Arab World English Journal
INTERNATIONAL PEER REVIEWED JOURNAL ISSN: 2229-9327
مجلة اللغة الانكليزية في العالم العربي

AWEJ Special issue on Translation No. (2) 2013

pp. 129 -148

Investigating the Syntactic Difficulties which Encounter Translation Students at Irbid National University in Jordan from Arabic into English

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Abstract

The current study is aimed at investigating a number of syntactic difficulties that the Jordanian English students encountered in translating sentences from Arabic into English at Irbid National University (INU). A validated test of 20 Arabic sentences was given to a random sample of 20 students (2010-2011) to be translated into English. The difficulties were computed, analyzed, and categorized into syntactic problems (omission and addition, and grammar). The results revealed that the students committed 292 errors. The number of omission errors was 54, additions errors were 42, while the number of grammatical was 196 errors. In light of these results, a number of recommendations and suggestions had been set up.

Keywords- Syntactic Problems, Irbid National University (INU), English Translation Students, Grammatical Errors.

1. Introduction

Translation has played and is still playing an important role in serving the human civilization to bridge the gaps between societies. Nowadays, translation has witnessed a great importance that has not been seen before. It embraces human entrance to the wealth of global scientific and technological information, as well as to the ideas that form our culture.

Brislin(1976) indicates that translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such as standardization or whether one or both languages are based on signs, as with sign languages of the deaf.

Linguists vary in their views regarding translation, e.g., (Nida, 1964; Catford, 1965; Nida & Taber, 1974). However, all of them consent that it is a process between the Source Language (SL) and the Target Language (TL) texts. Nida (1964) says that it is a process of establishing equivalence between the SL and the TL texts. Catford (1965) argues that it is a process of the replacement of textual material in one SL language by equivalent textual material in another TL language. Nida & Taber (1974) indicate that it is a process of constant search for the transfer of a message from the SL into the TL.

On the other side, some scholars, e.g., (Pinchuck, 1977; McGuire; 1980; House, 1981) indicate that translation is a process of conflict between two texts or translators. Pinchuck (1977) says that it is a conflict of finding a TL equivalent for a SL utterance, while McGuire (1980) reverses the conflict to the rendering of a SL text into the TL. Similarly, House (1981) ascribes to the definition of translation to the two codes of SL and TL texts, paragraph, poem, sentence or a single greeting. Toury (1980) emphasizes that translation is the replacement of one message, encoded in one natural language, by an equivalent message, encoded in another natural language. Mackenzie (1998) agrees with Toury (1980) that translation is as an act of transferring a message across linguistic and cultural barriers in such a way so as to produce the effect desired by the sender of the message on its recipient in the target culture.

It is worth mentioning that both the linguistic and cultural elements in the SL and the TL should be well-observed to carry out translation successfully (Jacobson, 2001). However, he states that the transfer of cultural elements into cultural equivalents tends to be more frightening for the translator who translates them into a second language than for the translator who translates them into his or her first language and culture. Nida (2001) asserts the existence of this dividing line between linguistic and cultural challenges facing translators: "In fact, differences between cultures cause many more severe complications than do differences in language structure" (p. 130).

Many linguists have asserted that there is no real equivalence in translation and that the act of translation is clearly an act of communication. All of us know well that there isn't an accurate pair of synonym in any language including English which can provide an exact and precise meaning of its synonym (Schaffner, 2003 and Farghal, 2009).

Newmark (1988) maintains that a satisfactory translation is always possible, but a good translator is never satisfied with it. In addition to this, socio-cultural norms and presuppositions can limit the freedom of the translator in choosing the words he likes as such facts should be taken into account. Therefore, Hasan (1997) defines the translator as a writer who formulates ideas in words addressed to readers, while, Chabban (1984) believes that the ideas could be formulated if the translator could look into the inner depths of the writer's mind. Hasan (1997) indicates that some terrible linguistic and other difficulties may still prevent the two texts from being fully equivalent. In consequence, translation between two languages causes different problems. In this regard, Farghal, (2009) says that linguistic problems arise from the differences of structure in the vocabulary and syntax of the SL and the TL, he continues, these problems can also be caused by lack of grammar knowledge in the SL or the TL. Harmer (2003) says that "grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language." (p.142). So grammar constitutes a significant cause in translation problems, and a translator should master grammar in order to achieve a well structured translation. Accordingly, Brown (2004) quotes:

> before the learner becomes familiar with the system of the second language, the native language is the only linguistic system upon which the learner can draw. Therefore, not having enough knowledge in this sense will lead learners to use their own system of syntax in the TL and this interference(s) makes them Erroneous. (p.298)

Translation from Arabic into English and vice versa as Shunnaq(1989) states, creates a variety of problems arising from the transfer of the message from the SL to the TL. He adds that translators may face difficulty when translating from Arabic into English because the two languages are different in their constructions. Accordingly, (Shunnaq, 1994) comments that in order to produce a reliable English text, the translator may have to change the structure of nearly all sentences, e.g., Arabic verbal sentences have the basic word order of Verb-Subject-Object-Adverbial (V-S-O.A), whereas the English sentence order is (S-V-O) (Shunnaq, 1994). For example: The English sentence " the boy caught the cat" *al walad masaka al qetah* (الولد مسك القطة) , here, the word order in Arabic is incorrect, while the correct translation in Arabic is (مسك الولد القطة) *masaka al waladu al qetah* . Likewise, the order here is V-S-O.

Shunnaq (1994) states that gender is even more difficult to be translated. For example, in English, we say, "she is cute" (a girl), "it is cute" (a cat). In Arabic, however, the two sentences are translated in the same way "انها لطيفة" *innahaa laTiifah.* Thus, the differences between the two will not be conveyed despite the fact that the first refers to a girl and the second refers to a

cat. Moreover, in Arabic there is a clear differentiation between the masculine and feminine genders. Although English differentiates between the genders, there are general terms to refer to both genders. For example, the word "student" in the English sentence "the student writes" may refer to either a male or female whereas a gender is always differentiated in Arabic. For example, "كتب الطالب" *kataba aTTalib* refers to a male student while "كتبت الطالبة" *katabat aTTaalibah* indicates that the student is a female. Consequently, the translator must be aware of these variations (ibid, 1989).

As a consequence of this, Shunnaq (1994) indicates that a lot of problems have been occurred while translating from Arabic into English and vice versa. The attention is paid here for a number of syntactic problems as the following:

1. Omission: The deletion of some of the letters, words, or phrases that is necessary in order to comprehend the sentence in the text.
2. Addition: The additions of single words, phrases, and even complete sentences that are not found in the original language.
3. Grammatical Problems: This type includes a number of problems. The following are taken into consideration:
    a. Word order, poses a big problem in translation as previously mentioned.
    b. Articles, the most common errors committed by students in their translation were the use of articles in their English sentences. In most sentences, they neglect the use of articles, e.g., "*a*", "*an*" and "*the*".
    c. Prepositions such as, at, on, from, of. etc. The errors here in exchanging the use of the preposition.
    d. Verb to be is one of the most important part of verbs, e.g., *is, was, are were*, they are used in sentences as main verbs. They are also utilized as main and auxiliary verbs in the same sentence.
    e. Demonstratives such as *this, these, that, those. This* and *that* are singular, *these* and *those* are plural. *This* and *these* refer to things which are close to the speaker, perhaps even in his hand, while *that* and *those* refer to far away things.

Various studies were conducted dealing with the difficulties and problems that face translators and students in translation process from SL to the TL and their solutions. The study of Tahaineh (2010) sheds light on the types of errors in the use of prepositions. A random sample included 162 students who studied the English language at Jordanian University. The data shows that the subjects selected the unacceptable prepositions if equivalents are not used in their mother tongue; deleted prepositions if equivalents are not required in their mother tongue, and add prepositions if equivalents are required in their mother tongue. Finally, they use the correct English prepositions providing equivalents in their mother tongue.

Al-Nakhalah (2007) investigates the difficulties that face Palestinian students of English at Al-Quds Open University in the Gaza Strip while translating tenses from English to Arabic. He uses a random sample composed of 185 students (male & female) at Al-Quds Open University in the Gaza Strip in the first term of the academic year 2006/2007. The researcher finds that the most difficulties in translation committed are in tenses. Jabak (2000) elaborates on the most common linguistic problems which face Arab students in their translations into English. The sample of sentences in Jabak's study shows that Arab students encounter grammatical problems and lexical problems. Accordingly, they committed grammatical errors in areas such as tense, the definite and the indefinite articles, prepositions, relative pronouns and the verb to 'be' when it is used as a main verb in the sentence. The results of Asqalan's study (1997) state that lexical errors were divided into: transliteration, synonymy and antonyms, lay translation instead of technical, mistranslation of technical terms, and mistranslation of general terms. Mistranslation of technical terms scored the highest percentage (46.8%). Syntactical errors were divided into omission, addition, reversed order, grammar, spelling, and modifiers. Among these, grammatical errors were the highest (28.2%).

Kharma and Hajjaj (1997) report that the majority of learners' errors are in English syntax, in particular, in prepositions that are the most worrying aspect of syntax. They conducted a number of studies in several Arab countries such as the Arab Gulf countries and Jordan. Kharma and Hajjaj (1997) describe also prepositions' errors as a persistent problem for EFL Arab learners. They observe that prepositions were found to be the most bothersome grammatical words that occupied the first or second position among other syntactic and semantic errors. Hashim (1996) reviews most of the studies regarding syntactic errors committed by EFL students. He classified errors into seven syntactic categories: verbal, preposition, relative clauses, conjunction, adverbial clauses, sentence structure and articles. The results revealed the influence of their native language SL on students' orientation in committing errors.

In Jordan, English is limited to be studied as a foreign language (EFL). Oxford and Shearin (1994) say that English is not "one of the primary means of communication in the society, but taught simply as a school subject". Most studies conducted in Jordan were in EFL contexts, e.g., (Thompson, 1980); Zughoul and Husain, 1985; Zughoul, 1991; AL-Khataybeh, 1992; Al-Khuwaileh and Shoumali, 2000; and Rababah, 2003), they signify the weakness in EFL students writing. The greatest number of errors committed by Jordanian English learners is in writing. These studies recommend further research for explaining the sources and causes of the weakness in Jordanian EFL students' writing.

From the above studies, it could be seen that most of these studies focus on syntactical errors. Tahaineh (2010) focuses on using Arabic prepositions and English prepositions, and identifying the types of errors in the use of prepositions that were committed. He agrees with Kharma and Hajjaj (1997) in coping with preposition errors. The studies of Asqalan (1997) and Hashim (1996) are met and dealt with syntax, but Asqalan's (1997) goes beyond that. He analyzes the

lexical errors in detail. Conversely, Al-Nakhalah (2007) investigated the difficulties facing students in tenses. This study reveals many errors in syntactic, e.g., omission, addition and grammatical errors.

1.1 The Problem of the Study

Despite the previous studies conducted in Jordan dealing with English language difficulties, research in translation difficulties has not been given sufficient attention. Most of the previous studies focused on difficulties within language skills. There is a lack of empirical studies in translation that could bridge the gap existing in the field of examining the ability of students' translation, and to investigate the committed errors. Consequently, the researcher found it is an indispensable requisite to investigate problems encountered by students, mainly from Arabic into English. In this regard, the present study may shed light on students' ability in translation, in addition to analyzing the committed errors in syntax such as omission, addition , and grammar, e.g., word order, propositions, articles, verb to 'be', and demonstratives.

1.2 Objectives of the Study

The major purpose of this study is to identify the most important difficulties that the Jordanian students in English may encounter in syntax (omission. addition and grammar) through translating Arabic sentences into English.

1.3 Questions of the Study

To be more specific, the study seeks answers to these questions:

Q1: What is the ability of English students in translation from Arabic into English at Irbid National University in Jordan?

Q2**:** What syntactic difficulties may Jordanian English students encounter in translating Arabic sentences into English at Irbid National University in Jordan?

Q3: What grammatical difficulties may Jordanian English students encounter in translating Arabic sentences into English at Irbid National University in Jordan?

1.4 The Significance of the Study

This study is very important for scholars, educators, and decision makers because the problem it deals with is persistent and crucial. This research is expected to give a significant background about the problems that face Jordanian students in translation, particularly private universities' students, as they are less in proficient in dealing with English language than the students in public universities. This study is the first attempt to survey and classify the problems that face students in translation at Irbid National University. It will benefit postgraduate students and

scholars in carrying out similar research and studies. It is hoped that the results of this study may provide those who are with the future vision for teaching and learning and a helpful step to prepare remedial training.

1.5 The Limitations of the Study

This study is limited in analyzing a number of difficulties particularly, a number of syntactic problems. The scope of this study is limited to English translation students, only 20 students were chosen as a sample. The test also is limited to 20 Arabic sentences to be translated into English only. Here, the researcher- as it was said above- will limit the study to analyzing omission, addition and grammatical problems.

2. Methodology

2.1 Research Framework

This research adopts Catford's (1965) approach to translation equivalence since Catford preferred a more linguistic-based approach to translation. His main contribution in the field of translation theory is the introduction of the concepts of types and shifts of translation. Catford (1965) argues that there are two main types of translation shifts, namely level shifts, where the SL item at one linguistic level (e.g. grammar) has a TL equivalent at a different level (e.g. lexis), and category shifts which are divided into four types:

a. Structure-shifts, which involve a grammatical change between the structure of the SL and that of the TL;
b. Class-shifts, when a SL item is translated with a TL item which belongs to a different grammatical class, i.e. a verb may be translated with a noun;
c. Unit-shifts, which involve changes in rank;
d. Intra-system shifts, "which occur when SL and TL possess systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system" (p. 80). For instance, when the SL singular becomes a TL plural.

2.2 The Population and Sample of the Study

The sample was 20 Jordanian translation students who were selected randomly. They constitute 20 % of the total number (100) of the second year who enrolled in the second semester of the academic year (2011-2012) at Irbid National University in Jordan. The subjects had studied different courses in translation from English into Arabic and vice- versa. They passed a pre-request test to measure their proficiency when they joined the University. Therefore, all of them are identical in their educational background.

2.3 Data Collection

For collecting data, the researcher used a test which consists of 20 Arabic sentences. These sentences are taken from a book in General Translation (2): from Arabic into English by Dr. Muhammad AlKhuli. To achieve the validity of the test, the researcher adopted "committee

translation". The test was given to two instructors in the Department of Translation at the same university. They were asked to translate them and to make their comments and views. Their comments were taken into consideration, followed by approving the final version (instructor's) and its suitability for testing students, as in Appendix A (p. 27).

For achieving the reliability of the test, the researcher carried out an inter-rater reliability as follows: The researcher asked two instructors or evaluators at INU to give the test (sentences) for five students outside the sample. The correlation coefficient was computed by the use of "Pearson Equation" between the scores of the two evaluators. It was 0.99, which is actually high and suitable for the inter-rater reliability that mirrors the consistency and high correlation among their assessments. The subjects were given a test of Arabic sentences to be translated into English. The evaluation was set up using the following criteria in Table 1 for translating these English constituents into Arabic.

Table 1: *The Criteria of Translating or Evaluating Arabic sentences into English*

Instructor Translation	**Student translation**		
Excellent	Good	Fair	Poor
5	3.5	2.5	0

It is obvious that when the student's translation is similar to that of the instructor's, the sentence scores 5. If the student scores 5 for all 20 sentences (5×20=100) then his level is excellent. When the student makes small error, but the meaning is given, this level is evaluated as "good" and the sentence scores 3.5. If the translation of the sentence is only partly right, it will be graded as 2.5 and its level is "fair". Finally, the sentence may be given a score of zero, which is completely wrong and has a "poor" level. For example, if the student scores full marks for 10 items (5), good marks (3.5) for 5 items, fair marks (2.5) for 3 items, and failed in 2 items, his mark will be 92 (10×5 +5× 3.5 +3× 2.5 + 2×0=75). He is considered to be at the good level. Finally, the researcher has taken into his consideration the sentences that have many errors with high frequency, while other sentences with less frequency were left.

2.4 Research's Variables

Regarding the variables, this study will deal with the following:

- Independent variables in this study are believed to cause, influence or lead to variation in the dependent variable, e.g., studying English translation courses at INU in Jordan..
- Dependent variable is the students' level in translation Arabic sentences into English.

2.5 Data Analysis

The researcher adopted the two approaches of quantitative and qualitative analysis:

a. In quantitative analysis, the researcher used a statistical analysis such as frequencies and percentages for students level in translation. For answering the second and the third questions, a statistical analysis such as frequencies and percentages was used for computing errors. The errors were set into specific types and categorized.
b. Qualitatively, the researcher investigated and analyzed their translations in detail. The investigation includes accurate corrections for their errors, the right translation for every sentence was indicated throughout the analysis. Justifications for their errors were clarified from the researcher's viewpoint.

3. Results and Discussion

3.1. Q1: What is the ability of English students in translation from Arabic into English at INU in Jordan?

The mean score, percentage, and rank are computed for each item as shown in Table 3. The mean score is 3.13 with 62.60 percent. It is a fair level, only two students have achieved a good level, 16 students have achieved a fair level that is above 50 percent. Two students have achieved a poor level that is below 50 percent. No students have achieved an excellent level as shown in Table 2.

Table 2: *Responses of Students on the Test*

Number of items	Excellent	Good	Fair	Poor
20	-	2	16	2

From Table 3, the highest scores are for the sentences "Open the window please" **افتح الباب من فضلك** and "The garden is beautiful" **الحديقة جميلة** that hachieved 73.80, 70.00 percent, respectively. These sentences are so simple and are dealt with from the former stage. In contrast, the lowest scores are for the sentences "Birds have nests" **للطيور أوكار** , "This city was built by Omar" **هذه المدينة بناها عمر**. This result may be ascribed to the weakness of most students who had graduated from schools. This weakness may be attributed to the lack of English language conversation between the teachers and the students within school's stages, in addition to the lack of using language labs that help in encouraging talking in English inside and outside the classroom.

Table 3: *Students Means and Percentages in Translation Test*

No	English sentence	Mean	%	Rank
1	The room is large and wide	3.20	64.00	8
2	He is a very rich man	3.35	67.00	4
3	The garden is beautiful	3.50	70.00	2
4	He is the tallest student in his class	3.31	66.20	5
5	This city was built by Omar	2.19	43.80	20
6	My brother is in the kitchen	3.06	61.20	15
7	The man left his room an hour ago	3.13	62.60	11
8	The man arrived at the airport at 7 o'clock	3.05	61.00	16
9	Birds have nests	2.44	48.80	19
10	Ahmad works a farmer	3.38	67.60	3
11	Ahmad arrived at the airport quickly	3.13	62.60	11
12	She has a nice smile	3.10	62.00	13
13	Her hair is tall	2.93	58.60	17
14	Open the window please	3.69	73.80	1
15	This is the best book I have ever read	3.10	62.00	13
16	The student goes to the university everyday	3.14	62,80	9
17	Amman and Al-Zarqa are two cities in Jordan	2.59	51.40	18
18	Take these files and give them to those students	3.28	65.60	7
19	There is somebody outside	3.15	63.00	9
20	I didn’t find anyone there	3.31	66.20	5
	Total	3.13	62.60	-

3.2. Q2: What syntactic difficulties may Jordanian English students encounter in translating Arabic sentences into English at Irbid National University in Jordan?

Table 4 shows 292 errors with 73 percent. It echoes the difficulty in translation. The high rate of difficulty may be ascribed to the power of SL on TL. Syntactical problems in this study consist of three categories; omissions, additions, and a number grammatical errors. For figuring the errors, frequencies and percentages were computed as shown in Table 5.

Table 4: *Students' Answers for Test's Items*

Number of students	Number of sentences	Number of the tested items	Number of the correct answers	Number of the wrong answers	Percentage of the correct answers
20	20	400	108	292	27 %

a. Omission

From Table 5, omissions scored 54 with 18.5 percent, while additions scored 42 with 14.4 percent, the total errors of the two categories is 96 with 32.9 percent..

Table 5: *Frequencies, Percentages of Omission, Addition Problems*

Translation Problems	Frequencies	Percentage	Rank of difficulty
Syntactical (S)			
1. Omissions	54	18.5%	1
2. Additions	42	14.4%	2
Total(S)	96	32.9%	second

The following sentences are given as examples for omission and addition errors because there is no room to discuss all the sentences:

The Arabic sentence **أحمد يعمل مزارعا** "Ahmad works as a farmer" *Ahmad ya'malu muzarea'n,* it was translated as "Ahmad farmer" that means in Arabic **أحمد فلاح**, the meaning of this sentence in Arabic is incorrect. The Arabic sentence: **خذ هذه الملفات وأعطها لأولئك الطلاب** "take these files and give them to those students" *khuth hathihi almalafat wa'Tiha liolaik aTTulab* was translated as "take these files and give it to those" **خذ هذه الملفات وأعطها لأولئك**. They omitted the word "students" from the English sentence, the listener cannot recognize the rendering of *those*, the word *them* is omitted and the pronoun *it* is replaced.

The Arabic sentence: **هذه المدينة بناها عمر** "this city was built by Omar" *hathihi almadinah banaha Omar*. Here the sentence is in passive voice. It was translated literally into English by some of the students as: *this city built Omar*. They omitted the word *by*, so the structure of the Arabic sentence has been altered and the meaning has become incorrect. Hence, the English translation of this sentence changes the sense, so the whole meaning in Arabic is changed and has turned into **هذه المدينة بنت عمر** *hathe almadinah banat Omar* "this city built Omar". Literal translation provides a weak and a boring rendition, since it does not convey the exact effect of the original text.

The Arabic sentence: **لها ابتسامة جميلة** "she has a nice smile" *laha* ibtisamatun *jameelaton* was translated by some of the students *she is a beautiful smile* that means in Arabic **هي تكون ابتسامة جميلة**. They omitted the word *has* from the sentence, which causes a change in meaning. The previous omissions decrease the accuracy of translation in the TL.

b. Addition

From Table 5, it could be seen that additions have attained the second rank with 42 frequency. Contrary to omission, addition involves adding words that are not found in the original sentence. Many unnecessary words were added in the TL. Examples of their additions, the Arabic sentence: **هذا أفضل كتاب قرأته** "this is the best book I have read" *hatha afdhal ketab qaratahu* was translated by some of the students **هذا الكتاب أفضل كتاب قرأته.** They added the unnecessary word *book* and the translation as *this book is the best book I have read.* Here, they repeat the subject that is considered wrong in the rules of English.

The Arabic sentence: **لم أجد هناك أي شخص** "I didn't find anyone there" *lum ajed hunaka ayu shakheS* was translated by some students as "I did not find anybody outside there". They added *outside* that affects the meaning in the TL. Some students repeat the subject *I'm*. They translated it as" I did not I'm found any body there" , **انا لم انا أي شخص هناك**. Some students also set verb to do *do not* instead of *did not*. The sentence becomes in the present instead of the past tense. These additions in translation may lead to mistranslation. It could be attributed to their carelessness and lacks of translation background.

The Arabic sentence: **غادر الرجل غرفته قبل ساعة** "the man left his room before an hour" "*ghadara arajulu ghurfatahu gabla saa'h"* was translated into English as: "the man is left his room" by adding "is" to the English sentence. The translation of the sentence is incorrect as it is in the passive voice, its meaning in Arabic is **الرجلُ مُغادَر الغرفة**. Another example, the Arabic sentence: **شعرها طويل**" her hair is long" "*sha'raha Taweelun"* was translated into English as " she is has a long hair". The students added the auxiliary verb *has* to the English sentence. If the auxiliary verb *is* is omitted, the meaning becomes correct.

3.3. Q3: What Grammatical difficulties may Jordanian English students encounter in translating Arabic sentences into English at Irbid National University in Jordan?

Table 6 shows the number of grammatical errors that were committed by students. Errors in word order occupied the highest frequency 48 with a 16.4 percent, while there are 10 errors only in demonstratives with a percent of (6.8). The total number of grammatical errors is 196 errors with 67.1 percent. This percent is considered high regarding the simplicity of sentences that were given to the students.

Table 6: *Frequencies and Percentages of Grammatical Problems*

Translation Problems	**Frequencies**	**Percentage**	**Rank of difficulty**
3.Grammatical (G)		%	
a. Word order	48	16.40	2
b. Articles	32	10.96	4
c. Prepositions	56	19.20	1
d. Verb to be	40	13.70	3
e. Demonstration	20	06.80	5
Total (G)	196	67.10	First
Total (S) and (G)	292	100.00	-

More notably, most of the errors related to these grammatical areas result from the students' lack of knowledge for the rules of application for the English and Arabic sentences throughout translation from a language into another. This study deals with the following categorized grammatical errors:

a. Word Order

The committed errors regarding word order are 48 with 16.4 percent of the the total errors. It is the focal problem between English and Arabic languages. As previously mentioned, Arabic has two main sentence patterns: the nominative sentence and the verbal one. It should be known for any translator that the preferred word order in Arabic is the verbal sentence such as **وصل أحمد المطار بسرعة** "*wasal ahmad almaTtar bisura'h"*. We can say **أحمد وصل المطار بسرعة**, but grammatically is incorrect translation. English, on the contrary, has only one sentence pattern, the nominative sentence such as "Ahmad arrived at the airport quickly" that has the same word order of the Arabic nominative sentence: *subject + predicate*. Some of the students have committed errors regarding word order in some of the sentences which have been translated into English. For example, the Arabic sentence: **وصل أحمد المطار بسرعة** "*wasal ahmad almaTtar bisura'h"* was translated into English as "arrived Ahmad airport quickly". Here the sentence is translated literally as the Arabic sentence can be written or said without a noticeable subject. The actor of an action, a noun or pronoun, is not always noticeable and it does not appear in the sentence.

Similarly, the Arabic sentence: **يذهب الطالب يوميا إلى الجامعة** "the student goes to the university every day*" yathhabu aTalibu ywmian ila Aljamiaa'h*, was translated by some of the students as: "go the student to university" which is considered incorrect translation. Here in English, the subject should be put before the verb. They also omitted the adverb "everyday" as it is important to be translated in order to give the main meaning of the Arabic sentence. Some students translated it as "everyday goes student to university", **يوميا طالب يذهب إلى جامعة**. Here, in this translation there are two errors are committed, the adverb and missing of the word "the". It is completely incorrect.

The Arabic sentence: **خذ هذه الملفات وأعطها لأولئك الطلاب**"take these files and give them to those students""khuth *hathihi ilmalalfaat wa'Tiha liolaika aTulaab"* was translated as: "these take files and those give students" which is completely incorrect. Here the verb should be placed at the beginning because it is an imperative sentence. English imperative sentences could be literally translated into SL. This situation might not cause any difficulty, e.g., "Close the door" **اغلق الباب**, **افتح الباب** "Open the door". The imperative tense is used to give an order, a warning, an appeal, an advice, a suggestion, an instruction and in some cases a request to another person, to a group of people or to animals. Typically the verb will be placed at the beginning of the sentence. Though the sentence in Arabic is simple and clear, some students found it difficult to be conveyed into English, perhaps because they focused on literal translation, ignoring the usage of grammar and syntax of the other language.

b. Articles

The committed errors in articles are amounted to 32 with 10.96 percent of the total errors. Students in their translation neglected the correct usage of articles "a", "an" and "the". For example, in the Arabic sentence: "He is the tallest student in his class" **هو أطول طالب في صفه** *"howa aTwal Talib fi safeh"* was translated into English as: "he is tall in class" **هو طويل في صف**. The article "the" here refers to a definite student in the class who may be Ahmad or somebody else. Without using "the", the student becomes indefinite.

The Arabic sentence: **غادر الرجل غرفته قبل ساعة** "*ghadara arrajulu ghurfatahu gabla sa'ah*" was translated into English as: "The man left his room before hour", without any indication of the article "an" which causes a mistranslation in English. Many errors were committed by most of the students for the most sentences, e.g., **يذهب الطالب يوميا إلى الجامعة** was translated as "student go to university every day",. **وصل الرجل مطار عمان الساعة السابعة** translated as "man arrives at Amman airport at seven o'clock". In the former sentence they ignore the article *the*, while in the latter, they shifted from the past tense to the present by putting *arrives* for the Arabic verb **وصل** that means *arrived*, in addition to ignoring *the*. The omission of the definite article *the* caused difficulty in using it in English because Arabic students frequently utilize the definite **أل** *al* that means *the* with the noun in which they have begun in a nominal sentence. The problem here is ascribed to the learners of English, who may be unaware of following the rules concerning the most suitable articles to be used in an English sentence. As "a" and "an" are used for a non-specific, singular, count noun, e.g., a car, an apple, the article "the" is used for specific, singular or plural nouns, e.g., the tallest, the man. Students commit errors regarding the articles *a* and *an* because they do not have Arabic equivalents.

c. Prepositions

The committed errors in prepositions are 56 with 19.2 percent of the total errors. It is the most serious problem that occupied the first rank. Prepositions create a major problem while translating from Arabic into English and vise versa. It is very difficult to determine the difficulty between English-Arabic prepositions by the Arab learners. Thus, errors committed by students were different. Some of the students utilized the preposition "in" instead of "from". The majority of them used the preposition "in", "at", "for", and "to" in irrelevant places in the TL. Few of the students used some of the prepositions without any need. The Arabic sentence: **يذهب الطالب إلى الجامعة كل يوم** *yathhab aTalib ila aljamea'h kul yawm* was translated as "the student goes the university everyday" that means **يذهب الطالب الجامعة كل يوم**. They omitted the preposition "to" that is important in SL and TL. Arabic preposition **الى** *illa* that means" to" in English indicates here a movement towards or from a specific point, similar to it, is the preposition "from" that means in Arabic **من** *min*.

The Arabic sentence: **عمان والزرقاء مدينتان في الأردن** *amman wazrqaa madinatani fil urdon* "Amman and Zarqa are two cities in Jordan" was translated as *Amman and Zarqa are two cities at Jordan*, normally the preposition "in" is used for countries and cities. The utilization of "at" in this case grammatically is incorrect. Some of them translated it as *Amman and Zarqa two cities*

from Jordan, they shifted from "in" to "from", as Amman and Zarqa are places not humans to say "from" instead of " in". In the Arabic sentence: . **وصل الرجل الى مطار عمان الساعة السابعة** "*wasal arajulu illa maTtar amman as'sah asabia'h*" was translated into English as: "the man arrived for the airport 7' o'clock". In this sentence, "for" is used instead of "at", and "at" was not utilized also in the sentence. The preposition "at" must be inserted to form a relationship between the arriving and the place. Some of them also used the preposition "to" instead of "at" in the same sentence. The previous errors are ascribed to oversimplification that arise from the ambiguity in the learner's mind, particularly when they face the mission of using one preposition to express different relationships and meanings.

d. Verb to be

During students' translations, many errors were observed, the verb to be "is" "was", "are" and "were" were omitted from a number of English sentences. Some of the students substituted the verb to 'be', they replaced "was" by "is" or "are" and vice versa. On the other hand, some of the students added them in their translations. They added the verb to be "is" in a number of sentences. The Arabic sentence: **أخي في المطبخ** *"akhii fil maTbakh"* "my brother is in the kitchen" was translated by some students as: my brother in kitchen, they omit "is" from the English sentence. In the Arabic sentence: **وصل الرجل مطار عمان الساعة السابعة** "*wasal arajulu maTtar amman ass'ah assabiah"*, "the man arrived at Amman airport at seven o'clok" it was translated by some students as: "the man is arrived at Amman airport at seven". They added the verb to 'be' "is" and the sentence becomes in passive voice, its meaning in Arabic is **يُوصَلُ الرجلُ الى مطار عمان اساعة السابعة**. The Arabic sentence: **عمان والزرقاء مدينتان في الأردن** *"amman wazarka madinatan fil urdon"* " Amman and Al-Zarqa are two cities in Jordan" was translated into English by some students as: Amman and Al-Zarqa two cities in Jordan. They omitted "are" from the English sentence. Some of them, and in the same sentence, used "is" instead of "are", Amman and Al-Zarqa is two cities in Jordan. Investigating the syntactical difficulties, a number of linguistic problems were observed concerning the utilization of linking word "and" that links sentences.

The students committed errors in this type because in the Arabic language there are no renderings of the verb to 'be'. In English, the verb to 'be' is the most common verb. It is used as an auxiliary verb, a linking verb, and a main verb. It is used to designate someone's identity, age, and cost, it is used with prepositional phrases, with to infinitive, in questions and negative clauses, in continuous tenses. In Arabic, there is no equivalent usage to cover the all above mentioned functions.

e. Demonstratives

Demonstratives such as *this, these, that, those. This* and *that* are singular, *these* and *those* are plural. *This* and *these* refer to things which are close to the speaker, perhaps even in his hand, while *that* and *those* refer to far away things. In most of the Arabic language, demonstratives were not translated into English by some of the students. Some of them used "this and that"

instead of "these and those" and vice-versa. Examples: The Arabic sentence: **خذ هذه الملفات وأعطها لأولئك الطلاب** "take these files and give them for those students" "*khuth hthihi almalafaat waitiha liolaka atulaab*" was translated by some of the students in different ways. Some of them translated it as the following:

Take **that** files and give them for these students" **خذ ذلك الملفات وأعطها لأولئك الطلاب**

Take ***this*** file and give ***it*** to these student **خذ هذا الملفات وأعطها لهؤلاء الطالب**

Take these file and give it to ***their*** students **خذ هذه الملف وأعطيه لطلابهم**

Take ***those*** files and give it to ***them*** **خذ أولئك الملفات وأعطها لهم**

In the Arabic sentence **هذا أفضل كتاب قرأته** , the demonstrative *this* **هذا** is translated as *that* **ذلك** for the remote book that is not available. Consequently, the mistranslation of these words could be attributed to the translator's lack of proficiency in the domain of using these words in their correct forms.

4. Recommendations and Suggestions

In the light of the study's results, a number of recommendations are put:

1. Teaching and learning a textbook "issues of translation" that can help in overcoming these problems by training students to trace the forerunner of each problem.
2. Concentrating on comprehensive reading, which is the first step in successful translation. Most of students' errors stem from their lack of understanding of the general idea or the details. Intensive training in reading comprehension followed by detailed questions should be an everlasting activity in translation classes.
3. Encouraging e-learning translation inside and outside universities in Jordan.

The researcher suggests the following:

1. Carrying out research on other problems, e.g., lexical word that are encountered by students in translation within SL and TL.
2. Encouraging students to carry out papers and studies in various translation topics.
3. Issuing translation tools for empirical studies in testing students.

5. Conclusion

To conclude, the study highlighted the syntactical errors that were committed by some of English translation students at INU in Jordan. The syntactic difficulties were classified into omissions, additions and grammar. The majority of errors were found in grammar, omission, and addition, respectively. However, what was previously mentioned is not sufficient or final. There are lot of problems and difficulties that are still ignored and have not been researched. It is supposed that the insights gained from the study of learners' errors in syntacs can provide valuable information for developing appropriate materials and effective teaching techniques. It is hoped that this study can help decision makers and researchers to deal with such issues, and how to handle other difficulties.

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Appendix A

Sentences Test in Arabic

English translation	Arabic sentence
	1.الغرفة كبيرة وواسعة
	2.هو رجل غني جدا
	3.الحديقة جميلة
	4.هو أطول طالب في صفه
	5.هذه المدينة بناها عمر
	6. أخي في المطبخ
	7.غادر الرجل غرفته قبل ساعة
	8.وصل الرجل مطار عمان الساعة السابعة
	9.للطيور أوكار
	10.أحمد يعمل مزارعا
	11.وصل أحمد المطار بسرعة
	12.لها ابتسامة جميلة
	13.لها شعر طويل
	14.افتح الشباك من فضلك
	15.هذا أفضل كتاب قرأته
	16.يذهب الطالب إلى الجامعة كل يوم
	17.عمان والزرقاء مدينتان في الأردن
	18. خذ هذه الملفات وأعطها لأولئك الطلاب
	19هناك شخص في الخارج
	2. لم أجد هناك أي شخص