Sudan University of sciences and Technology

College of Graduate Studies

College of Languages

كلية الدراسات العليا

The Effects of Morph Syntactic Knowledge on English Foreign Learners Translating Abilities (Case study offourth year students)

اثر المعرفة الصرفية والنحوية علي المقدرات الترجمية لدي طلاب اللغة الانجليزية

A Thesis Submitted in partial Fulfillment of the Requirements of the Degree of MA in English Language (Applied linguistics)

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DEDICATION

I dedicate this work to my loving parents and to my brothers and sisters. To my family,to all my friends.

Acknowledgment

I am thankful to Allah the creator and the most merciful. Glory and praiseto him. By His will the research sees the light. Mygratitude to all those who helped me in completing this research. I thank Doctor NajlaTaha, my supervisor for her great help.

ABSTRACT (English Version)

This study aimsat investigating the impact of morphology and syntax on English Foreign learners translating abilities. The researcher adopted analytical descriptive method which combined both qualitative and quantitative analysis. One instrument was used for data collection a test for the (30 students).The data obtained from the sample of the students provided answers to the research questions.The data were analyzed by using the SPSS program. Some of the most important results which the study came up with are; the learners have a real problem resulting from the lack of the awareness of these components: conjunctions, prepositions, and subject verb agreement which affected their translating abilities. The study also offered some recommendations the most important of which are the study can be extended to include larger number and different levels. The researcher recommended that further researches have to be conducted in these areas.Teachers of English should give more exercises to overcome the problematic areas conjunctions, subject –verb agreement and prepositions.

مستخلص البحث(**Arabic Version**)

هدفت هذه الدراسه لتقصي اثر المعرفة الصرفية والنحوية علي المقدرات الترجمية لدي طلاب اللغه الانجليزيه.اتبعت الدراسه المنهج الوصفي والذي زاوج بين نوعي التحليل الكيفي والكمي استخدم الامتحان لجمع لبيانات من الطلاب (30) اعطي البيانات التي تحصلت عليها من عينه الطلاب اجابت علي اسئله الدراسة الخاصه بالامتحان. حللت البيانات باستخدام SPSS . من اهم النتائج التي وصلت لها الدراسه هي ان الطلاب لديهم مشكله عدم الالمام بمعرفه الروابط ,حروف الجر, التوافق بين الفعل والفاعل وترجمتها مما اثر علي قدراتهم في الترجمه. كما ان الدراسه خرجت بتوصيات اهمها ضروره توسيع الدراسه لتشمل عدد اكبر ومستويات مختلفهوكذلك طرحت الدراسه موضوعات للبحوث المستقبليه.

Table of content

List of tables

CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1.0. Background

Translation becomes one of the most important fields nowadays and its importance emerges by thereason that it is one of the necessary disciplines being useful in various spheres of human activities.Besides a large number of languages all over the world, and, as such as, an individual would not like to be confined to one language, but preferably would be interested to learn different languages for specific purposes. Translation has a serious relation with the concept of linguistics in many aspects. However, Manfredi (2008) believes that linguistics has much to offer the study of translation. Since linguistics deals with the study of language and how this work, and translation vitally entails language. The problem of this research represented on the impact of morph syntactic knowledge on English Foreign Learners translating abilities.

1.1. Statement of the problem

Translation is one of the most problematic issues faced foreign language learners. It's noticed that there are morphological and syntactic problems confuse the learners in translation, why do learners face such problems, what are the reasons of this phenomenon, what is the morphological and syntactic impact on English foreign learners translating abilities?.

1.2 Objectives of the Research

This study aims to:

1. Investigating how prepositions knowledge affects English foreign learners translating abilities.

2. Investigating how subject verb agreement knowledge affects English foreign learners translating abilities.

3. Investigating how conjunctions knowledge affects English foreign learners translating abilities.

1.3 The Significance of the Research.

This study is considered significant for a number of reasons:

1. It investigates the impact of morphology andsyntax on English Foreign Learners translating abilities.
2. It focuses on studying the effect of conjunctions, prepositions, and subject verb agreement awareness on English Foreign Learners translating abilities.
3. This research will benefit learners who would like to study translation and every one in linguistics fields.

1.4. Questions of the Study

This study will attempt to provide answers to the following questions:

1. What is the impact of prepositions knowledge on English foreign learners translating abilities?
2. What is the impact of subject verb agreement knowledge on English foreign learners translating abilities?
3. What is the impact of conjunctions knowledge on English foreign learners translating abilities?

1.5. Hypotheses of the study.

This study has the following as its hypotheses:

1. Prepositions knowledge affects English foreign learners translating abilities.
2. Subject verb agreementknowledge affects English foreign learners translating abilities.
3. Conjunctions knowledge affects English foreign learners translating abilities.

1.6. Limitation of the study

This study will be limited to the following aspects:

This study is limited to investigate the effects of morph syntactic knowledge on EFL translating abilities, among fourth 4th year students of English at the college of languages, English language department of the study is done in the academic year 2017.

Chapter two

Theoretical framework and previous studies

CHAPTER TWO

THEORATICALFRAMEWORK AND PREVIOUS STUDIES

Part One: Theoretical   framework:

2.0. Introduction.

This chapter explains the problem of the research in details, discusses the related ideas of scientists, scholars and reviewing a previous studies.

2.1. The definition of translation.

This area seems to be one of the richest areas which inspired many of researchers to search about; this is due to the huge works that has been carried out in this field. In spite of all the previous researches and studies the area still rich to have more investigations. There are many of definitions have been given to the concept of translation. Loosely translation can be defined as " translation is both the process and the result of converting the verbal expression in one language (source language) into an equivalent or counterpart verbal expression in another language   (target language)" Ali Darwish (2003-2010).

Also Baker (1992.2) defined translation as " the interpretation of a source text meaning and the production of an equivalent text meaning in another language". Bahaa-eddin Abullhassan Hassan (2014).

"In its nature, translation is a science, an art, and a skill.

It is a science in the sense that it necessitates complete knowledge of the structure of the two languages concerned" Baha-eddin Abulhassan Hassan (2014).

However, Translation as an activity tends to convey the original tone and intent of a message, taking into account cultural and regional differences between source and target languages.

2.2. Types of translation

The scholars have divided translation into many types, as following;

2.2.1 Oral translation:

"This translation is done by word of mouth. It is often referred as interpretation irrespective of the nature of the environment in which it takes place. It may be professional or nonprofessional" Andrew Tailor (2003).

2.2.2. Written translation

"Here the translation is done in writing. The text is written from the source language into the target language and is presented in document form". Tailor (2003).

2.2.3 Compute/machine based translation

"This is where the translation of a document is done on word-for-word translation basis. Here, sometimes the meaning of the whole document may not be given much attention but just translate each word the way it is from the original language to the target language".Tailor (2003).

2.2.4. Literal translation

"This majorly works on the grammatical constructions of statements to maintain their meaning in the translated document. It clearly indicates the problem to be solved in the translation process. It deals with maintaining the essay form of the document, idioms used, poetry nature and many more grammar theories".Tailor (2003).

2.2. 5. Free translation

"These are translations majorly carried out in the natural form of the target language that is the context and the syntax for easy understanding by the natives of the target language but as well preserves the original meaning of the document".Tailor (2003).

2.2.6 Interpretive translations

"These are translations that provide further interpretation, descriptions and meaning of the original or source text but not just simply the translation of words in the text or document". Tailor (2003).

2.2.7 Faithful translation

"These are translations that tend to remain faithful to the original text or document by trying hard to reproduce the contextual presentation and the cultural words used in the document when translating the document". Tailor (2003).

Understanding these types of translation plays a significance role while undertaking any job.

Translators need to determine which kind of translation fits which situation and environment rather than simply word conversations from one language to another.

2.3. Translation as a process

"Translation as a product is written text in a target language as the end result of translation process for a source-language text.

The translator is mainly a "message conveyer." Thus a translation may be understood as the process whereby a message which is expressed in a particular source language is linguistically transformed in order to be

understood by readers of the target language. Actually, the translator is conveying the meaning expressed by the original writer so the end reader gets a translated text that is faithful to the source text in meaning. Sometimes the translator finds it necessary to reconsider the original wording for better understanding of the source text in order to render it in the target language". Dr. Shadia Y Banjar (2009).

Translation is a process that deals with meaning across language barriers. Throughout its long history, translation has never enjoyed the kind of recognition and respect that other professions enjoy. However, translation is an art that requires high competence and flexibility in dealing with the text. It is not so easy as it sound to be. Moreover, translation does not mean a simple word for word for correspondence between any two languages. It is not a mechanical process where each word is translated to the target language. Rather, many factors are to be taken into consideration to get the exact output in the target language.

2.4. Definitions of morphology

"Isbriefly, the branch of grammar that deals with the internal structure of words" P.H. MATHEWS (1974-1991).Another definition by Dr.Jennifer Wanger (1997-2017) says "morphology is the study of words".

2.5. Morphemes

Defined as "The minimal units of words that have a meaning and cannot be subdivided further" Dr.Jennifer Wanger (1997-2017).

Morphemes have been divided by scholars into two types;

2.5.1. Bound morphemes

Bound morphemes have two classes that are derivational and inflectional morphemes. It explained by Richard Nordquist (29, 7, 2.17) as "Inflectional ''Abound morpheme which is a word element that cannot stand alone as a word, including both prefixes and suffixes" Richard Nordquist (29, 7, 2.17).

"morphemes are considered more predictably influence the base words to signal a change in quantity ,person ,gender, tense, or the like while leaving the base word's class unchanged". ''On the other hand derivational morphemes are considered lexical because they influence the base word according to its grammatical and lexical class, resulting in a larger change to the base" Richard Nordquist (29, 7, 2.17).

2.5.2. Free morphemes

" Free morphemes are a morpheme (or word element) that can stand alone as a word.

Also called an unbound morpheme or a free standing morpheme" Richard Nordquist (26, 4, 2017).

Morphology analyzes the structure of words and parts of words. It also attempts to formulate the rules that model the knowledge of the speakers of the language.

In order to understand morphology the learner need to know the term morphemes, Which are more than just letters, morphology studies these units of meaning or words part, and how can be arranged in a language.

2.6. Definition of Syntax.

"Traditionally, it refers to the branch of grammar dealing with the ways inwhich words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence" ROBERT D. VAN VALIN,J R (2001).

Also syntax was defined by Richard Nordquist (2017) as" In linguistics *syntax* refer to the rules that govern the way which words combine to form phrases, clauses, and sentences".

Every language has rules that govern it. Syntax as branch of linguistics is about what word comes before and after another word. However, Syntax is considered as one of the major component of grammar. It gives the words the power to relate to each other in a sequence.

2.7. Generative grammar:

"Inspired by the original work of Noam Chomsky, linguists have attempted to produce a particular type of grammar that has very explicit system of rules specifying what combinations of basic elements would result in well-formed sentences. This very explicit system of rules, it was proposed, would have a lot in common with the types of rules found in mathematics.

Indeed Chomsky seems to have taken the view that the essential structure of language can be expressed in mathematical terms "I will consider a language to be a set (finite or infinite) 0f sentences "(1957:3) .This is not how must people would describe a language ,but it is a good definition to keep in mind as we try to take a close look at the syntax (and only the syntax)of a language might be analyzed" George Yule (2006).

"The underlying thesis of generative grammar is that sentences are generated by a subconscious set of procedures (like computer programs).These procedures are part of our minds (or our cognitive abilities if you prefer).The goal of syntactic theory is to model these procedures .In other words ,we are trying to figure out what we subconsciously know about the syntax of our language .In generative grammar ,the means for modeling these procedures is through a set of formal grammatical **rules** .Note that these rules are nothing like the rules of grammar you might have learned in school .These rules don't tell you how properly punctuate a sentence or not to split an infinitive .

 Instead,they tell you the order in which to put your words .In English, for example,we put the subject of a sentence before its verb. This is the kind of information encoded in generative rules "Andrew Carnie (2013).

Generative grammar tried to come up with a set of rules or principles that formally defines each and every one of the members of the set of well-formed expressions of a natural language. In addition to that, the linguists efforts inproducing a particular type of grammar that has very explicit system of rules specifying what combinations of basic elements would result in well-formed sentences.

2.8. Syntactic structures

"A generative grammar defines the syntactic structures of a language. The term grammar will generate all the well-formed syntactic structures (e.g. Sentences) of the language and will not generate any ill-formed structures. This has been called the 'all and only' criterion, that is, *all* the grammatical sentences and *only* the grammatical sentences will be produced.

The grammar will have a finite (i.e. Limited)number of rules ,but will be capable of generating infinite number of well-formed structures In this way ,the productivity of language(i.e. our ability to create totally novel yet grammatically accurate sentences) would be captured within the grammar. The grammar should also be capable of revealing the basis of two other phenomena: first,how some superficially different sentences are closely related and,second,how some superficially similar sentences are in fact different. "George Yule (2006).

However, in defining the syntactic structures it seems that grammar concerns with generating all well-formed structures without generating the ill-formed structures which was called *'all and only'* criterion .

2.9. Deep and surface structure

Richard Nordquist(12, 5, 2016) said that"In transformational and generative grammar,*deep structure* is the underlying syntactic structure (or*level)* of a sentence .In contrast to surface structure (the outward of a sentence),deep structure is an abstract representation that identifies the ways of sentence can be analyzed and interpreted .

Also known as *deep grammar* or D-*structure* .In transformational grammar ,deep structures are generated by *phrase-structure rules*, and surface structures are derived from deep structures by a series of transformations".

Noam Chomsky (1964) said that "It might be supposed that surface structure and deep structure will always be identical .In fact, one might briefly characterize the syntactic theories that have arisen in modern structural (taxonomic) linguistics as based on the assumption that deep and surface structures are actually the same".

Scientists had a different point of views about the concepts of deep and surface structure. Richard Nordquist considered that deep structure somehow differs from surface structure, while Noam Chomsky considered that both of the concepts are identical or the same.

2.10. Definitions of Prepositions.

Debbie Notari (2003) defined prepositions as" Prepositions are words that introduce information to the reader. She added that, prepositions don't stand alone. They work in groups of words that we call prepositional phrase".

Edward Finnegan (2008) defined prepositions as "units, describing relationship between two entities; one is trajectory in the foreground and the other being a landmark in the background". Zeinab Gvarishvili (2012).

Another definition by Dr Anwar Mourssi and Ms Taiba Al Hilali (2015) defined prepositions as" Preposition in English language grammar is defined as a word which describes the location of one object in relation to another one".

2.11. Types of prepositions

Raju Suppiah (2013) mentioned that prepositions have three types; prepositions of time such as *after, at, before*. Prepositions of place like *about,across*. The final one is prepositions of manner such as *by, with, and through*.

Grubic (2004) classified prepositions according to their form, function and meaning. Regarding form, prepositions can be either simple (one - word preposition) or complex (also called two -word, three-word, compound prepositions). Simple prepositions are known as close class

from which we cannot invent new single word prepositions. The second form is complex prepositions which are known as open class due to the new combinations which could be invented". Anwar Mourssi (2015).

The most common prepositions in English are *at, from, in, of, on,* and *with*. Dalal A. Al-Dubib (2013).

While Wahlen (2001) considers English prepositions do not have a neat set of rules governing their use, in addition to its complex nature which led to problems with prepositions for English second learning teachers and learners.

Also Zeinab Gvarishvili,Pittman and Wahlen considered that English prepositions are complex and difficult to the foreign learners.

Asma Mourssi (2015)mentioned that" Hashim (1996)conducted a similar study in the Jordanian context in which it was found out that a lot of errors have been found and presented in seven syntactic categories.

 The first category was verbal prepositions. In the same vien, Kharma, and Hajjaj, (1997) reported that on Arab EFL learners' errors, that the majority of their errors are in English syntax, and in particular in prepositions which can be considered as the most troublesome aspect of syntax. Also, Dr Anwar Mourssi and Ms Taiba Al Hilali concluded from their study that based on the different positions of English prepositions in the sentences as it happens in Arabic prepositions, where we can see the English prepositions can follow a nominal, a verbal or an adjectival as well. The Arabic learners of English as second committed this amount of errors. A common characteristic of English prepositions is that most different prepositions can offer many different meanings when they are used with the same word. Another issue is that the meaning of the verb itself can be changed totally when it is followed by different prepositions.

The main problem which resulted in negative transfer is that prepositions rarely have a one to one correspondence between English language and Arabic language.

In other words, we can find out that an Arabic preposition might be translated into several English prepositions and vice versa we can find out that an English preposition might have several different Arabic translations.

Another study conducted by Abushiba, El-OmeriandTobat (2011) investigated and classified the grammatical errors in the writings of 62 students of the Department of English literature and Translation at Alzaytoonah private University of Jordan.

The students enrolled in paragraph writing course in the first semester of the academic year (2009/2010). These errors were first classified into six major categories and then they were divided into subcategories. It was observed that the most problematic category was prepositions, which comprised 26% of the total errors.

3.12. Conjunctions

" Conjunctions are used to connect words in a sentence or to connect complete sentences". Rosemary(2007).

Deborah Broadwater (2000) defined conjunctions as" A conjunction is a word that joins words or group of words".

Carrie lueng (2005) expressed that" The study of conjunctions has received considerable attention in linguistics.They have been under numerous labels such as linkers, coordinators, discourse markers, pragmatic markers, discourse connectors and many others. Indeed, conjunctions play an important role in discourse as they are used

coordination to conjoin "different grammatical units: clauses, clause elements, words (leech & svartvik, 1994:264).

"Conjunctions contribute to a better understanding of the use of discourse and they affect the way how texts are perceived.

Studies have shown that the use of conjunctions can be problematic for EFL learners (Chan, 2004:65; hkcee annual reports, (1996).

Therefore, their use of conjunctions is worth studying more extensively in order to distinguish the difficulties and thus to provide solutions for learners to help master the use of English conjunctions "Carrie leung (2005).

 However, English conjunctions are thought to be problematic issue for the foreign learners. It requires more extensive studying and great efforts so as to be easier for the learners.

2.13. Subject verb agreement.

"In English grammar, subject-*verb* agreement is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural).Also called *subject-verb concord*. The principle of subject-verb agreement applies to finite verbs in the present tense and, in a limited way, to the past forms of the verb *to be* (*was* and were)".

"On the other hand, it is not always easy to trace the subject in the sentence. Sometimes, subjects are separated from their verbs by a prepositional phrase (Werner, Church, & Baker,1996 b ,p,   ).The prepositional phrase includes the preposition and its object, which will never be the subject of sentence. This emphasizes the fact that this phrase cannot agree with the verb.

"The basic rule of subject verb agreement is that a verb must agree in number and person with its subject .Singular subjects need singular verbs; plural subjects needPlural verbs. (Hudson, 1998)Dalal A. Al-Dubib (2013).

Hudson and Werener et al,(1996) assures that verbs must agree with pronouns. Werner et al (1996) said "Verbs must agree with relative pronouns .These pronouns must include *who, which, whom* and *that.* The agreement is simply identified by the relationship between the relative pronoun, its antecedent, and its verb. Thus, if the relative pronoun refers to a singular antecedent, then it requires a single verb .However, if the relative pronoun refers to a plural antecedent, then it requires a plural verb" Dalal A. Al-Dubib (2013).

Dalal A. Al-Dubib (2013) said "One of the most common mistakes in standard written English is subject-verb agreement.

Marzuki and Zainal (2004) analyzed the errors of writing reports in an examination situation and found that the most frequent error was recorded with was subject-verb agreement with 95.5% occurrence. Moreover, Adira et al (2010) said that based on 66 paragraphs they analyzed, that subject-verb agreement was one of the errors which was recorded with 85 errors (7.07%).

 Dalal A. Al-Dubib exposed to the area of the errors that committed by the learners, she mentioned that "Lennon (1991) defines errors as a linguistic form or combination of forms that would not be produced under similar conditions and context by a native speaker.Brown (1987) defines errors as those that are made by learners that can be observed, analyzed, and classified to reveal their learning system.

Dalal A. Al-Dubib and many scientists found that the students committed errors while they were writing subject-verb agreement. However, subject-verb agreement is a problematic area for the learners.

Part Two:

2.14. Review of Previous studies.

This section about previous studies will inform the researcher about the methods and techniques used by researchers worked in the same field. It will also provide information concerning the issues of instrumentation, sampling and data analysis.

2.14.1. The first study

Mukhtar (2007) conducted a study entitled investigatedapplication of linguistics to translation with reference to lexical semantics. The study was carried out in Omdurman Islamic University, world research and studies institute. The researcher examined application of linguistics to translation with reference to lexical semantics. It came up with the result that grammar has its direct and indirect effects on realizing of translation .Since it may affect the meaning as being syntactical issue.

 He attributed this to that studying the structures in a language helps in realizing corrective writing and structuring, and eventually reflecting the related meaning and the understanding of the targeted message.

 This study is similar to the present study in some aspects such asthe grammar has an effect on translation realization,specially the syntactic effects.

2.14.2. The second study

Al-Dubib (2013) conducted a study entitled error analysis of subject verb agreement. The study was carried out in Imam Mohammad bin Saud University. The researcher examined error analysis of subject verb agreement. She came up with result that the female students in the English department of languages and Translation College are facing difficulties in applying the subject verb agreement rules in their writings. She attributed this to the interference and negative transfer.

This study is similar to the present study in some aspects such as that the students facing difficulties in applying subject verb agreement.

2.14.3 The third study:

Khalifa (2015) conducted a study entitled   problems in translating English and Arabic languages structure. The researcher investigated problems in translating English and Arabic languages structure. The study was carried out in the University of Sharga. The researcher examined problems in translating English and Arabic languages.

it came up with the results that Saudi EFL students can not translate properly because they do not have enough understanding of English grammar and structure. She attributed this to the poor knowledge about English structures beside the differences between the two languages.

 This study is similar to the study in a number of aspects such as the EFL have a problem in translation this is due to many factors such as lack of knowledge and the differences between languages.

2.15. Summary

This chapter provided the basic theoretical about the impact of morph syntactic knowledge on English foreign learners translating abilities and it focused more precisely on, the subject of this study. It also reviewed some related previous studies and showed how they related to the present study.It has been noticeable that translating and using English prepositions is a problematic issue for many reasons. Such as the complex nature of English prepositions, the differences between English prepositions and the learners native language. So the errors that were committed by the learners result of the differences and complexity of the English prepositions.

CHAPTER THREE

METHODOLOGY OF THE STUDY

CHAPTER THREE

Methodology of The Study

3.0 Introduction

This chapter explains the methodology that was used to explore the influence of morphological and syntactic knowledge on English foreign learners translating abilities. It gives a brief account of the methodology used in the present investigation, namely to evaluate the impact of syntax and morphology on learners translating abilities. It will particularly, describe the validity and reliability of the test and the instrument, as well as showing the procedures followed in eliciting the research data.

3.1. Methodology.

This study is descriptive in nature. It will focus on "what" of the problem in question. The study will attempt to investigate the different aspects of the problem and it will shed light on the areas of that need attention

3.2. Population and sampling

The population of the study is English language students. A sample of 30 students was randomly selected for the test. They did the language test. Fourth year students, English language department, faculty of English language, Sudan University of sciences and Technology.

The time taken for the test is 40 minutes, the students did not use a dictionary by their choice, they insisted to depend on their own abilities, and they commented that the test was not difficult.

3.3. The instrument.

One instrument was used in the study for the purpose of data collection.

3.4.. The test.

The test is an A text to be translated into English language. Indirectly the researcher through the text would like to know how the knowledge of conjunctions, prepositions, subject verb agreement affects English foreign learners translating abilities.

The reliability of the test was calculated by SPSS. The Cranbach alpha was as follows:

*Table (3.1.):*Reliability statistics.

Cranach's Alpha	N of items
.901	3

This table shows a very high figure of reliability (0.901).

3.5. Procedures for data analysis.

The data collected through the test will be tabulated and treated statistically by the SPSS program. The results in percentile form will be used to answer the relevant study questions.

CHAPTER FOUR

Data Analysis

CHAPTER FOUR

Data Analysis and Discussion

4.0. Introduction

This chapter presents and analyzes the data collected through the test. The results will be used to provide answers to the research questions.

4.1. The Data Obtained From the Test.

For collecting the data a test has been distributed to the students. Numbers of the students that have been chosen were 30 students. The population was Fourth year students, English language department, college of languages, Sudan University of Science and Technology.The test is a text to be translatedfrom Arabic into English language. The test tested these major components: conjunctions, subject verb agreement, preposition.

The following tables show the degrees obtained by the students in terms of excellent pass and failure. It also explains the frequency and the percentage in statistical way through using SPSS program.

Table (4.1) Prepositions component

	Frequency	Percent %
Valid Excellent	11	36.7 %
Good	7	23.3 %
Fail	12	40.0 %
Total	30	100.0 %

Table(4.1)shows the degrees that obtained by the students in the prepositions component. It is clear that the percentage of failure is higher

than the percentage of excellence and success. This indicates that the students have a problem in translating prepositions for some factors such as the complexity and difficulty of using preposition. Wahlen (2001) revealed that English prepositions do not have a neat set of rules governing their use, in addition to its complex nature which led to problems with prepositions for   teachers of English and EFL learners. Also, Wiaam Abdul-Wahab and Taha Al-Bayati (2013) founded that the EFL find difficulty in using English prepositions and the errors reflect the learners' inability to think in English, spontaneously, they use their L1 as a means to understand English.

Asma Mourssi (2015)mentioned that" Hashim (1996)conducted a similar study in the Jordanian context in which it was found out that a lot of errors have been found and presented in seven syntactic categories. The first category was verbal prepositions. In the same vein, Kharma, and Hajjaj, (1997) reported that on Arab EFL learners' errors, that the majority of their errors are in English syntax, and in particular in prepositions which can be considered as the most troublesome aspect of syntax.

Table (4.2) Subject verb agreement component

	Frequency	Percent %
Valid Excellent	10	33.3 %
Good	7	26.7 %
Fail	12	40.0 %
Total	30	100.0 %

Table (4.2) shows the degrees of the subject verb agreement component that obtained by the students. The degrees shows that the percentage of failure is high compared with the percentage of excellence and success, which indicates that the students facing difficulties in translating subject verb agreement.

Dalal A. Al-Dubib (2013) said "One of the most common mistakes in standard written English is subject-verb agreement. Marzuki and Zainal (2004) analyzed the errors of writing reports in an examination situation and found that the most frequent error was recorded with was subject-verb agreement with 95.5% occurrence. Moreover, Adira etn al (2010) found, based on 66 paragraphs they analyzed, that subject-verb agreement was one of the errors which was recorded with 85 errors (7.07%).

*Table (4.3)*Conjunctions component

	Frequency	Percent %
Valid Excellent	9	30.0 %
Good	7	23.3 %
Fail	14	46.7 %
Total	30	100.0 %

Table (4.3) shows the degrees that attained by the students at conjunctions component, which indicates that the percentage of failure is high compared with the excellence and success percentages.According to above result the students find a difficulty in translating conjunctions.

*Table (4.4)*Preposition-Conjunctions Cross tabulation

Count		Conjunction			Total
		Excellence	success	fail	
Prepositions	Excellence	9	1	1	11
	Success	0	2	5	7
	fail	0	4	8	12
Total		9	7	14	30

Table (4.4) compares the students' degrees in prepositions and conjunctions components according to the excellence, success, and failure criterion. The students degrees were classified as the following; those who got 7 -10 marks are excellent, while those who got 4-6 marks are classified as successful, and those who got 1-3 marks are considered failed. As it was shown above the percentage of failure in conjunctions and prepositions components is higher than the excellence and success percentage. This result indicates the students' weakness in using and translating the both component.

Chan (2004) stated that non-native speakers directly transfer the conjunctions and connecters from their first language to their second language (English), which result in the underuse of conjunctions and overuse of connectors.

*Table (4.5)*Subject verb agreement*prepositions cross tabulation

Count		Prepositions			Total
		Excellence	success	fail	
Subject verb greement	Excellence	10	0	0	10
	Success	1	4	3	8
	fail	0	3	9	12
Total		9	7	12	30

The above cross tabulation table compares the student's degrees in subject verb agreement and prepositions components. The students degrees were classified as the following; those who got 7 -10 marks are classified as excellent, while those who got 4-6 marks are classified as successful, and those who got 1-3 marks are considered failed. As it was shown in the above table that the degrees of both subject verb agreement and prepositions components in failure was higher than the excellence and success degrees.

This assure that the subject-verb agreement and prepositions knowledge affect the EFL translating abilities which were clear from the degrees obtained by the students.

Table (4.6) Subject-verb agreement*Conjunctions cross tabulation

Count		Conjunction			Total
		Excellence	success	fail	
Subject-verb agreement	Excellence	9	1	0	10
	Success	0	1	7	8
	fail	0	5	7	12
Total		9	7	14	30

Paired Table (4.6) compares the student's degrees in subject verb agreement and conjunctions components. The students degrees were classified as the following; those who got 7 -10 marks are classified as excellent, while those who got 4-6 marks are classified as successful, and those who got 1-3 marks are considered failed. It was shown in the above table, that the degrees of both subject verb agreement and conjunctions components were higher than the excellence and success degrees. This indicates that the students are weak in using and translating subject-verb agreement and conjunctions.

Chi-Square Test

Table (4.7)

Test Statistics

	Subject Verb agreement	Preposition	Conjunction
Chi-Square	2.533[a]	5.733[a]	3.067[a]
df	7	7	7
Asymp. Sig.	.925	.571	.879

a. 8 cells (100.0%) have expected frequencies less than 5. The minimum expected cell

Frequency is 3.8.

Table (4.7) shows the Chi squire value for the three components.

It is clear that the prepositions component represented the highest Chi squire value 5.733[a] this indicates that prepositions is the most problematic component for the students. The Chi squire value for conjunctions component is3.067[a] which is less problematic and complex

component, The final and the least one is the subject verb agreement Chi squire value which was 2.533a ,it is the least complex and difficult component for the students.

*Table (4.8)*Paired samples Test

Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Preposition - Conjunction	.30000	2.11969	.38700	-.49151-	1.09151	.775	29	.445

Table (4.8) shows the paired sample test for the prepositions and conjunctions components. The mean value is 0.30000, the standard deviation for the both components is 2.11969 and the T value is 0.775.

Table (4.9) Paired Samples Test

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Subject Verb agreement - Conjunctions	.26667	2.34790	.42867	-.61005-	1.14339	.622	29	.539

Table (4.9) shows the paired sample test for the subject verb agreement and the conjunctions components. The mean value for both components is 2.6667, the standard deviations are 2.34790, thestd errormean is.42867 and the T value for the two components is 0.622.

Table (4.10) PairedSample Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Subject Verb agreement - Preposition	-.03333-	1.51960	.27744	-.60076-	.53410	-.120-	29	.905

Table (4.10) shows the paired sample test for the subject verb agreement and prepositions components. The mean value of both components is 0.3333, the standard deviation is 1.51960, and the T value for both components is -.120-.

4.2. Summary

This chapter has presented the analysis and discussion of data gathered from the test. The results showed that there was real problem that represented in the lack of awareness of subject verb agreement, conjunctions, and prepositions components which affect their translating abilities.In addition to, the L1 transfer and interference.

CHAPTER FIVE

Summary of results, Recommendation and suggestions for further studies

CHAPTER FIVE

Main findings, Conclusions,Recommendation, and suggestions of further studies

5.0. Introduction

This chapter will draw the threads of the study together by answering the research questions and verifying the hypotheses. Data from Chapter Four will be accumulated under each question and hypotheses.

5.1. The results

The findings of the research will be used as answers for the research questions.

5.1.1 Question One "What is the impact of the prepositions knowledge on EFL translating abilities?

The results showed that there was an impact of prepositions knowledge on EFL translating abilities, in the sense that the students face problems and weakness in translating and using prepositions which was due to many factors such as, the complex nature and the difficulties of propositions which was considered to be a problematic area for the foreign learners. .

5.1.2. Question Two" What is the impact of subject verb agreement knowledge on EFL translating abilities?

The results showed that there was an impact of subject verb agreement knowledge, the students are facing difficulties in applying the subject verb agreement rules in their writings, which refers to its difficulties, the interference and negative transfer.

5.1.3. Question Three" What is the impact of conjunctions knowledge on EFL translating abilities?

The results showed that there was an impact of conjunctions knowledge on EFL translating abilities, in the sense that the use of conjunctions is a problematic for the students which confront their translation. In addition to that its complex nature was the main reason behind the students' translating errors.

5.2. Recommendations

Teachers should expose students to more exercises; the university syllabus should focus on subject-verb agreement. Teachers should more exercises on the use of prepositions to EFL learners.

5.3. Suggestions for further research

Throughout this study, the research has noticed that the following areas need to be researched:

1. Investigating the grammatical competence of translation students
2. Investigating the punctuations writing and its effects on translation students.

5.4. Summary

This chapter presented the conclusion and recommendations of the study. The conclusions provided answers to the research questions and verifiedthe hypotheses. Also recommendations were offered and suggestions for further research were proposed.

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Appendix

The test

Sudan University for Sciences and Technology

Faculty of languages

Department of English

Translate the following text into English language;

الامم المتحده

هي منظمه دوليه مقرها نيويورك تهدف الي حفظ السلام حول العالم وحل المشكلات الدوليه,تاسست هذه المنظمه عام 1945 وقامت محل عصبه الامم المتحده,واما معظم دول العالم المستقله فيها كل منها لديه صوت واحد في الجمعيه العامه .واما مجلس الامن فلديه السلطه باتخاذالتدابير العسكريه والاقتصاديه وذلك لحل النزاعات الدوليه,ويوجد لدي الامم المتحده فروع اخري مثل البنك الدولي ومحكمه العدل الدوليه في هولندا ومنظمه الامم المتحده للطفوله واما بان كي مون فهو الامين العام للامم المتحده .

Appendix 2

The students' marks in the test

The students result

N	Prepositions		Conjunctions		Subject-verb agreement	
	Full mark	student's mark	Full mark	student's mark	Full mark	student's mark
1	10	9	10	7	10	9
2	10	9	10	8	10	9
3	10	8	10	8	10	9
4	10	9	10	7	10	8
5	10	7	10	7	10	9
6	10	7	10	6	10	7
7	10	8	10	9	10	7
8	10	9	10	7	10	8
9	10	9	10	7	10	9
10	10	9	10	9	10	8
11	10	5	10	2	10	5
12	10	4	10	5	10	3
13	10	2	10	1	10	
14	10	1	10	3	10	2
15	10	3	10	1	10	5
16	10	1	10	2	10	1

17	10	3	10	3	10	2
18	10	1	10	6	10	4
19	10	3	10	1	10	3
20	10	4	10	1	10	5
21	10	1	10	2	10	2
22	10	4	10	3	10	4
23	10	3	10	5	10	1
24	10	4	10	2	10	1
25	10	1	10	6	10	2
26	10	5	10	5	10	3
27	10	3	10	5	10	1
28	10	7	10	3	10	5
29	10	3	10	3	10	2
30	10	2	10	1	10	5