students without considering their real needs causes fatal results.
9. Unqualified university language and translation teachers will never solve the problem.
10. Demotivated Sudanese university translation students will always have nothing to present.
11. Unstudied admission of students for faculties of translation will be of disastrous calamities.
12. Lack of real desires for improving university education in Sudan and translation field in particular produces distrust.

5.2 Recommendations

1. Sudanese university translation students badly need to be helped mastering English and Arabic grammar as an attempt to avoid facing difficulties when they translate from and into these two languages.
2. The same students should be made aware of the nature of these two languages.
3. Mother tongue must be kept aside when learning the foreign language.

4. Sudanese university translation students should be exposed to both languages of translation in order to have real practice.
5. Syllabus designers, coordinating with Sudanese university translation and language teachers, should consider the real needs of the Sudanese university translation students.
6. Sudanese university translation and language teachers should frequently be trained and provided with updated techniques of teaching languages and translation.
7. Intensive exposure to contrastive grammar between English and Arabic will be of great value.
8. Refreshing courses in basic grammar of both languages have to be done.
9. There should be clear and strict policies for admitting students at the faculties of translation.
10. Sudanese university translation students should be motivated and made aware of what they study.
11. There should be real desires to reform the whole education in the country.
12. Encouraging both creative university translation teachers and students is a must.

5.3 Suggestions for further studies

1. Investigating the impact of pronominal errors on the Sudanese university translation students' performance.
2. Investigating the impact of prepositional errors on the Sudanese university translation students' performance.
3. Investigating difficulties of the English phrasal verbs when translated into Arabic.
4. Investigating the importance of punctuation in translation.

5. Investigating the impact of spelling errors on translation.

Summary of the chapter

This chapter concluded the research. It presented some findings of the study in addition to a number of recommendations expected to help the Sudanese university translation students, teachers as well as syllabus designers and decision makers who are meant to facilitate grammatical difficulties facing these students in their study.

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Appendices

Appendix A

English-Arabic Translation Test

Time: 1½ hrs.

Name: Gender: Male () Female ()

Question One: translate the following paragraph into Arabic.

I study at a faculty of translation where various types of students exist. We've been studying at this faculty since 2014 expecting to finish our study in 2018. There are about one hundred students. They include seventy three girls and twenty seven boys. Unlike the boys, the girls are more serious and do their works more accurately. Some of these students are specialized in English – Arabic translation with English as a major subject, whereas the other ones are specialized in Arabic–English translation with Arabic as a major subject. So I do think that we haven't lost our way.

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Question Two: translate the following sentences into Arabic.

1. I got seventeen marks.
.....
2. The nurse is looking after a patient.
.....
3. Shakira greeted her fans.
.....
4. Why didn't you write your homework, little two girls?

.....
5. She does write very beautifully!

.....
6. How do you do, dear ma'am? May I help you, please?

.....
7. They stole your two yellow bags.

.....
8. My father has four cars and six houses.
.....

3. ضربته ضرباً.

.....

4. الاختبار سهل.

.....

5. لم أَدخِن السيجار منذ طفولتي.

.....

6. قالت الأعراب آمناً.

.....

Appendix C

English – Arabic translation students' marks

Student's code	Number of errors	Student's mark %
1.E	24	69
2.E	21	73
3.E	32	57
4.E	25	70
5.E	19	73
6.E	41	44
7.E	36	53
8.E	32	59
9.E	38	48
10.E	36	51
11.E	37	50
12.E	42	40
13.E	38	51
14.E	36	52
15.E	26	64
16.E	32	56
17.E	15	81
18.E	38	46
19.E	27	66
20.E	46	36
21.E	29	62
22.E	26	65
23.E	27	61
24.E	39	50
25.E	40	41
26.E	33	57
27.E	29	57
28.E	27	65
29.E	26	66
30.E	23	71
31.E	37	49
32.E	52	31
33.E	36	50

34.E	25	65
35.E	34	52
36.E	36	47
37.E	31	52
38.E	30	58
39.E	25	63
40.E	38	48
41.E	19	73
Total	1303	

Appendix D
Arabic– English translation students' marks

Student's code	Number of errors	Student's mark %
1.A	62	19
2.A	54	33
3.A	50	36
4.A	41	48
5.A	40	49
6.A	44	45
7.A	48	41
8.A	18	78
9.A	36	53
10.A	37	53
11.A	46	43
12.A	52	35
13.A	43	46
14.A	45	45
15.A	28	65
16.A	40	47
17.A	10	90
18.A	37	55
19.A	40	46
20.A	34	57
21.A	41	47
22.A	28	65
23.A	42	47
24.A	33	59
25.A	29	64
26.A	53	32
27.A	53	29
28.A	37	54
29.A	52	36
30.A	52	31
31.A	44	29
32.A	50	37
33.A	44	44

34.A	49	27
35.A	51	36
36.A	56	28
37.A	36	53
38.A	53	34
39.A	54	26
40.A	51	24
41.A	46	43
42.A	52	20
43.A	52	36
44.A	56	31
45.A	53	32
46.A	38	49
Total	2010	

Appendix E
Teachers' Questionnaire

Name (optional):..... University:

Last qualification:Experience: year(s)

Dear teacher

This questionnaire is a part of a study for PhD designed to investigate grammatical difficulties facing Sudanese university translation students using English and Arabic languages. I greatly appreciate your cooperation in this study. Please, tick the appropriate option in front of each statement (according to your experience in such students' translation production). I promise that your individual responses will be kept strictly confidential.

Thanks

Mohamed El-Bashir Mohamed Ahmed

PhD Candidate – Sudan University of Science and Technology

First part: Different grammatical difficulties facing Sudanese university translation students

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Lack of knowledge in both English and Arabic grammar affects negatively in translation.					
2	Having no clear rule for English prepositions makes them difficult to be translated into Arabic.					
3	Overgeneraliza					

	tion of some English grammatical rules (e.g. <i>foot</i> – <i>foots</i>) sometimes causes difficulties in translation.					
4	Sudanese university translation students sometimes face difficulties in translating the present perfect tense into Arabic.					
5	Having more than one past tense in English confuses Sudanese university translation students when they translate into Arabic.					
6	Having many types of objects in Arabic (e.g. <i>absolute</i> , <i>adverbial</i> , <i>causative</i>) confuses Sudanese university					

	translation students when they translate into English.					
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Second part: Classification of the grammatical difficulties into various categories

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	When translated into Arabic by Sudanese university translation students, English numerical system usually causes confusion.					
2	When put in words, Arabic numbers are more difficult than that of English.					
3	Gender-system in English is confusing when translated into Arabic.					
4	Due to its richness, verb-system in Arabic sometimes causes difficulties when					

	translated into English.					
5	English prefixes and suffixes sometimes confuse Sudanese university translation students.					
6	Some non-finite English personal pronouns (e.g. <i>you</i>) cause difficulties when translated into Arabic.					

Third part: Some differences between English and Arabic grammatical systems could be behind these difficulties

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	English makes very few gender distinctions which cause difficulties when translated into Arabic.					
2	When used with number, person or gender, the English verb is more difficult than that of Arabic.					
3	The possessive case in English					

	is more difficult to form than that of Arabic.					
4	Richness of Arabic personal pronouns makes meaning more specified than that of English.					
5	Arabic nominal sentences are confusing when translated into English.					
6	Mother tongue grammatical interference affects negatively in translation for Sudanese university translation students.					

Have you got any additional comments?

.....
.....
.....

Have you got any solutions that can be suggested to help Sudanese university translation students, lecturers and syllabus designers to overcome grammatical difficulties in English-Arabic-English translation?

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.....
.....

Appendix F
Names of the Jury

No.	Name	University
1	Prof. Dr. Ahmed Babikir Attahir	Mugtaribeen
2	Dr. Al-Shefa Abdelgadir Hassan	SUST
3	Dr. Sawsan Abdul-Aziz Nashid	Khartoum
4	Dr. Abeer Mohamed Ali	Khartoum
5	Dr. Abdurrahman Yousuf	Holy Quran
6	Dr. Khalid Abdullah Ali	Holy Quran