Investigating Contrastive Grammar Problems Iraqi EFL Learners Face in English-Arabic Translation

Amenah Mohammed Bashara
College of Education for Humanities - University of Thi-Qar
amenahbsharah@gmail.com

Prof. Dr. Mohammed Jasim Betti
College of Education for Humanities - University of Thi-Qar
mohammedjasimbetti@utq.edu.iq

التحقيق في المشاكل النحوية المتباينة التي يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية في العراق في الترجمة من الإنجليزية إلى العربية

آمنة محمد بشارة
جامعة ذي قار ـ كلية التربية للعلوم الإنسانية

أ.د. محمد جاسم بطي
جامعة ذي قار ـ كلية التربية للعلوم الإنسانية

Abstract:

English and Arabic have many similarities and differences related to grammar. Consequently, the current paper is designed to investigate the grammatical problems that Iraqi EFL learners suffer from through the process of translation from English to Arabic. It draws upon contrastive analysis (CA) to help in solving the problems encountered Iraqi EFL morning and evening learners. This study tries to answer the following questions: what are the contrastive grammatical problems that Iraqi EFL learners face in English-Arabic translation? do Iraqi EFL learners commit the grammatical problems which are related to interlingual errors or intralingual ones? What are the solutions provided for such problems? The study aims at examining the contrastive grammatical difficulties and problems that Iraqi EFL learners encounter in English-Arabic translation; presenting a test for identifying the grammatical problems in English-Arabic translation; providing solutions for such problems. It employs a

الملخّص:

تشترك اللغة الإنجليزية والعربية في العديد من التشابهات والاختلافات فيما يتعلق بالقواعد. لذلك، هذا يؤدي إلى مشاكل في الترجمة. يدرس العمل الحالي المشكلات النحوية من خلال عملية الترجمة من الإنجليزية إلى العربية. بالإضافة إلى ذلك، فإنه يعتمد على التحليل التبايني للمساعدة في حل المشكلات التي تواجه المتعلمين العراقيين في الدراسات الصباحية والمسائية. إنه يهدف إلى فحص الصعوبات النحوية المتباينة والمشاكل التي يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية في الترجمة الإنجليزية-العربية. كما يتم استخدام اختبار ترجمة يتكون من ٢٠ جملة لاختبار مائة من متعلمي اللغة الإنجليزية للدراسة الصباحية ومائة اخرى من الدراسة المسائية كلغة أجنبية من قسم اللغة الإنجليزية، كلية التربية، جامعة ذي قار للعام الدراسي ٢٠٢٢-٢٠٢٣. يتم تحليل الاختبار ومناقشته. بعد تنفيذ الاختبار ومناقشته، خلصت الدراسة إلى أن الفرضية (١) قد تم التحقق منها بأن الأخطاء التي ارتكبها الطلاب مصنفة على أنها بين اللغات أو بين اللغات ؛ الفرضية (٢) تحققت أيضًا وذلك بأن بعض الجوانب في اللغة الإنجليزية ليس لها ما يقابلها في اللغة العربية ؛ تم دحض الفرضية (٣) وذلك لأن الأزمنة (tenses) وفعل التأكيد (emphatic do) يحصلان على أكبر عدد من الأخطاء التي يرتكبها متعلمي اللغة الإنجليزية كلغة أجنبية (المشاركون في الدراسة الصباحية والمسائية) في الترجمة الإنجليزية-العربية ؛ الفرضية (٤) مقبولة جزئيًا بسبب المشاكل البسيطة الأخرى في الترجمة العربية-الإنجليزية. يستنتج أن

translation test that consists of 20 items for testing one hundred EFL learners of English department for morning studies and another hundred for evening studies, college of Education, University of Thi-Qar for the academic year 2022-2023. The test is analyzed and discussed related to whether the translation is grammatical or not. After implementing and discussing test results, the study concluded that hypothesis (1) is verified that the errors students committed are classified as being interlingual or intralingual; hypothesis (2) also verified that here are some aspects in English have no equivalents in Arabic; hypothesis (3) is refuted since tenses and the emphatic *do* take the highest number of errors that EFL learners (morning and evening participants) commit in English-Arabic translations; hypothesis (4) is partially accepted is partially accepted because of the other simple problems in Arabic-English translation. It is concluded that the majority of Iraqi EFL learners face difficulty in the tenses, emphatic *do*, word order, and sentence connectors in English-Arabic translation and both

غالبية متعلمي اللغة الإنجليزية كلغة أجنبية يعانون من الأزمنة (tenses) و فعل التأكيد (emphatic do) وترتيب الكلمات (word order) وأدوات ربط الجمل (sentence connectors) في الترجمة الإنجليزية-العربية وأن طلاب الصباح والمساء لا يعانون من مشاكل كبيرة في ترجمة المصدر (gerund) والمفعول به الأول والثاني (direct and indirect objects) والجمل الشرطية (conditional sentences)والنفي (negation) والصفات (adjectives) والافعال المساعده (modal auxiliaries) وحروف الجر (prepositions) و أدوات المعرفة والنكره (articles) في الترجمة من الإنجليزية إلى العربية.

الكلمات المفتاحية: الترجمة، القواعد المقارنة، المشاكل / الصعوبات، الحلول، الترجمة الإنجليزية-العربية، الدراسات الصباحية، والدراسات المسائية.

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morning and evening students do not suffer from big problems in translating the gerund, O_d and O_i, conditional sentences, negation, adjectives, medal auxiliaries, prepositions, and articles in English-Arabic translation.

Keywords: translation, contrastive grammar, problems/difficulties, solutions, English-Arabic translation, morning studies, and evening studies.

1. Introduction

Translation is gaining more and more significance as the world becomes increasingly interconnected. So, translation is essential to establish successful cross-cultural communication. Translation between two different languages may lead to some grammatical problems or difficulties. Thus, EFL learners have to know how to recognize most common translation difficulties in order to successfully reduce them while translating from one language into another. Due to this, the current study is designed to answer the following research questions: what are the contrastive grammatical problems that Iraqi EFL learners face in English-Arabic translation? do Iraqi EFL learners commit the grammatical problems which are related to interlingual errors or intralingual ones? What are the solutions provided for such problems? It aims at identifying the grammatical problems or difficulties that EFL learners face while translating from English and Arabic with using contrastive analysis; designing and implementing a test to find out the contrastive grammatical problems of translation that fourth-year students of English department, college of Education, University of Thi-Qar for the academic year 2022-2023 suffer from; providing solutions for such problems. This paper hypothesizes the following: some of the errors

committed in English-Arabic translation are interlingual errors and others are related to intralingual ones; nil-equivalence of some structures between English and Arabic implies serious problems for the informants; the most common problems in English-Arabic translation for both morning and evening participants is word order; the problems that learners do not suffer from in English-Arabic translation are conditional sentences, gerund and articles.

2. Literature Review

2.1 Translation

Translation is important to reproduce a massage in another language.

2.1.1 Definition of Translation

Translation is "a procedure where an original text, often called 'the source text', is replaced by another text in a different language, often called the 'the target text'". House (2017, p.9-10) clarifies that Translation has received both positive and negative attention over the years .Positively, because translation can open doors to perspectives that would otherwise be hidden behind a language barrier by giving access to fresh perspectives and brand-new experiences that originate from a different linguistic community

The theory of translation is a subfield of comparative linguistics since it deals with a particular kind of relationship between languages. Translations can be done between any two languages or dialects, whether they are related or unconnected, and regardless of their relationship to one another's spatial, temporal, social, or other characteristics. Though not necessarily symmetrical, relationships across languages can often be thought of as bidirectional (Catford, 1965, p.20).

2.1.2 Types of Translation

There are different types of translation, the following are some of them:

1) Roman Jakobson (1959)

Roman Jakobson (1959, p.114) describes three different types of translation in his work "On Linguistic Aspects of Translation":

i)Intralingual translation

It is also called rewording. It is 'an interpretation of verbal signs by means of other signs in the same language'.

ii)Interlingual translation

It is also called translation proper. It is 'an interpretation of verbal signs by means of some other language'.

iii) Intersemiotic translation

It is also called transmutation. It is 'an interpretation of verbal signs by means of signs of nonverbal sign systems.

2) House (2017)

According to House (2017, p.67), there are two types of translation, overt and covert translation. They differ fundamentally in their goals and procedures:

i) Overt translation

An overt translation is one that must overtly be a translation. Source literature that demands an explicit translation have established value in the community that uses the original language. They may be overt historically source writings that are directly related to a certain moment and intended to a very specific source language audience, or they may be timeless source texts that transcend as works of art and aesthetic creations (House, 2017, p.89).

ii) Covert translation

A translation that is treated as the original source text in the target culture is known as a covert translation. The translation is covert because it is not pragmatically identified as a translation of a source text but instead could have been written independently as an independent work. Therefore, a covert translation is one whose source material is not directly addressed to a specific source culture audience, meaning that it is not closely connected to the source linguaculture (House, 2017, p.89-90).

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2.2 Most Common Contrastive Grammatical Problems in English-Arabic Translation
2.2.1 The Concept of Contrastive Grammar

Various schools of linguistics have different ideas about what "grammar" is. Traditionalists see grammar as a collection of rules and principles, whereas to the structuralists, "it is the study of how sentences are arranged and formed" (Betti & Al-Jubouri, 2015, p.215). It is seen by transformationalists as the set of rules that creates an endless number of sentences and enables speakers to comprehend statements they have never heard before.

Language scholars are interested in comparing and contrasting grammars, according to Aarts & Wekker (2013, p .9). A contrastive description is used to give information about human language in general, especially about the characteristics that all languages share. These characterisals—known as linguistic universals—are used to compare the grammars of various languages. As a subfield of linguistics, contrastive grammar uses terminologies which are unique to it: absolute universals, near universals, metalanguage, typologically dominant features, typologically recessive features, isomorphic features, allomorphic features, and typological constants.

Fisiak (1980, p.1) defines contrastive linguistics as a "subdiscipline of linguistics which is concerned with the comparison of two or more languages (or subsystems of languages) in order to determine both the differences and similarities that hold between them".

2.2.2 Contrastive Grammatical Problems

For Jakobson, the problem of equivalence is related to the differences of the structures and terminologies of languages rather than the ability of translation among verbal languages. Jakobson explains that the cross-linguistic variations among languages emphasize obligatory grammatical and lexical forms (Jakobson, 1959, p.141).

2.2.2.1 Verb *To Be*

The verb *be* can be as a main verb in the sentence and as an auxiliary.

a. Problem: Whether (am, is, are/was, were/be, been) are considered as main verbs in the sentence or as auxiliaries, they are translated by many students literally into يكون (Ghazala, 1995, p.28-29):171-1-a. I am a student ~ أنا أكون طالبا

2-a. I am leaving now ~ أنا أكون أغادر الان

Solution: in translation from English to Arabic, يكون should be removed from the sentence in the present tense. As a result, this turns the verbal English sentences into a nominal Arabic one. However, يكونis needed after negative particles (e.g., لا)(Al-Khuli, 2000, p.55 and Ghazala, 1995, p.28-29):

1-b. I am a student ~ أنا طالب

2-b. I am leaving now ~ (أنا) أغادر الان)

b. Problem: the omission of the verb *be* in the present when translating int Arabic may lead students to delete the past form of *be* (e.g., was/were).

solution: in translation into Arabic (كان) should not be removed whether as a main verb or an auxiliary (Ghazala, 1995, p.30):

3- The child was ill ~ كان الطفل مريضا

4- Her mother was preparing lunch ~ كانت والدتها تعد الغداء

2.2.2.2 Verb *Do*

Do as a main verb does not cause any grammatical difficulty. In negative, *do* and its past form *did* are meaningless in Arabic, they just indicate the tense. However, it presents a number of problems when used as an auxiliary (Ghazala, 1995, p.32):

 Problem: *do* can be used in English to emphasize a verb or to strengthen a positive imperative by adding it before the main verb. However, there is no equivalent in Arabic.

Solution: the identical concepts (e.g., حقاً/بكل تأكيد/بالفعل) can be conveyed lexically as in the following example (Ghazala, 1995, p.34):

5- The girl did behave well ~ لقد أحسنتْ الفتيات التصرف حقاً

2.2.2.3 Verb *Have*

Have functions both as an auxiliary and as a main verb. As an auxiliary for perfective aspect, have is combined with an -ed participle to form complex verb phrases (Quirck et.al., 1985, p.130).

Problem: *have* as a main verb of the sentence is translated in to يملك in Arabic. Sometimes, students translate it into يملك in all sentences.

Solution: in fact, *have* has several meanings. So, students have to pay attention to the meaning of have in the sentence (Ghazala, 1995, p.35):

6- She has her breakfast ~ تناولتْ فطورها

7- She has just had the ticket ~ حصلتْ على التذكرةِ للتو

2.2.2.4 Modal verbs

English has modal verbs, whereas Arabic has particles, prepositional phrases, uninflected verbs, and ordinary verbs that used to indicate modal meanings (Khalil, 1999, p.228).

Problem: Arabic, in contrast to English, has no a distinct class of modal verbs.

Solution: in translation from English to Arabic, modal meanings are realised by particles or lexical verbs such as قد, ربما, ينبغي, يستطيع and من andالواجب so on (khalil, 1999 p.2015):

8- They should have finished work ~ كان عليهم أن ينهوا العمل (Ghazala, 1995, p.39)

2.2.2.5 Adjective Position

The majority of English adjectives come before the noun they modify while Arabic adjectives always come after the noun they modify (khalil, 1999, p.165).

Problem: the general rule in English is that the adjective occurs before the noun, while in Arabic it comes after the noun.

Solution: in Arabic, the order of English noun and adjective is revised (Ghazala, 1995, p.58):

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9- Generous people are kind-hearted ~ الناس الكرماء طيبو القلوب

2.2.2.6 Personal Pronouns

English has a more straightforward pronoun system that distinguishes between gender, case, and number (Al-jarf, 1994, p.111).

Problem: Since English sentences begin with a subject pronoun, The students use an independent subject pronoun before the verb. The independent subject pronouns are incorrectly inserted before the verbs in translation from English to Arabic (Al-Jarf, 2010, pp.6-9).

Solution: Arabic is considered as a "pro-drop" language; meaning it permits the omission of a separate pronominal subject. In translation from English to Arabic, personal pronoun could be omitted (if not to put emphasis) and the sentence would still be grammatically correct (Ryding, 2005, p.299):

١٠- It was the turning point ~ كانت (هي) نقطة التحول

١١- I bought a car ~ اشتريت سيارة. (أنا) (Ghazala, 1995, p.52)

2.2.2.7 Articles

One of the challenging aspects of syntax, grammar, and translation is the study of definite and indefinite articles. The challenge is to identify the type of reference (e.g., specific, generic, unique, etc.). There is no doubt that the articles system differs greatly from one language to another (Al-Sulaimaan & Alsinjari, 2018, p.1076).

Problem: Arabic has a definite article but no indefinite articles (Ali, 2007, p.125).

Solution: this problem can be solved either by replacing the indefinite article *a* by the definite article ال التعريف as in (AlSulaimaan and Alsinjari, 2018, p.1127):

١٢- A tiger can be dangerous ~ النمر قد يكون خطراً

The another way is using التنوين (nunnation) instead of the indefinite article *a(n)*:

١٣- If one wants to buy a used car, he has to open the hood at least once.

<div dir="rtl">

إذا أراد احد ان يشتري سيارةً مستعملةً، فعليه أن يفتح غطاء محركها لمرة واحدة على الأقل.

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2.2.2.8 Nominal vs Verbal Sentences

Here, the focus will be on the difficulty in translating nominal and verbal sentences.

Problem: the system of English is that all sentences contain main verbs. Students may translate sentences which have verb *be* or *have/has* in their present form into verbal sentences in Arabic as in (Ghazala, 1995, p.47):

١٤-a. The president is ill ~ الرئيس يكون مريضاً

١٥-a. She has a headache ~ هي تملك صداع

Solution: when *is/are/am/has/have* are main verbs, the verb *to be* is deleted completely in translating to Arabic. So, the sentences become nominal in Arabic. For have, it can be translated to nominal or verbal sentences (Ghazala, 1995, p.47-48):

١٤-b. The president is ill ~ الرئيس مريض

١٥-b. She has a headache ~ عندها صداع

2.2.2.9 Word order

Word order in English and Arabic is different between English and Arabic. This difference makes the process of translation more complicated (Al-Azab & Al-Misned, 2012, p.45). The normal order of the elements of the sentence in English is S V C/O/A, whereas the normal order for the same elements in Arabic is V S C/O/A or SVO (Aziz, 1989, p.13).

Problem: the students usually translate the English word order literally into Arabic, regardless of its normal word order (Ghazala, 1995, p.49):

١٦-a. The sky became cloudy ~ السماء تلبدت بالغيوم

١٧-a. The pupils enjoyed their holiday ~ التلاميذ استمتعوا بعطلتهم

Solution: the above translation is acceptable, but the more frequent and normal order of verbal sentences in Arabic is that the verb comes first, followed by the subject and then the object or complement as follows:

١٦-b. The sky was cloudy ~ تلبدت السماء بالغيوم

١٧-b. The pupils enjoyed their holiday ~ استمتع التلاميذ بعطلتهم

2.2.2.10 Tenses

Tense is one of the prominent grammatical problems in translation since English and Arabic have quite different system of tenses, for example, the word يشتري can mean both 'buys' and 'is buying' (Abulhassan, 2014, p.59).

Problem: present perfect tense does not exist in Arabic. This causes a problem for the students in translation (Abulhassan, 2014, P.58).

Solution: in translating the present and past perfect tenses into Arabic, compound structure is used, which is composed of the particle قد/لقد followed by any verb in the Arabic perfect (الماضي). These particles قد/لقد are applied to only affirmative sentences, but it is not used in negative and interrogative sentences or in relative clauses with the present perfect as in the following examples (Aziz, 1989, pp. 51-61; Ryding, 2005, p.450):

١٨- She has left the place ~ لقد غادرت المكان

١٩- He has not come ~ ما قد جاء*

٢٠- I have not finished the story yet ~ لم انته من القصة بعد

2.2.2.11 Prepositions

The main problem is the fact that students are not familiar with using the prepositions in both languages (English and Arabic) (Al Yaari & Almaflehi, 2013, p.262).

Problem: there is coordination of prepositions in English, whereas in Arabic, it is not accepted.

Solution: each language has different style. For example, the following English sentence is rendered differently in Arabic (Khalil, 1999, p.181):

٢١- I go by car to and from the University ~ أذهب الى الجامعة وأعود منها بالسيارة

2.2.2.12 Questions

Because making questions in English is not the same in Arabic, there may be various problems when translating the various question (Ghazala, 1995, p.41).

Problem: some questions begin with words that are known as *WH-questions* because they all (except *how*) begin with the letter *wh* (Ghazala, 1995, p.42). *Do* and the subject-verb inversion become meaningless when they are used in a *WH-question*. As a result, the interrogative word هل is no longer used in the Arabic translation (Ghazala, 1995, p.42).

Solution: in English-Arabic translation, WH-questions require question interrogative words such as من for *who,* ماذا for *what,* أين for *where,* etc.

2٢- Why are they crying? ~ لماذا يبكون؟

23- What have you said? ~ ماذا قلت؟

24- Who can answer? ~ من يستطيع الاجابة /أن يجيب ؟

2.2.2.13. Negation

Negation in English includes words like *not*, *do not*, *does not*, *never*, *neither*, *nor* and *no* (Ghazala, 1995, p.43).

Problem: English particle *not* is not always as equivalent to لا in Arabic.

Solution: the students must look up the appropriate word in Arabic. It can be either ما, لا, لَنْ, or لَيْسَ (Ghazala, 1995, p.43):

٢٥- She cannot pay money ~ لا تستطيع أن تدفع نقوداً

2٦- She will not pay money ~ سوف لن تدفع نقوداً

2٧- She has not money ~ لا تملك نقوداً/ لا نقود معها/ليس معها نقود

2.2.2.14 Word Classes

The word class is changed when a noun is translated into a verb, an adjective into a noun, an adverb into an adjective, and so on. For the students, this causes a few problems (Ghazala, 1995, P.67).

Problem: it is usual that English nouns are translated into nouns or adjectives in Arabic. But sometimes a noun can be translated into a verb and this presents a challenge for the students (Ghazala, 1995, p.68).

Solution: most English nouns are translated into other nouns or adjectives. Some of them, however, would take verb translations into Arabic:

28- Attention (n.) ~ انتبه / انتبهوا (v.)

2.2.2.15 Sentence connectors (Conjunctions)

Because of the different functions that each connective has, the students face difficulties in translation (Hamdan & Fareh, 1999, p.3).

Problem: Arabic has two equivalents for the disjunctive *or* which are: أمْ and أو . In Arabic, the former particle expresses an exclusive disjunction, whereas the latter particle expresses an inclusive disjunction (Khalil, 1999, P.311).

Solution: the students should realize that the disjunctive أو indicates an option between alternatives that are inclusive. Therefore, it makes it possible for more than one alternative to be true:

29- Come today or tomorrow ~ تعالَ اليومَ أو غداً

The disjunctive أمْ is means having to choose between two options that are incompatible. Consequently, it eliminates the chance of more than one disjunct being true (Khalil, 1999, p.311):

30- Respect your friend whether he is poor or rich ~ احترم صديقك فقيراً كان أم غنيا

2.2.2.16 Conditional Sentences

There are three types of conditional sentences in English, whereas, there are two types in Arabic (Ghazala, 1995, p.66).

Problem: the major problem is the translation of the future past 'would have' into Arabic. Students might try to translate the English future past as the following:

31-a. If you finish work early, I will visit you ~ إذا تنهي العمل باكراً، فسوف أزورك

Solution: the above translation is unacceptable in Arabic grammar for إذا. It can't be followed by the present plus سوف and it does not precede the past (Ghazala, 1995, p.66):

31-b. If you finish work early, I will visit you ~ إذا أنهيت العمل باكراً، فسوف أزورك(real/possible future present)

2.2.2.17 Direct and Indirect Objects

According to Ghazala (1995, p.79), translating the direct (O_d) and indirect objects (O_i) is one of the minor problems in translation.

Problem: when the O_d comes first, followed by the O_i, there is no problem in translation from English to Arabic e.g. *He bought a car to his daughter* is translated into شترى سيارة لإبنته But the problem arises when the indirect object come before the direct one:

32-a. He bought his daughter a car ~ أشترى ابنته سيارة

This sentence is problematic because it confuses students. The verb اشترى takes one object in Arabic. It does accept two objects.

Solution: the students should translate the indirect object with its deleted prepositions (Ghazala, 1995, p.79-80):

32-b. He bought his daughter a car ~ أشترى لإبنته سيارة

2.2.2.18 Adverb

Another minor grammatical problem is translation adverbs. English adverbs of time, place and frequency have their equivalents in Arabic. Other types of Adverbs make a problem in English- Arabic translation (Ghazala, 1995, p.79).

Problem: adverbs other than those of time, place, and frequency can be translated into Arabic by using one of three grammatical forms (Ghazala, 1995, p.79).

Solution: those adverbs can be translated as: one-word prepositional phrase (a preposition+noun), one-word(بشكل) two-word (على نحو) prepositional phrase+an adjective, or as a circumstantial word (حال):

33- Quickly ~ بسرعة

على نحو سريع/بشكل سريع ~ quickly

سريعاً ~ quickly

2.2.2.19 The Present Participle/ Gerund

The present participle and gerund have the same form in English (v+ing), but the former is a verb and the latter is a noun (Ghazala, 1995, p.54).

Problem: the students have difficulty to distinguish between the present participle and gerund into Arabic throughout the process of translating into Arabic.

Solution: according to Ghazala (1995, p.54), the solution is to translate them into nouns in Arabic. If the sentence is well-formed grammatically and semantically, thus -*ing* form is gerund:

34- Eating and drinking all day is unhealthy ~ الأكل والشرب طوال اليوم مضرُ بالصحة

2.2.2.20 Past Participle

The students may get difficulty in translating the past participle into Arabic:

Problem: there are different uses for the past participle, so this leads to various problems in translation (Ghazala, 1995, p.56).

Solution: the students should be aware that the past participle can be translated into verb in Arabic in two cases: when it is used in the past and present perfect and in the passive voice in the past:

35- The guests have left ~ قد غادر الضيوف

But the usual translation of past participle in Arabic is اسم المفعول (the past participle) (Ghazala, 1995, p.56):

36- She is a loved lady ~ انها سيدة محبوبة

3. Method of the Study

This study is an analysis of the various translational errors that were gathered by using the method of giving a translation test with a sample of English students when translating from English into Arabic. It aims at investigating the contrastive grammatical problems students face in English-Arabic translation and providing the solutions for these problems by depending on contrastive grammar. It is useful for a variety of people, including those who are interested in languages in general and English and Arabic in particular, those who learn EFL, teachers who look to teach English using the contrastive method, and it will also be of great help not only to researchers but also to editors and translators.

3.1 Participants

The participants of this study are one hundred morning students and another one hundred eening ones selected randomly from the morning and evening studies of the fourth year of English department, college of Education, University of Thi-Qar for the academic year 2022-2023.

3.2 Data Collection Procedure

In this study, the method that is used in data collection is a test. The designed test contains two questions to explore the problems of translating English sentences into Arabic and vice versa, each question contains 20 items.

3.3 Test Description

The students are asked to translate the sentences from English to Arabic in the test. It is stated as follows: please translate the English sentences below into Arabic:

1. Swimming in cold water in winter is risky.

This sentence is related to the problem of translating the present participle and the gerund in the translation of which EFL learners face difficulty. They may translate 'swimming', in the above sentence, into verb تسبح. In English, the gerund is translated either into a noun or to-

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infinitive as equivalent in Arabic. Thus, the correct translation of the sentence *swimming in cold water in winter* is risky is ' السباحة في الماء البارد في الشتاء محفوفة بالمخاطر/ أن تسبح في الماء البارد في الشتاء محفوفة بالمخاطر'.

2. He easily solved the problem.

This sentence is related to the problem of translating adverbs from English to Arabic. EFL learners may translate this sentence literally without making a consideration for the place of adverb in both languages. While English may use manner adverbs between the subject and the main verb, in Arabic such adverbs is used finally. Thus, the correct translation of the sentence *He easily solved the problem* in Arabic is ' حلَّ المسألةَ بسهولةٍ'.

3. He bought his daughter a car.

This sentence is related to the problem of translation direct and indirect objects. EFL learners may translate literally this sentence into هو اشترى ابنته سيارة. The verb *buy* is transitive and it may take two objects, but in Arabic, اشترى requires only one object. To overcome such problem, students should translate the indirect object with its deleted prepositions. Thus, the correct translation of the sentence *He bought his daughter a car* is 'اشترى سيارةً لإبنته/أشترى لإبنته سيارةً'.

4. There are literary, linguistic, historical, and philosophical materials.

This sentence is related to the problem of conjunctions (sentence connectors) in translation. EFL learners may translate such a sentence into هنالك أدبية , لغوية , تاريخية وفلسفية Whereas in English, a comma would be used to separate each item in a list, Arabic employs the particle 'وَ' (and) after each item in the list of words. Thus, the correct translation of this sentence into Arabic is as 'هنالك مواد أدبية ولغوية وتأريخية وفلسفية'.

5. I watch a television program.

This sentence is related to the problem of changing the word classes in translation. The word *television* is a noun. In translation, nouns can be translated into nouns or adjectives in Arabic. Thus, the correct Arabic translation of this sentence is as 'اشاهد برنامجاً تلفزيونياً'.

6. If you finish work early, I will visit you.

This sentence is related to the problem of conditional sentences in translation. EFL learners may translate conditional sentences literally by using the particle إذا as equivalent to *if*, but they may not know that the conditional particle إذا can't be followed by the present plus سوف and it also doesn't precede the past in Arabic. Thus, they render the sentence of اذا into the past tense or use the particle لَوْ with the present tense. As a result, the correct translation of this sentence in Arabic is as ' إذا أنهيت العمل باكرا ، فسوف أزورك /باكرا ، فسوف أزورك.'

7. The children did not sleep early yesterday.

This sentence is related to the problem of negation in translation. EFL learners always translate *not* into لا in Arabic. To negate a sentence in the past, the particle لم should be used in Arabic. Thus, the correct Arabic translation of this sentence is as 'لمْ ينم الأطفال باكرا أمس.'

8. Did you play tennis?

This sentence is related to the problem of questions in translation. EFL learners will find difficulty in translating the questions because they may think of translating the types of English question into equivalent types in Arabic, but there are no such equivalents. All types of English questions (except wh-questions) can be translated to Arabic by starting all questions with the same single word, the question particle هل or أ. Thus, the above sentence can be translated in Arabic into 'أ/هل لعبت التنس؟'.
Other EFL learners may fail in translating this question into past Arabic one by ignoring that 'did' reflects that the question is in the past.

9. Let's save the injured people.

This sentence is related to the problem of translating the past participle. EFL learners face difficulty in translating the word *injured*. They confuse to translate it into a verb or noun in Arabic. The past participle is translated into a verb just in two cases: the past/present perfect and the past passive voice. The word *injured* here is an adjective but it takes the form of past participle and it takes the form of اسم المفعول in translating into Arabic. Thus, in Arabic, this sentence is translated into ' دَعونا نُساعدْ الأشخاص الجرحى.'

10. I went with the new students to the library.

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This sentence is related to the problem of translating the adjectives as EFL learners may make an error in translating them in their proper places. While in English, the adjectives precede the nouns, the adjectives follow the nouns in Arabic. Thus, the correct translation of this sentence in Arabic is as 'ذَهَبْتُ مع الطلبة الجدد الى المكتبةِ'.

11. The pupils enjoyed their holiday.

This sentence is related to the problem of word order in translation. The normal order of the English sentence is SVO, whereas the normal order of the Arabic verbal sentence is VSO. In translating this, the verb comes first in Arabic. Thus, the correct translation in Arabic is as 'استمتع/تمتع الطلاب بعطلتهم'.

12. You should say everything.

This sentence is related to the problem of translating the modal auxiliary verbs which are always translated into just one word by EFL learners. English modal auxiliaries are translated into two or more words in Arabic. Thus, the correct translation of this sentence in Arabic is as 'يجب عليك أن تقول/قول كل شيء'.

13. My wife and I went on a boat trip.

This sentence is related to the problem of translating the personal pronouns. EFL learners may translate literally the above sentence زوجتي وأنا قمنا برحلة بحرية. If personal pronouns of different persons are coordinated, the first person usually comes last in English while in Arabic it comes first. Thus, this sentence is translated into 'قمنا أنا وزوجتي برحلة بحرية/أنا وزوجتي قمنا برحلة بحرية'.

14. That woman does fear Allah.

This sentence is related to the problem of translating the emphatic verb *do*. This verb as a main verb isn't a problematic, but as an auxiliary is problematic for EFL learners in translation. EFL learners may translate *does* in the above sentence into يفعلin Arabic. Because the verb *do* in this sentence is as an emphatic one, the words بالتأكيد, حقاً, فعلاً and so on are equivalents to the verb *do* as an emphatic device. The above sentence is translated into 'تلك المرأة تخاف الله فعلا /تخاف تلك المرأة الله فعلاً'.

15. He left on Monday.

This sentence is related to the problem of prepositions in translation. EFL learners may translate this sentence literally into غادر على يوم الأثنين(هو). In English, with the days of week, the preposition 'on' is used. However, in translation into Arabic, *on* is omitted. Thus, the correct Arabic translation of the above sentence in Arabic is as 'غادر يوم الأثنين'.

16. The house of the man is big.

This sentence is related to the problem of translating articles. EFL learners may misuse articles because of the difference between English and Arabic to express definiteness/indefiniteness. Students may literally translate this sentence into البيت الرجل كبير/ البيت من الرجل كبير. The correct translating of the above sentence into Arabic is by omitting the article 'the' and the phrase becomes معرف بالاضافة as in 'بيتُ الرجلِ كبير'.

17. We will have written the letters.

This sentence is related to the problem of translating tense as EFL learners may face difficulty in translating the present perfect or past perfect. Since there are no equivalents for the past and present perfect in Arabic, the words لقدor قد are used as equivalents in translation. Thus, the correct Arabic translation of the above sentence is as 'سنكون قد كتبنا الرسائل'.

18. She has her breakfast at 7 o'clock every day.

This sentence is related to the problem of translating the verb *have* to Arabic. EFL learners always translate the main verb *have* into يملك. There are different meanings for the verb *have*. In this sentence, the verb *has* is translated into يتناول. Thus, the correct Arabic translation is ' تتناول فطورها في الساعة السابعة كل يوم'.

19. Layla was a student.

This sentence is related to the problem of translating the past form of the verb *be*. The omission of the verb *be* when translating it into يكونin present tense may lead students to delete it in the past tense. The past form of the verb *be* isn't omitted in the past in translating into Arabic. Thus, the correct Arabic translation for the above sentence is as ' كانت ليلى طالبة'.

20. She is beautiful.

This sentence is related to translating nominal and verbal sentences. EFL learners translate literally the verb *be* into يكونin Arabic. The sentence is translated as هي تكون جميلة. The present form of the verb *be* is omitted in translating into Arabic. As a result, the English verbal sentence will be rendered into a nominal sentence in Arabic. The Arabic sentence consists of topic (مبتدأ) and comment (خبر), i.e., nominal sentence. Thus, the correct Arabic translation of this sentence is as ' هي جميلة،.

3.4 Validity and Reliability of the Test

The questions of the current test are high reliable and high validity because each item involves only one correct answer. It is not affected by the testee's personal impression. This means it is an objective test. To ensure the validity and reliability of the test, it is evaluated by the jury members [1] that consist of several experts in linguistics or EFL instruction. The test is made available to jury members at Iraqi universities. To clarify and describe the test's format, each of them is given a copy of it. Some recommendations are submitted by the judges, and they have been taken into consideration.

(1) The Jury Members are:

1. Prof. Dr. Ahmed R. Salman, College of Education, University of Babylon.
2. Asst-Prof. Dr. Ali M. Gharab Al-Majdawi (ph.D) Dept. of English, College of Education for Human sciences, Wasit University.
3. Prof. Dr. Aoda K. Abid. Dept. of English, University of Al-Muthanna.
4. Prof. Dr. Chassib F. Abbas Al-Jubori. Open Educational College, Al- Diwaniyah.
5. Prof. Dr. Fatima R. Raheem Abdul Hussein, Basic Education College, University of Misan.
6. Asst. Prof. Khalidha H. Addai Al Gezzy, English Dept., College of Education for Humanities, Wasit University.
7. Prof. Dr. Khalil I. Rijiyya, College of Education, University of Diyala.

3.5 Implementing the Test

The test is taken by the morning and evening participants on May 26, 2023, Saturday. At the Department of English, College of Education

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for Humanities, University of Thi-Qar, 100 students take the test throughout the academic year (2022-2023).

4. Data Analysis and Discussion

This section highlights some of the most challenging and grammatical problems and difficulties in English-Arabic translation of the students participating in this study. Each problem and error are discussed in detail along from the actual translations of the participants.

4.1 Morning Studies

The Iraqi EFL participants' correct and incorrect responses of English-Arabic translation (hence forth morning participants) are illustrated in the following table:

Table (1): EFL Morning Participants' Correct and Incorrect Responses of English-Arabic Translation

No. Of items	Correct	%	Incorrect	%
1	74	74	26	26
2	59	59	41	41
3	62	62	38	38
4	26	26	74	74
5	46	46	54	54
6	73	73	27	27
7	68	68	32	32
8	40	40	60	60
9	46	46	54	54
10	71	71	29	29
11	20	20	80	80
12	68	68	32	32
13	57	57	43	43
14	9	9	91	91

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15	69	69	31	31
16	67	67	33	33
17	3	3	97	97
18	64	64	36	36
19	61	61	39	39
20	70	70	30	30

As shown in Table (1), the **highest correct answers** are represented by item (1). The morning participants' correct answers of item (1) constitute 74% which discusses the problem of translating the gerund into Arabic. This implies that the majority of morning students do not have any problem in translating the English gerund into Arabic:

1. Swimming in cold water in winter is risky.

This item reveals that the morning participants have no difficulty in translating the gerund in English-Arabic translation. The largest percentage of morning participants, achieved 74% of the correct responses, translated this sentence correctly (السباحة في الماء البارد في الشتاء خطر). It is noticed that no one of the students translated 'swimming' into أن تسبح since the gerund can be translated into a noun or to infinitive in Arabic أن تسبح في الماء البارد في الشتاء محفوفة بالمخاطر.

It is worth to mention that item (6) also reveals that the morning participants (73%) have no challenges when rendering the conditional sentences in English-Arabic translation:

6. If you finish work early, I will visit you.

As EFL leaners, the majority of the informants translated the conditional sentence above correctly. They succeeded in rendering the conditional sentence into past in Arabic. This sentence proves that morning participants aware that in Arabic the conditional particle 'اذا' should be not follow by present tense as in فسـوف(س) ازورك إذا أنهيت عملك مبكراً، or using لئُ instead of اذا with the present tense. This verifies hypothesis (1) which implies that some of the errors committed in translation are intralingual.

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Item (10), (7), and (3) constitute **two-third of the correct occurrences:**

10. I went with the new students to the library.

It represents 71% correct occurrences of the morning participants. This reflects that the majority of the informants succussed in putting the adjective in its correct position when translating into Arabic. This means that the majority of the informants realized that the adjective in English precedes the noun while in Arabic, it follows the noun. On another hand, literally, the minority of the morning informants (29%) put the adjective before the noun in their translating into Arabic. They translated this sentence into أنا ذهبت مع الجدد الطلاب/الطلبة الى المكتبة.

Item (7) also represents one of the high correct occurrences of the morning participants in English-Arabic translation:

٧. The children did not sleep early yesterday.

This sentence reveals that 68% of the informants translated the negative sentence into Arabic correctly as لم ينمْ الاطفال باكراً أمس. They know how to search for the suitable negative words in Arabic, for example:

do/does not is expressed by لا;

did not is expressed by لم in Arabic; and

will not is expressed by لن سوف in Arabic, and so on.

The same thing is with item (3) which proves that above the average of the morning participants rendered the direct and indirect objects correctly in English-Arabic translation:

Item (3) reveals that 62% of morning informants translated the sentence *he bought his daughter a car* correctly into اشترى لابنته سيارة in Arabic. Most of the informants did not ignore that the verb اشترى is a transitive verb, but it requires one object in Arabic. So, they solved this challenge by adding a preposition to the indirect object.

With aspect to the incorrect answers, as it is clear in Table (1), item (17) represents the **highest incorrect responses** that constitutes 97% which discusses the problem of translating the tenses from English to Arabic:

17. We will have written the letters.

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The first problematic area that almost all the morning students (constituting 97% of the total number of morning students) encountered problems with translating the tenses in English-Arabic translation. The terrible number of incorrect answers appeared because of the gap of similarity between students' mother tongue and their learned EFL. This item reveals that most students rendered this sentence into future tense (e.g., سنكتب الرسائل). The interference of Arabic appears: Arabic has no perfect tenses, and this made our informants use just the simple ones. Thus, only 3% of the students translated this sentence correctly سنكون قد كتبنا الرسائل, they use the word 'قد' as equivalent to the perfect.

 The second highest incorrect answers are represented by item (14) which constitutes (91%):

14. That woman does fear Allah.

This sentence reveals that emphatic do is the second problematic area that most of the informants (91%) got difficulty to distinguish the *emphatic do*. All the morning participants (except 9%) expelled the verb *does* in the above sentence as in تلك المرأة تخاف الله and others translated it into لا(negative) as in تلك المرأة لا تخاف الله Only 9% of the informants translated the above sentence correctly as تلك المرأة تخاف الله فعلاً or تخاف تلك المرأة الله فعلاً

 Literal translation and mother tongue interference lead to incorrect translation of items (11), (4), (13), (10). Among these four items, item (11) has **the most frequently occurring errors** (80%) which is related to word order:

11. The pupils enjoyed their holiday.

This sentence reveals that great percentage of the morning participants face made error in the word order when rendering sentences from English into Arabic. Literally, most of the morning participants translated this sentence into الطلاب استمتعوا/ تمتعوا بعطلتهم. But, the normal order of Arabic verbal sentence is VSO. Only (20%) of the morning participants translated it correctly استمتعَ/تمتعَ الطلابُ بعطلتهم.

 Likewise, item (4) also reflects **high percentage of incorrect answers** of translating the English sentence connectors into Arabic:

4. There are literal, linguistic, historical, and philosophical materials.

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This item reveals that 74% of the morning participants unacceptably rendered the sentence connectors in this sentence. They used commas in Arabic between words in the case of series of words, as in: هنالك مواد أدبية، لغوية، تاريخية، وفلسفية They ignored the style of Arabic in the case of a series of words which is the use of 'و' (and) between the words: هنالك مواد أدبية ولغوية وتاريخية وفلسفية.

As available in items (8) and (5), the morning participants committed **above the average** of the incorrect occurrences:

8. Did you play tennis?

It represents 60% incorrect responses which are related to translating questions. Although the participants used the question particle هل and others used the Arabic alphabetical (أ), they did not pay attention that 'did' makes the question in the past. They incorrectly rendered the sentence into أ/هل تلعب التنس؟

In addition, in item (5), little above the average of the morning participants faced difficulty in using the appropriate word class when translating:

5. I watch a television program.

This sentence reveals that 54% of the morning participants made so many errors when translating the word 'television' in this sentence, they translated it into تلفازي/تلفزيوني (n.) rather than تلفاز/تلفزيون *اشاهد برنامج (adj.). The morning students did not realize that the word class can be changed into another class. Thus, nouns can be rendered into adjectives, adjectives can be used as nouns, verbs as nouns, and so on.

The same percentage of item (5) is for item (9) which reached 54% of incorrect occurrences. Most morning students encountered difficulty in translating the past participle *injured* in the sentence *let's save the injured people*, and they translated it into a noun (جرح) and others translated it into a verb (أصيب\أصاب), e.g.: دعنا ننقذ جرح الناس *and دعنا ننقذ أصيب/أصاب الناس.

Other problematic areas, in which below the average of the morning students participating in this study face challenges when rendering sentences from English into Arabic, are related to:

Item (13) which proves that 43% of the morning students faced a challenge in translating the personal pronouns (روجتي وأنا ذهبنا بلرحلة بحرية); item (2) reveals that 41% of the students made errors in translating the adverbs (*هو سهُل حل المشكلة); item (19) represents that 39% did not translate the past form of the verb *be* correctly (ليلى طالبة); item (3) constitutes 38% of them could not translate the O$_d$ and O$_i$ correctly (هو* اشترى ابنته سيارة); item (18) reveals that 36% of the students made errors in translating the verb *have* (هي تأخذ/تملك فطورها في الساعة السابعة كل يوم); item (16) proves that 33% faced difficulties while translating the articles (البيت الرجل كبير); item (7) represents that 32% failed in rendering the negative sentences (*الاطفال لا يناموا مبكراً البارحة); item (12) also reflects that 32% could not translate the modal auxiliaries (*يجب تقول كل شيء); and item (15) represents that 31% made error while translating the prepositions (هو* غادر على يوم الأثنين).

There are no big problems for the morning participants in the following areas: item (20) constitutes 30% of the participants face difficulty in the nominal vs verbal sentences (هي تكون جميلة); item (10) represents that 29% encounter a problem in the position of the adjective (ذهبتُ مع الطلاب الى الجديده المكتبة or ذهبتُ مع الجدد الطلاب/الطلبة الى المكتبه); item (6) reflects that 27% get difficulty in rendering the conditional sentences (* اذا تنهي العمل باكراً، فسوف ازورك); and the last one is item (1) constitutes 26% could not translate the gerund (تسبح في الماء البارد خطرة/محفوفة بالمخاطر).

Such problems and difficulties can be attributed to different major reasons. These reasons are related to the fact that English and Arabic have variant grammatical structures, the inadequate knowledge in English grammar, the literal translation (word to word), the nil-equivalent on one language, the interlingual and intralingual errors, the interference cases between the two languages and so many sources for such problems.

To sum up, the most occurring problems (with high incorrect responses) in English-Arabic translation of the morning participants are as follows:

1) The tenses (97%). (Item 17)
2) The verb *do* (91%). (Item 14)
3) The word order (80%). (Item 11)

4) The sentence connectors (74%). (Item 4)

5) The questions (60%). (Item 8)

      Only the minority of the morning participants suffer in translating the other areas (with low incorrect responses) which are:

1) The gerund (26%). (Item 1)

2) The conditional sentences (27%). (Item 6)

3) The adjectives (29%). (Item 10)

4) The nominal vs verbal sentences (30%). (Item 20)

5) The prepositions (31%). (Item 15)

4.2.2 Evening Studies

      The following table explains the informants' correct and incorrect answers of the evening studies (hence forth evening participants):

Table (2): EFL Evening Participants' Correct and Incorrect Responses of English-Arabic Translation

No. Of items	Correct	%	Incorrect	%
1	79	79	21	21
2	55	55	45	45
3	67	67	33	33
4	29	29	71	71
5	45	45	55	55
6	77	77	23	23
7	67	67	33	33
8	26	26	74	74
9	45	45	55	55
10	70	70	30	30
11	23	23	77	77
12	69	69	31	31

13	61	61	39	39
14	3	3	97	97
15	67	67	33	33
16	72	72	28	28
17	4	4	96	96
18	69	69	31	31
19	67	67	33	33
20	80	80	20	20

Table (2) reveals that item (20) represents **the highest correct answers** in which 80% of the evening informants translate the nominal and verbal sentences. This indicates that the majority of our informants do not have any problem in translating the nominal and verbal sentences:

20. She is beautiful.

80% of the evening participants do not have any problem in translating the English verbal sentence and they translated the above sentence correctly into 'هي جميلة'. Since there is a verb in the English sentence, most of the informants succeeded in transferring the verbal sentence in English into a nominal sentence in Arabic.

Moreover, item (1) represents **the second highest correct occurrences** of evening participants (79%):

1. Swimming in cold water in winter is risky.

Here, there is also no problem in translating the gerund for most of evening informants who translated the word 'swimming' correctly into a noun as in السباحة في الماء البارد في الشتاء محفوفة بالمخاطر/خطرة. They could recognize that the English gerund into noun in Arabic.

The evening participants' **high numbers of correct occurrences** of item (6) prove that most of the evening participants do not have any problem while translating the conditional sentences:

6. If you finish work early, I will visit you.

It proves that 77% of the evening informants made no errors of the conditional sentences in English-Arabic translation. They acknowledged

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that the conditional particle إذا can't be followed by the present plus سوف and it also doesn't precede the past in Arabic. Thus, they render the sentence of اذاinto the past tense (اذا انهيت العمل مبكراً، فسوف ازورك).

The following items, (16), (10), (12) and (18), reveal that respectively 72%, 70%, 69%, and 69% of the evening students translated correctly:

16. The house of the man is big.

This sentence represents 72% correct occurrences of the evening participants who translated this sentence correctly. They deleted the first *the* and the phrase (the house of the man) became بيت معرف بالاضافه as in الرجل.

10. I went with the new students to the library.

It represents 70% correct occurrences of the evening participants. This reflects that the majority of the informants succeeded in putting the adjective in its correct position when translating into Arabic. This means that the majority of the informants realized that the adjective in English precedes the noun while in Arabic, it follows the noun.

12. You should say everything.

The majority of the evening participants (69%) translated this sentence correctly. They translated the modal auxiliary (should) into more than one word (i.e., عليك أن/ يجب عليك/ يجب عليك أن). They realized that some modal auxiliaries are translated into two or more Arabic words.

18. She has her breakfast at 7 o'clock every day.

This item presents that (69%) of the evening participants translate the verb *have* correctly in English-Arabic translation. They translated this verb into تتناولaccording to this sentence.

Based on Table (2), equal proportions (67%) are of correct responses obtained from the following items:

i) Item (3):

This item represents that 67% of the evening participants succussed in translating the Od and Oi in the sentence *he bought his daughter a new car*. They translated this sentence into اشترى لابنته سيارة. Those evening participants recognized that they should add the deleted preposition to the Oi when translating into Arabic because the verb اشترى requires only one

object in Arabic. The minority of the evening participants (33%) did not recognize that they should add the deleted preposition to the Oi when translating into Arabic because the verb اشترى is required only one object.

ii) Item (7):

This represents 67% correct translations of the evening participants. Those learners translated (did not) in the negative sentence *the children did not sleep early yesterday* into (لَمْ) in Arabic, but (33%) of them translated it into لا rather than لم. This is the result of not adequate knowledge in grammar of English negation in the past tense.

iii) Item (15):

This is related to the problem of translating prepositions. 67% of the evening participants translated the sentence *he left on Monday* correctly. They delete the preposition *in* when translating into Arabic while the minority of the evening participants (33%) failed in translating this sentence. Some of the participants translate it into على, whereas the correct translation is to delete the preposition *in* when translating into Arabic.

iv) Item (19):

This reflects that 67% of the evening learners translated the sentence *Layla was a student* correctly. They rendered the past form of the verb *be* into كان. On the other hand, (33%) of the learners deleted the verb *was* because they are affected by deletion the verb *be* in the present tense when translating into Arabic. This is an intralingual errors.

Then comes item (13) that represents more than a half of the correct occurrences of the evening participants. For this item, (61%) of the evening participants translated the sentence *my wife and I went on a boat tripe* in the suitable form in Arabic as أنا وزوجتي ذهبنا/قمنا برحلة نهرية. On the other hand, the minority of those participants (39%) translated this sentence into زوجتي وأنا ذهبنا برحلة نهرية. This proves the different use of personal pronouns in English and Arabic.

With aspect to the incorrect occurrences, the evening participants' **highest incorrect occurrences** are in item (14) which is related to the problem of translation emphatic *do* (97%):

14. That woman does fear Allah.

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The first problematic area that the majority of the evening participants either deleted the emphatic *do* or translated it into لا or يفعل. They failed to use the words such as بالتأكيد, فعلاً, حقاً and so on as equivalents to 'does' in the above sentence. They translated it into 'تلك المرأة لاتخاف الله' and others into 'تلك المرأة تخاف الله'. This sentence reflects the participants' inability to translate the emphatic do.

Table (2) also shows that item (17) reflects that tenses are the second highest incorrect answers in English-Arabic translation (96%):

17. We will have written the letters.

Tenses are the second problematic area that Iraqi EFL evening learners suffer from, particularly the perfect tenses since Arabic has only two tenses: perfect (الماضي) and imperfect (المضارع). The majority of the evening participants translated the above sentence into ' سـ/سوف نكتب الرسائل', they use the simple future tense. They should have an adequate knowledge to use 'سنكون قد' in Arabic to express the English future perfect 'سنكون قد كتبنا الرسائل'. This verifies hypothesis (2) which states that nil-equivalence of some structures between English and Arabic poses serious problems in translation.

The third problematic area is word order represented by item (11), in which 77% of the evening participants did not use the appropriate tense:

11. The pupils enjoyed their holiday

These incorrect responses are done by the majority of evening participants. Those learners failed in using correct grammar throughout the process of translation. For item (11), the difference of word order in English and Arabic leads 77% of the participants to answer incorrectly. They translated this sentence (SVO) into 'الطلاب استمعو بعطلتهم' rather than the normal Arabic order *استمتع/تمتع الطلاب بعطلتهم* (VSO).

Items (8) and (4) represent 74% and 71% incorrect occurrences respectively. These items also have **high percentages of incorrect answers**:

Item (8) reflects that 74% of the evening learners made errors when translating questions: they have inadequate knowledge about the use of auxiliaries in questions. Thus, they translated *did you play tennis*? into a

Arabic question in the present tense *أ/هل تلعب التنس؟* They neglected that 'did' makes the question in the past.

In addition, most of evening learners (71%) face difficulty to use the correct sentence connectors (conjunctions) between words (item 4). They used literal translation in rendering the sentence *there are literal, linguistic, historical, and philosophical materials* that has a series of words. They added commas between the words in the case of series of worders as in *هنالك مواد أدبية، لغوية، تاريخية، وفلسفية* rather than using the connector 'و'.

For items (5) and (9), a little above the half of the students (55%) could not translate incorrectly. In item (5) reveals that those learners translated (television) into a noun *تلفزيون/تلفاز* rather than into an adjective as in *اشاهد برنامج تلفزيوني/تلفازي*. This proves their unawareness of the word classes change in translation. The same occurs with item (9) in which, a little more than half the evening participants translated 'injured' in the sentence let us save the injured people into a noun *جرح* or a verb *اصاب* rather than into an adjective *الجرحى*.

Regarding the evening learners' incorrect translations, item (2) represents 45% of the evening participants' failure to translate correctly. They translated the sentence *he easily solved the problem* into *هو بسهولة* *بسهولة حل هو المشكلة* and others translated it into.*حل المشكلة* In Arabic, such adverbs are put finally *حل المشكلة بسهولة*.

There are no big problems for the evening students in English-Arabic translation in the following areas:

- ✓ Item (13) represents only 39% of the evening students had a problem in translating the personal pronouns (*زوجتي وأنا ذهبنا بلرحلة* *بحرية*).
- ✓ Item (3) reveals that 33% could not render the O_d and O_i correctly (*اشترى ابنته سيارة* *).
- ✓ Item (7) also represents that 33% made errors in rendering the negative sentences (*الاطفال لا يناموا مبكراً البارحة*).
- ✓ Item (15) represents that 33% made error in the prepositions (*هو* *غادر على يوم الأثنين*).

✓ Item (19) represents that 33% did not translate the past form of the verb *be* correctly.

✓ Item (12) constitutes 31% faced difficulty in rendering the modal auxiliaries (يجب تقول كل شيء*).

✓ Item (18) also represents 31% got difficulty in translating the verb *have* (هي تأخذ/تملك فطورها في الساعة السابعة كل يوم.)

✓ item (10) constitutes 30% made errors in translating adjectives (ذهبتُ مع الطلاب الى الجديده or ذهبتُ مع الجدد الطلاب/الطلبة الى المكتبه* المكتبة*).

✓ Item (16) reveals that 28% faced difficulties while translating the articles (*البيت الرجل كبير).

✓ Item (6) reflects that 23% encountered a problem in rendering the conditional sentences (*اذا تنهي العمل باكراً، فسوف ازورك).

✓ Item (1) reflects that 21% get difficulty in translating the gerund (تسبح في الماء*محفوفة بالمخاطر/خطرة البارد).

✓ Item (20) proves only 20% of the evening participants face difficulty in the nominal vs verbal sentences (هي تكون جميلة).

To sum up, the most occurring problems (with high incorrect occurrences) in English-Arabic translation of the evening participants are as follows:

1) The verb *do* (97%). (Item 14)

2) The tenses (96%). (Item 17)

3) The word order (77%). (Item 11)

4) The questions (74%). (Item 8)

5) The sentence connectors (conjunctions) (71%). (Item 4)

6) The word classes (55%). (Item 5)

7) The past participle (55%). (Item 9)

On the other hand, the evening participants have only little problems (with low incorrect occurrences) in translating the follow areas:

1. The nominal vs verbal sentences (20%). (Item 20)

2. The gerund (21%). (Item 1)

3. The conditional sentences (23%).   (Item 6)

4. The articles (28%). (Item 16)

5. The adjectives (30%).   (Item 10)

4.2.3 Comparison between the Occurrences of the Morning Studies and the Evening Ones in English-Arabic translation

Table (3) presents below a comparison between the occurrences of both the morning and evening participants of English-Arabic translation:

Table (3): The Morning and Evening Students' Occurrences of English-Arabic Translation

No. of item	Morning Studies		Evening Studies	
	Correct	Incorrect	Correct	Incorrect
1	74	26	79	21
2	59	41	55	45
3	62	38	67	33
4	26	74	29	71
5	46	54	45	55
6	73	27	77	23
7	68	32	67	33
8	40	60	26	74
9	46	54	45	55
10	71	29	70	30
11	20	80	23	77
12	68	32	69	31
13	57	43	61	39
14	9	91	3	97
15	69	31	67	33
16	67	33	72	28
17	3	97	4	96
18	64	36	69	31
19	61	39	67	33
20	70	30	80	20

As clear in Table (3), in **English-Arabic translation**, the greatest problems in both morning and evening studies are:

i) The problem of tenses (item 17):

The incorrect responses of both morning and evening participants are (97) vs (96) respectively. Iraqi EFL learners suffer from translating tenses as the future perfect, since Arabic has only two tenses: perfect (الماضي) and imperfect (المضارع).

ii) The problem of translating emphatic *do* (item 14):

This represents (91) vs (97) incorrect responses of the morning and evening participants respectively. Thus, Iraqi EFL learners are enable to translate the emphatic *do*.

iii) The problem of the word order (item 11):

This problem represents (80) vs (77) incorrect translations of the morning and evening learners respectively. The difference of the word order in English and Arabic leads Iraqi EFL learners' incorrect translation.

iv) The problem of using the sentence connectors (conjunctions) (item 4):

This makes (74) vs (71) incorrect responses of the morning and evening participants respectively. The literal translation leads Iraqi EFL learners to fail to use the appropriate sentence connecters.

Thus, in English -Arabic translation, there are no problems that are specific to the participants of the morning studies not to the evening ones or the reverse. In other words, all the problems are shared by the morning and evening learners. The majority of Iraqi EFL learners suffer from the tenses, emphatic *do*, word order, and sentence connectors in English-Arabic translation. Thus, hypothesis (3) is partially accepted because among the other major problems in English-Arabic translation are the use of conjunctions and emphatic *do*.

Our informants (both morning and evening students) do not suffer from big problems in translating the gerund, O_d and O^i, conditional sentences, negation, adjectives, medal auxiliaries, prepositions, articles, the verb have, the verb be, and nominal vs verbal sentences. This verified partially hypothesis (4) which states that the problems that learners do

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not suffer from in English-Arabic translation are conditional sentences and articles.

5. Conclusions

This study highlights some of the most grammatical difficulties and problems of English-Arabic. Depending on the data analysis and discussion, this study arrives at some conclusions:

1. The errors, that both morning and evening students committed, are classified as being interlingual or intralingual.
2. There are some aspects in English have no equivalents in Arabic.
3. The majority of Iraqi EFL learners suffer from the tenses, emphatic *do*, word order, and sentence connectors in English-Arabic translation.
4. Both morning and evening students do not suffer from big problems in translating the gerund, O_d and O_i, conditional sentences, negation, adjectives, medal auxiliaries, prepositions, articles, the verb have, the verb be, and nominal vs verbal sentences in English-Arabic translation.
5. To sum up, the most occurring problems (with high incorrect responses) in English-Arabic translation of the morning participants are as follows: tenses, verb *do*, word order, sentence connectors, and questions.
6. The simplest grammatical problem that the morning participants suffer from in English-Arabic translation is the translating of the gerund.
7. To sum up, the most occurring problems (with high incorrect occurrences) in English-Arabic translation of the evening participants are as follows: verb *do*, tenses, word order , questions, and sentence connectors.
8. The evening participants have only little problems (with low incorrect occurrences) in English-Arabic translation in translating nominal vs verbal sentences and gerund.

9. The sentences connectors are different in their use in English and Arabic and should be used in a better way to produce correct translation.

10. The two languages differ in the way they express negation. English uses an auxiliary with *not* while in Arabic, the sentence is negated by adding only the negative particles لا, لم and ما.

11. Arabic has no modals, but it has verbs, particles, and expressions that conveyed the meaning of these verbs.

12. Some verbs require two objects in English, whereas they require one in Arabic. In this case, the students have to add a preposition to the second object while translating into Arabic.

13. The word class can be changed into another class while translating from one language to another. Thus, nouns can be rendered into adjectives, adjectives can be used as nouns, verbs as nouns, and so on.

14. In yes-no question, all the English questions are translated into Arabic by using the interrogative particles هل/أ and the auxiliaries such as is/are/do/did/has/have ...etc., are meaningless in Arabic and just indicate the tense of the question.

15. The sentences connectors are different in their use in the two languages and should be used in a better way to produce correct translation.

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Appendix: The Test
Translate the following English sentences into Arabic:

1	Swimming in cold water in winter is risky.
	………………………………………………………………………….
2	He easily solved the problem.
	…………………………………………………………………………
3	He bought his daughter a car.
	…………………………………………………………………………

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4	There are literary, linguistic, historical, and philosophical materials. …………………………………………………………………………………
5	I watch a television program. …………………………………………………………………………………
6	If you finish work early, I will visit you. …………………………………………………………………………………
7	The children did not sleep early yesterday. …………………………………………………………………………………
8	Did you play tennis? ……………………………………………………………………………….
9	Let us save the injured people. …………………………………………………………………………………

10	I went with the new students to the library. …………………………………………………………………………………

11	The pupils enjoyed their holiday.
	………………………………………………………………………………
12	You should say everything.
	……………………………………………………………………..
13	My wife and I went on a boat trip.
	………………………………………………………………………
14	That woman does fear Allah.
	………………………………………………………………………
15	He left on Monday.
	………………………………………………………………………
16	The house of the man is big.
	………………………………………………………………………
17	We will have written the letters.
	………………………………………………………………………
18	She has her breakfast at 7 o'clock every day.
	……………………………………………………………………..

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19	Layla was a student.
	………………………………………………………………………….
20	She is beautiful.
	………………………………………………………………………………

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