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Investigating Students' Recurrent Errors in Arabic-English Translation

Case Study of Third Year Students of English at Mohamed Kheider University of Biskra

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بسم الله الرحمن الرحيم

Dedication

In the name of allah, the most gracious, most merciful, all the prise is due to him alone, the sustainer of the entire world.

I would like to dedicate this work to my beloved mother "Fatima" and father "Mohamed" for heir encouragment, care, support, confidence, and ever love.

To my lovely sisters Dalel, Fella, Souad, Narimene, Razika "my dearest lovely sister".

To my sisters in low: Nesrine and Imene.

To my dear brothers Abdel Djalil, Okba, Abdel Hak, Ammar, and Miloud.

To my best friends Manel, Nour Elhouda, Selma, and Karim for their constant support.

To all the People who Helped me even by smile.

Achnowledgments

"People do not die when they are buried out; they die when they are forgotten"

To the soul of my sisters "Samiha" and "Majda"

To the soul of my grand mother

The only person who wanted to attend this day, and she is the only absentee from it now.

There is no way I can express how much I owe to my eldest brother "Abdel Djalil" for his love, generous spirit, and support through the many years of my education. I find my self overwhelmed in offering him all my thanks in dedicating this work to him.

Abstract

The study aims at shedding light on translation issues, as well as identifying and analyzing the most recurrent errors made (especially in grammar) made by third year students of English Language Department at Biskra University. In this respect, the main focus is on the recurrent errors made by students in Arabic-English translation and some strategies to overcome the encountered difficulties. It has hypothesized that third year-year students' translation affected by mother tongue interference and that they commit many kinds of errors especially in grammar when translating. For this sake, a test has been distributed to analyze learners' errors. Students' questionnaire has been used to confirm the obtained results and to explore their attitudes on different aspects. This work consists of three main chapters; the first one is devoted to students' recurrent errors in second language acquisition and some grammatical differences between Arabic and English. The second one deals with Arabic-English translation (problems and strategies) and mother tongue and foreign language learning. The third part presents the practical work in which the data is gathered and analyzed; this part is ended up with the discussion of the results obtained in this study as well as some recommendations pedagogical implications. Results obtained from the analysis of the students' questionnaire revealed the major points that have been conducted in this research and showed that have difficulty in translation.

List of Abbreviations

- **%**: **P**ercent.
- **&**: and.
- **CA : C**ontrastive **A**nalysis.
- **EA : E**rror**A**nalysis.
- **EE : E**rror**E**valuation.
- **EFL : E**nglish **F**oreign**L**anguage.
- **FL : F**irst **L**anguage.
- **FL : F**oreign**L**anguage.
- **GTM :G**rammar **T**ranslation **M**ethod**.**
- **L1 : F**irst **L**anguage.
- **L2 : S**econd **L**anguage**.**
- **NL :N**ative **L**anguage.
- **SL : S**econd **L**anguage.
- **SL :** Source Language.
- **SLA : S**econd **L**anguage**A**cquisition.
- **TL : T**arget **L**anguage.
- **VS : V**ersus.

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General

Introduction

Introduction

All people on earth are divided by their cultures, and language is a particular feature that makes us so different from each other.

Throughout history, translation has occupied an important status in the field of human sciences.

In the present years, there has been increasing interest in studies related to translation as a process that helps people overcome such a problem. Moreover, teaching translation is often about teaching grammar which always considered an important step in learning a second language since third year students of English language department at Biskra University face many difficulties in applying their knowledge of grammar in the translation process. Furthermore, there should be a need for purposeful study that helps us to identify their weaknesses in translation as well as grammar especially to identify and analyze their grammatical errors which are an aspect of their linguistic incompetence. In addition, to explore teachers attitudes towards errors and the differences their students find when translating their paragraphs from their native language (Arabic) to (English). The learners commit errors in grammar when writing because they think in their native language (Arabic) and translate their thoughts into English and that they have not attained an adequate understanding of how to reduce errors in translation.

1. Statement of the problem

Despite the attention given to translation, third year students at Biskra University still make errors. When they come to translate, they usually have ideas in Arabic and when they try to translate them to English unsuccessful translation occur especially in grammar. The first reason behind all those errors is the language transfer which occurs when the student introduces incorrect structures into English that are not understood by the learner due to the differences in grammar between Arabic and English. This study is very important for EFL students because it helps them to identify the most recurrent errors the student commit.

2. Aim of the study:

Trainee translators face double difficulties to translate from English into their first language. They deal with translation language skill. Therefore, in many cases, translators face obstacles of several kinds: lexical, grammatical, stylistic or phonological, which are caused by their limited linguistic knowledge of the target language.

In this research we are concerned with Arabic-English translation. We aim at shedding light on the recurrent errors in Arabic-English translation and the strategies relied on by students in order to overcome the encountered problems.

This research also intended for language transfer (interference) as a cause of the common grammatical errors made by third year students that should be considered in learning a foreign language (English).

3. Significance of the study

- Introducing some of the most recurrent errors in Arabic-English translation.
- Searching for different strategies to solve the encountered difficulties.

4. Research questions and hypothesis

4.1. Research questions

From what has been said above, we consider that by strategies we mean the solution that novice translators may resorts to while translating. It is an important task since students are translating into the Arabic language; in such task, students are expected to translate effectively; they should have a sound linguistic background that may help them in their translation task.

This study relies on the following questions:

- What are the most recurrent errors committed by EFL learners?
- What are the common translation problems?
- How does mother tongue affect students' translation performance?

In answering these questions, this study will focus on translation difficulties encountered by the students, as well as, the strategies used to overcome them.

4.2 Research hypothesis

- We hypothesize that:
- If our students have enough knowledge about grammar rules they will do well in practice. Furthermore, we will investigate if they are able to comprehend them easily and effectively while translating, so they do not have difficulties.
- A large proportion of the grammatical errors made are caused by first language negative transfer.

5. Research methodology

5.1 Materials

One main tool will be used in order to collect data and test the hypothesis. A questionnaire will be given to third year students to know about their general views in translation, the recurrent errors made by students, their comprehending of grammatical rules, and how mother tongue affects English classes in order to know their difficulties in translation and the strategies applied. After collecting data, the results will be analyzed qualitatively and quantitatively to show the importance of understanding the grammatical rules. It will be helpful to students in order to do qualified translation.

5.2 Subjects (population)

Third year students is the population of our research. This population has been chosen because this category is more experienced, and received enough lectures in translation. In addition, they are selected in order to know whether undergraduate students still face problems in translation process. We will select randomly twenty (20) students from this population.

6. Limitations

There are many limitations to this study: to identify, classify and analyze the grammatical errors take a lot of time. The second limitation is the limit number of participation that might decrease the generalization of the finding.

7. Structure of the dissertation

This dissertation is divided into three chapters. The first chapter is divided into two sections; the first section is about errors, their definition, classification, significance, and sources; while the second section includes an overview of grammar as well as some grammatical differences between Arabic and English. The second chapter is devoted to discuss about translation problems and the strategies applied to overcome them. Chapter three is dedicated to the research methodology which details the population and the sample of the study, the instruments used as well as the data gathering and the analysis procedures.

Chapter one: Students' Recurrent Errors in Second Language Acquisition

« Errors are clues to inner processes, windows into the mind »

Krall & Schaffer (1978, p. 234).

Introduction

When acquiring a foreign language learners make mistakes assuming that their (L1) and (L2) work in the same way; i.e. they encounter many problems due to erroneous concepts. They are the result of faulty deduction of grammar rules, transfer of learning habits in the L1 that do not match with L2 and a lack of a proper command of the L2. In addition, learners may also experience various kinds of stressful situations as they have to deal with different areas of the L2, such as grammar, punctuation, and vocabulary.

Yang (2010) stated that as human beings, we are all bound to make mistakes and fall into errors. However, errors have been a main issue in teaching a foreign or a second language. For a long time, researchers worked very hard in order to identify, categorize, and determine different views concerning errors. Therefore, this chapter attempts to explore the definition of error, its classification, significance, and sources. The term mistake was added in order to differentiate between them. Moreover, this chapter devoted a part of grammar in EFL instruction. Last but not least, it highlights some grammatical differences between Arabic-English in the translation process.

1.1: Error

1.1.1: Definition of Errors

Great number of teaching techniques was developed since the development of science and technology. However, students still commit errors and correcting them seems to be ignored by some teachers in the English classroom. Errors are systematic problems that native speakers can identify and correct immediately because they have almost full knowledge of the linguistic structure of their mother tongue. Non- native speakers, L2 learners not only make mistakes, they also commit errors as a result of the lack of underlying competence in the language that they are learning. They cannot always correct their errors. Therefore, the learners' errors are due to the incomplete knowledge of the target language (Scovel, 2001)

Explaining the term "error" was the concern of many scholars. (Brown, 1994) considers an error as: "a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner". Referring to the same concept, Chaudron (Allwright & Bailey, 1991) claims that "errors are linguistic forms or content that differed from native speaker

norms or facts, and any other behavior signaled by the teacher as a needing improvement". In addition, (Krashen, 2009)expresses that "the use of an L1 rule allows the performer to "outperform" his competence, to meet a particular need in L2 communication".

Moreover, Corder (Allwright & Bailey, 1991) has defined error as repeated regular patterns committed by learners which differ from the target language. In other word, errors occur when the student tries to employ rules from his L1 to the L2 in an effort to use the target language. They are constant and usually provide researchers corroboration of how learners learn and acquire the language.

Errors are viewed as a sign that indicates students' development in the target language; they can profit from a feedback and use it to make new attempt to learn. It is noticed that errors occur despite the effort of teachers to explain and facilitate the structure for the student as stated by and (Gea & Mateu, 2000)"if a student cannot self-correct a mistake in his/ her own English level, but the teacher thinks that the student should have in taken the rule".

1.1.2: Classification of Errors

Based on certain criteria, errors are divided into different types. (Burt & M.K., 1975) grouped errors into two categories: local errors, which influence the single elements of the sentence without hindering communication, for example, errors in noun and verb inflection, auxiliaries, and articles. The second part, global errors, which are related to the sentence organization and that hinder communication .i.e. wrong word order, misplaced, missing or wrong connectors.

Since it breaks the communication and causes damage in meaning, he assured on the global error correction rather than the local ones. Moreover, Burt insists that high frequency errors should first be corrected, which means that learners' repeated errors are the ones that should be given attention and need to be corrected.

According to their gravity as well as their treatment, (Krashen, 1982) classifies three types of errors which he considers the most relevant. Global errors, which impede communication and that are to be corrected. Stigmatized errors, which indicates language violation, use of taboo words or socially unacceptable words that are to be immediately treated. The category of the

most frequently occurring errors includes the kind of errors that have to be treated regardless of which group they belong to.

(James, 1988) speaks about four main kinds of errors that are: substance errors, which include mispronunciation and misspelling at the productive level when speaking. Discourse errors that include production errors such as misunderstanding, coherence, and pragmatic errors. The third type is the grammatical errors, which is the most common category, and it is committed by most foreign language learners (EFL), this category of errors divided into two sub main categories: morphological errors, which are the failure in supplying any part of word classes. On the other hand, syntactic errors that influence phrases, clauses, sentences and paragraphs in form of structure or cohesion. Eventually, lexical errors, which cover inadequate, direct translation from the mother tongue or the incorrect lexical items use.

(Dulay, 1982)Considers that the common descriptive classification use of errors is:

- **Linguistic category:** categorizes errors according to the specific linguistic constituent or the language component which are phonology, morphology, syntax, semantic and lexicon.
- **Comparative taxonomy:** deals with the comparison between second language (L2) and other type of construction. For example, to compare between the errors of Indonesian students and the errors made by children acquiring English as the first language (L1).
- **Communicative effects taxonomy:** distinguishes between errors which cause miscommunication and those that do not. This category include two types of errors which are: global errors and local errors, in which the first category break communication and damage meaning, while the second one do not. As stated above by Burt, it deals with errors from the perspective of their effects on the listener or reader.
- **Surface strategy taxonomy:** emphasize the ways that produce the surface structure; the learners may add, omit, and miss-order necessary items.

According to the different cause of errors we can distinguish between two types of:

1. **Interlingual/ transfer errors:** that result from the mother tongue interference of the learners, and
2. **Intralingual/ developmental errors:** which are due to the new language learned.

1.1.3: Significance of Errors

Analysts of errors have focused on the importance and role of errors that learners of second language usually encounter. According to Corder (Ellis, 2005), learner errors are important in three ways:

1. Showing teachers what learners have learned and what they have not yet mastered;
2. Providing evidence about how language is learned in order to serve research purpose; and
3. Acting as a device by which learners can discover the rules of the target language.

It will be vital to conduct both an error analysis (EA) and an error evaluation (EE) in order to illuminate the first way. However, the second and the third ways can be achieved by means of error analysis alone.

Many researchers emphasize that learners' errors are effective means to improve grammatical accuracy. (Carter, 1997) states that "knowing more about grammar works is to understand more about how grammar is used and misused". That is to say, in order to group the nature of the errors made, learners need to recognize the significance of errors which occur in their writing, which requires adequate EFL teachers that recognize their students' deficiency.

1.1.4: Sources of Errors

Because they are not well versed in foreign language, students commit errors unconsciously while they write. Any missing element can be the source of errors if the teacher is not aware of his students' sources of errors. (Richards, 2008) states that learners make mistakes when moving from the basic to intermediate to advanced levels in their language proficiency. He argues that upper-intermediate learners have different learning needs, but they often encounter some problems as follows:

1. It is noticed by many teachers that their students remain silent in the first period of teaching in the acquisition process known as"the silent period". That is to say,

students tend to be receptive rather than productive; they take this period of time as a security period to receive without production. Richard pointed out that there is a gap between receptive and productive competence: students may have made enormous progress in listening comprehension and reading, but still seem deficient when it comes to the speaking skill.

2. Students make efforts to learn new vocabulary, but they fail to use it. In other words, learners may use simple structures in order to convey meaning and communicate effectively. Due to anxiety or low self-confidence, some learners can use the new term meaning when they commit errors in spelling or pronunciation. Others may forget it completely.
3. The use of existing words because of students' lack of vocabulary. Their speech cannot all the time be phonetically correct since the students are learning English as a foreign language. Students speak correctly but do not speak normally; it means that the problem is related to the learners who double efforts to be correct. So, any hearer can easily notice that this language is not natural.
4. Fossilized language errors; errors that are typical of lower level learners reappear in certain circumstances, in which they are out of the students' control. These errors are difficult either to pass or to correct since it exists in the learners' mind before the correction.

1.1.5: Covert and overt errors

Errors can be further categorized into "covert" and "overt", which are two words many people find confusing because both of them can be applied to any kind of activity. Both terms are the results learners' constructions of sentences.

1.1.5.1: Covert errors

The covert errors are those errors that are formally acceptable, superficially well-formed, but did not express the meaning the learner wanted to convey; i.e. they do not mean what the learner intended to mean. This type of errors leads to misunderstanding of the sentence; (Corder, 1981) claims that this kind of error inside a sentence leads to misinterpretation of the sentence normally in the context (p.21). For example, "I am fine, thank you" is formally correct sentence, but a learner would use it as an answer to "who are you?!" the utterance would be covertly idiosyncratic.(Brown, 2007)

1.1.5.2: Overt errors

The overt errors are those kinds of errors that are related to the learners' formation of sentences. They are easy to identify because there is a clear deviation in form. In other words, overt errors are ungrammatically at the sentence level; they appear clearly when a sentence is "superficially ill-formed in terms of the rules of the target language; however, in this kind the teacher or the researcher needs to ask whether a believable interpretation takes place or not in a context" (Corder, 1981) i.e. the teacher or the correspondent needs to refer to the mother tongue and find out its relation with the appearance of the error. For example, John overtly showed signs of affection towards May by giving her flowers and chocolates on Valentine's Day. It is very clear that John likes May because he gave her gifts on a very special day. Can anyone claim not knowing what John's intentions are? The answer is no because of the word "overt" which implies John did it in the open and so everyone knew what he gave to May.

1.2: Errors versus Mistakes

1.2.1: Mistakes

Mistakes are the result of the writer/ speaker tiredness and stress. They are observable, acknowledged and the learners may make use of self-correction.

According to (James, 1988), Edge defines mistakes as the cover term for all ways of being wrong as an EFL learner, and he divided them into tree types: slips, errors and attempts.

(Corder, 1967) uses the term "mistake" to refer to incorrect forms caused by memory lapses, slips of the tongue and other instance of performance errors, in which the student can correct their own mistakes with assurance. In (1973), he states that both L1 and L2 learners make mistakes but in varying degrees of seriousness, in which native speakers can easily take steps to remedy the mistake rather than the L2 users. (Corder, 1981) adds that mistakes are of no significance to the process of language learning.

(McArthur, 1992) pointed out that "mistakes are a misapprehension of meaning or a fault in execution". Accordingly he classifies mistakes into:

1. **Competence mistake**: arise from ignorance of using a language.
2. **Performance mistake**: arise from tiredness, nervousness; or some other pressure makes a slip of the tongue, mistype a letter, or leaves out a word.

3. **Common mistakes**: include

3.1: confusable mistakes: two or more words that are easily confused with one another. Example:

his/he's.

Once/ one's.

Lives/ leaves.

3.2: Homophony: words with different spelling and meaning but with the same sounds.

Example: their/there.

Its/ it's

3.3: catachresis: the use of a word for another.

Example: acknowledge/ recognize.

3.4: consonantal blend: the use of an intrusive "e" in languages that does not have consonantal clusters beginning with "s" to make words sound more familiar.

Example: estudent for student (Spanish).

1.2.2: Slips and Attempts:

(Edge, 1991) distinguishes between the two terms from the view point of both teachers and learners. For him, "slips" are mistakes that are caused by processing problems or carelessness and teachers think the students could correct themselves. While students want to express meaning but they make a mistake due to the ignorance of the necessary language structure, their mistakes can be "attempts".

1.3: Attitudes towards Errors

1.3.1: Teacher's Attitudes towards Errors

Go back to the behaviorist earlier model of learning, which maintains the language is learnt by repeating correct forms until they become natural, teachers are often afraid when their students make errors. They think that their learners might repeat their mistakes and so they must make

sure that everything is correct. Nowadays, researches widely agree that making errors are automatic and unavoidable part of language learning. In this point, (Doff, 1993) argues that learners are applying certain rules from both, their own first language and the one's which they have internalized; however, they are in such intermediate ways between them.

1.3.1.1: Interlanguage

For a long time, errors were considered as failures. Nowadays, researchers agree that errors are important for the learners developing competence, which (Selinker, 1972) called "interlanguage". According to him, interlanguage refers to "the process of learner goes through from the initial stage when he knows very little about the language getting to final stage when he possesses almost complete fluency".

Eventually, teachers can never discover what the learners do not know if they try to prevent them from making errors.

1.4: Teaching Induced Errors

These kinds of errors are very difficult to identify because of the teaching methodology and the inappropriate teaching materials used in the class, i.e. it is related to the classroom situation, the teacher's language use, the used materials, and the teaching methods (Corder, 1974); teachers can induce errors using other aspects such as overgeneralization and simplification which are considered as helpful ways to learn the new teaching materials.

1.5: Error Analysis:

1.5.1: Definition of Error Analysis

Error analysis has spread in 1960's and 1970's by the British applied linguist S. Pit Corder who is regarded as the founding father of this field. Error analysis is a branch of applied linguistics which comes as an alternative to contrastive analysis (CA) which has been criticized because it cannot predict a great majority of errors. Its goal was "to show that errors did not exclusively occur because of the influence of the learner's mother tongue but also because of underlying universal strategies".(Lennon, 2008)

According to (Corder, 1974) error analysis defined as "a comparative process in which the utterances in the learner's mother tongue are compared with those in the target language". (Hamdi, 2015) also, (Corder, 1974) assorted errors into four main categories which are:

- Omission of some required element.
- Addition of some unnecessary or incorrect element.
- Selection of incorrect element, and
- Miss-ordering of elements.

(Thornberry, 2006) error analysis is "a field of second language acquisition research that collects and explains errors, and, in this way offer insights into the internal process of language acquisition". However, (Richards & Schmidt, 2002) states that "error analysis deals with the study analysis of the errors made by second language learners. It may be carried out in order to:

- Identify strategies which learners use in language learning.
- Try to identify the cause of learners' errors.
- Obtain information on common difficulties in language learning, as aid to teaching or in the preparation of teaching material.(Barkat, 2016)

(Richards & al, 1985) claimed that error analysis is the study of errors made by the second and foreign language learners. It may be carried out in order to find out:

- How well someone knows the language?
- How a person learns a language?

In the same vein, (Brown, 1980) regards error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners. (Crystal, 1987) defines error analysis as "a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics".

According to (James, 1988) "error analysis is the process of determining the incidence, nature, cause, and consequences of unsuccessful language". Strevens (1969) hypothesizes that "errors should not be viewed as a problem to be overcome but rather as normal and inevitable features indicating the strategies that learners use". (Richards & Sampson,, 1974). In addition, (Kashavarz, 1999) states that "error analysis is a procedure used by both researchers and teachers which involves collecting samples of learners' language, identifying errors and classifying them

according to their nature and causes and evaluating their seriousness". (Gass & Selinker, 2008) defines EA as "a type of linguistic analysis that focuses on the errors learners make".

1.5.3: Error Analysis Procedures/ Models

1.5.3.1: Identification of Errors

According to (Ellis, 2005) the first step to recognize students' errors is to analyze them. As it was clarified before it is necessary to differentiate between learners' errors and learners' mistakes; i.e. errors of performance and errors of competence. However, the identification of the exact errors made the students considered as a difficult step. Recognition of errors is of great importance because it points out how much knowledge of the L2 rules the learner has mastered.

1.5.3.2: Description of Errors

According to (Ellis, 2005) and (Troike, 2006) the next step, after recognizing the learners' errors, is to describe and classify them into types. Researchers describe errors as related to language levels (phonology, morphology, and syntax), to specific linguistic elements (articles, verbs, prepositions …), or to general linguistic categories (passive sentences, negative constructions, word order, etc). Ellis supposed that errors description is comparable to recognizing them by comparing the learners' utterances with the reconstruction of those utterances in the target language. In other words, description of errors is describing the procedure that produces the error by describing the intentional meaning through the reconstruction of the utterances according to the second language norms.

1.5.3.3: Explanation of Errors

After identifying and describing learners' errors, the essential stage in error analysis models is to clarify the reasons that facilitate the occurrence of those errors. There are two (02) major reasons for learners' errors which are interlingual and intralingual errors. The first one refers to the effect of language forms when two languages cross or overlap. While interlingual reasons contain overgeneralization; the later refers to the ignorance of the rule restrictions, and incomplete application of rules. For this sake, (Ellis, 2005)stated that "this stage is the most important for SLA research as it involves an attempt to establish the process responsible for L2 acquisition".

1.5.3.4: Evaluation of Errors

Ellis (1997, p.19) assumed that it is important to evaluate errors to help learners learn a foreign language. In order to evaluate errors, teachers should pay more attention to errors that affect communication, and less attention to those which have little effect on learners learning an L2; i.e. some errors are regarded to be more serious because they may completely influence the learning process and change the utterance meaning.

1.5.3.5: Error Correction

The main interests of error analysis are how teachers deal with learners' errors and the importance of error correction among teachers and learners. (Erdogan, 2005) claimed that error correction mechanism is not to demonstrate and present the correct form through exercises and activities. Contrariwise, the teacher should know the cause behind the students' error to supply them with the suitable correction. Errors should be corrected depends on their effect on the production of students; i.e. global errors need to be corrected more than local errors.

According to (Maicusi, 2000) the instructor should give to his learner's time for self-correction and not correcting their errors immediately; i.e. when the teacher find an error, he tends to correct it automatically. However, a delay in the correction on the part of the teacher would make students have the opportunity of self-correction.

In written works, teachers should put symbols that mark the error to make the learners correct themselves. For example, teachers can put "sp" to indicate for spelling mistake.

1.6: Grammar

1.6.1: Definition of Grammar

The history of grammar goes back to the ancient Greeks, who transformed its form into a science of rules that govern the production of text. (Radford, 2004) argued that the term grammar is divided into two inter-related areas which are morphology and syntax. Morphology deals with the combination of small units in order to form words and syntax studies how sentences are built out of words. According to (Valeinka & Buitkeine, 2003)the word grammar is derived from "Grammatik" a Greek word that is divided into "gram" which means something written and "tike" means art. So, grammar means the art of writing.

Since its appearance, the term grammar did not remain the same; it changed over time. In ancient Greek and Rome grammar was used to describe the complete literary studies. In the middle age the term was linked to the study of the Latin language. It is considered to be the same until the sixteenth century when English grammar was viewed independent after publishing works, which gave the starting point for prescriptive grammar. By the end of the nineteenth century, grammar started to be viewed from different perspective when the birth of descriptive grammar gave systematic description to rules of the language.

On the other hand, Jack and (Richards & Schmidt, 2002) define the term grammar as "a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language". Moreover, (Ur, 1980) in his book "Grammar practical activities" explains that "grammar is the way a language manipulates and combines words or bits of words in order to form longer units of meaning".

The traditional view towards grammar seems to be the same. However, in the last twenty or thirty years, it regards as a practiced skill rather than knowledge to be studied.

1.6.2: Types of Grammar

Grammar has many types classified as follows:

1.6.2.1: Descriptive Grammar

According to (Bourke, 2005) descriptive grammar is the description of language as it is, not as it should be. It is based on the elements of language. The objective of this type is based on the real English, whether it was spoken or written.

(Andrews, 2005) states that "descriptive grammar is abstracted from the actual use of spoken or written language in that they tend to describe patterns of usage". In this type grammar is described as it is; patterns are not modified.

1.6.2.2: Generative Grammar

(Bourke, 2005) defines the term based on Chomsky's definition. For him, generative grammar is an innate human ability that is used to express ideas build in the mind; language is the mirror of the mind.

1.6.2.3: Prescriptive Grammar

Prescriptive grammar prescribes the main components of grammar. It aims at breaking down language patterns to facilitate their use. The prescriptive grammar's goal is to make patterns easy for students to get the structure as stated by (Andrews, 2005) "prescriptive grammar fossilizes the patterns into rules for the generation of meaningful communication".

1.6.2.4: Traditional Grammar

Traditional grammar aims to make language structure as organized as possible. It lays down the norms of correct usage. (Williams & J. D, 2005) in his book "author of the teacher's grammar" summarizes the term:

> We say that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard … the main goal of traditional grammar; Therefore, is perpetuating a historical model of what supposedly constitutes proper language.

Others, like David Crystal are opposed to grammar school. They find it too restrictive. "Grammarians of the 2000s are the inheritors of the distortions and limitations imposed on English by two centuries of a Latinate perspective," (Crystal, 1987)

1.6.2.5: Pedagogical Grammar

Pedagogical grammar is grammatical analysis and instruction designed for second language students. (Andrews, 2005) defines the term as "the distillation (usually of traditional grammar) as used in text books for first or second language teaching". It is related to teaching process and classroom situation. It aims to deliver grammar to students as (Carter, 1997) states "the object of pedagogical grammar is to present the grammar of a language in ways which are pedagogically appropriate to learners (usually non-native learners) of a language".

1.6.2.6: Functional Grammar

(Haliday, 1986) in his book "An Introduction to Functional Grammar" approaches grammar from a social perspective, used to fulfill certain functions. He is at most interested in how language is appropriately used to achieve certain communication goals or intentions.

According to (Andrews, 2005) functional grammar goes beyond the description, prescription, or generation of sentences or texts in order to relate them to meaning; therefore, grammar is a tool for making meaning. It determines the language's form used for that purpose.

1.6.2.7: Applied Grammar

Goes back to Bloomfield point of view, (Bourke, 2005) define the term applied grammar from the American structuralism's perspective, which is also called "structuralized applied grammar". (Fries, 1945) and (Hornby, 1976) carried out the pioneering work on applying applied grammar in the United States and United Kingdom. They simply collect and classify samples of the target languages as biologists classify animals or plants.

1.6.3: The Role of Grammar in EFL Instruction

For many years, many researchers have focused on the role of grammar in teaching FL learners a second or a foreign language to use it effectively. At most, grammar is misunderstood in the field of language teaching, but nowadays it takes place in the central part.

Unlike Michael Lewis who pointed out that "grammar is not the basic of language and the balance of linguistic research clearly invalidates any view to the contrary", (Ur, 1980) argues that "there is no doubt that knowledge-implicit or explicit- of grammatical rules is essential for the mastery of a language". Since grammar gives information about the form and the function of the words, writing is necessarily influenced. In that, (Hedge, 2000) states that due to the great attention the teachers give to grammar teaching in their classroom in methodology, it gains great importance in classroom teaching.

According to (Cook, 1994) grammar has had a bad press for many years. Yet, grammar has been the most existing area of language. Moreover, he pointed out that the role of grammar goes beyond the utterances level to affect the four skills. In the receptive skills (listening and reading) if we have not had a basic grammatical knowledge, we cannot make the inter relationship between the part of the discourse. Whereas, in the productive skills (writing and speaking) learners produce meaningful sentences and utterances and relate them depending to a large extent on grammar.

Eventually, for many years, people neglected the role of grammar and thought that is meaningless. Whereas, it embodies the three concerns of form, meaning and use.

1.7: Some Grammatical Differences between Arabic-English

Because they think that any new pattern or rule applies to all cases without exception, Arab EFL learners generally face problems in learning most of English aspects. Therefore, it is necessary to explain some grammatical differences between the two languages (Arab and English).

1.7.1: Preposition

Because of cross-linguistic differences between Arabic and English prepositional system (contrastive analysis), Arab EFL learners encounter many problems while writing. (Diab, 1996) indicates that students usually try to translate prepositions into Arabic when they are confused and put the equivalence when writing in English; they may use "in and at" instead of "for and to", etc.

Prepositions are considered to be difficult; they pose tremendous difficulties due to the various English prepositions that have the same function. According to Scott and Tucker (1974, p.85) "an Arabic preposition may be translated by several English prepositions while an English usage may have several Arabic translations". (Diab, 1996)

1.7.2: Articles

Unlike English that has two main kinds of articles (the definite article" the" and the indefinite article "a" and "an"), Arabic has just one kind of articles which is "al" that is similar to "the". (Diab, 1996) claimed that abstract words in English that belong to everybody or everything are used without the definite article. However, in Arabic, such abstract words are used with the definite article "al"

According to Kineavy and Warriner (1983, p.607), in English, abstract words preceded by the definite article "the" become specific; they express certain possession of a person, group, or an object by a phrase starting with "of" , "to", or "for". Whereas, when they refer to the possession of a specific person or object, Arabic does not use an article before abstract terms (cited in Diab, 1996, p.75).

1.7.3: Adjectives

Arab EFL learners commit errors in the use of adjectives in their writing due to the great difference between the two languages; i.e. adjectives in Arabic agree with the nouns they modify

in number. Whereas, the situation differs in English, in which adjectives do not show any agreement in number with the nouns they modify expect for some adjectives such as "this-these" and "that-those" (Diab, 1996, p.74).

1.7.4: Word Order

Arab EFL learners commit errors due to the difference in word order rules i.e. word order differs from one language to another. According to Kineavy and Warriner (1993, p.606) adjectives and adverbs in Arabic follow the nouns or the verbs they modify. Unlike, English they precede them (Diab, 1996)

1.7.5: Singular vs. Plural Form

Students are confused with such forms and use them incorrectly. The form of English words alone is not helpful to differentiate, whether the word is singular or plural. (Diab, 1996) claimed that some English words have the same words which end with "s" but they are singular in nature. This complexity leads EFL learners use Arabic as a reference to distinguish whether a word in English is singular or plural. As an example the word "statistics" which is plural in Arabic, but a singular word end with the plural form in English.

1.7.6: Capitalization and Punctuation

EFL learners tend not to use capitalization in their English writing because there is no capital letters in their mother tongue (Arabic). In addition, due to the difference in punctuation, capitalization, and conversions between Arabic and English, students commit errors in punctuation (Al-Hassan, 2013).

1.7.7: Coordination

According to (Diab, 1996), commas in English are used just before the last word to separate items in a series using the conjunction "and"; whereas, the Arabic equivalent "wa" precede each item in a series. Accordingly, EFL learners will make mistakes of misuse of connectors as a result of the difference between Arabic and English grammatical rules. For example: I like football and basketball and swimming instead of I like football, basketball, and swimming.

Conclusion

Correction of errors is a crucial point that cannot be jumped. The different studies and theories about second language learners' errors are relevant to this study; one of the main issues in error correction is what is related to grammar of the language. Teachers should focus on the sources and the types of these errors in order to classify them, and give the appropriate feedback. In short, the missing gap that this study tries to address is to determine the recurrent errors in the L2 learners' translation. To make the study more specific "translation" is going to be explored in the next chapter.

Chapter two: Arabic-English Translation

Introduction

No one can dismiss the important role of languages in the communication process, since it is its primary function. Furthermore, no one can deny the significant role of translation in helping people who are not from the same speech community or who do not speak the same language to communicate efficiently. It means one may speak his mother tongue; however, he may not understand others' language. He would not be able to contact people out of his own speech community; that is why translation is considered as a treatment for such communicational problems. The needs of translation are increasing nowadays due to the continuous development of science, culture, and technology; however, the process of translation can be encountered by many problems. Throughout the past years and up-till now, translation theorists and language researchers have been doing their best to define the term, to extend its limits and figure out the accurate way for carrying out an effective translation.

This chapter presents different issues which are related to translation in general. It includes definition of translation, some translation problems in "grammar, style, lexical, and phonology. In addition, it suggests some methods "strategies" to facilitate the process. This chapter also deals with mother tongue and foreign language learning, similarities and differences between (L1) and (L2), and the influence of mother tongue in English classes. Furthermore, it presents particular strategies to avoid using it while translating.

1.1: Translation

1.1.1: Definition of translation

As a field of knowledge or science, translation can be considered as ambiguous, meaning that looking for equivalents from one language to another is not an easy task. One cannot find the full equivalence between expressions of the same language, so what about finding it, trying to achieve it cross-linguistically and sometimes cross-culturally as (Antar, 2002) stated "translation problems can be divided into linguistic problems and cultural problems. The linguistic problems, grammatical differences, lexical ambiguity; the cultural problems refer to different features".

Communication and expressing one's self is the crucial role of any language. Translation has several definitions by many scholars, since each scholar focuses on a specific aspect. Catford

(1995, p.20) defines the term as "the replacement of textual material in one language (SL) by equivalent textual material (TL)". Lataiwish and Aziz (2000, p.11) see that "translation is replacing a text in one language by another text in another language". Both definitions are based on text-translation; they see that translation should involve two languages: the source language (the original language), and the target language (the language in which the text is translated).

According to (Ghazala,, 1995) "translation refers to all the processes and methods used to convey the meaning of the source language into the target language". He thinks that translation includes using words which have their equivalence in the target language, new words which have not their equivalents, foreign words written in the target language letters, and foreign words changed to suit the target language pronunciation, spelling, and grammar. Some scholars define translation as an art or craft and some others call it a science; Newmark (1982, p.7) states that "translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language".

Translation is the communication of the meaning of a text in a source language (SL) into a comprehensive version of target language (TL) without causing any loss to the original message. Nida (1969, p.12) claims that "translation is the reproduction in the receptor's language (TL) the closest natural equivalent of the source language message, first in terms of meaning and second in terms of style".

As a process, translation means how texts will be translated. As a product, it is how translation must be, i.e. how the translated text should be. Antar (2002, p.2) define "translation is ultimately human activity which enables human being to exchange ideas and thoughts regardless of the different tongues used. Translation is a channel through which ideas and cultures pass (Hatem& Mason, 1990, p.30).

2.1.2: Translation Problems

Learners may face many problems while translating. Ghazala (1995) stated that the problem is any difficulty the translator encounter during the translation process, which oblige him/ her to review or reconsider what he/ she has written. In other words, it is any challenge that prevents the translator from completing the process of translation. This difficulty is due to grammatical, lexical, stylistic, and phonological problems.

2.1.2.1: Grammatical Problems

According to Ghazala (1995) Arabic and English are two systems that belong to two different language families with fully distinctive grammatical rules. This difference leads to serious problems which can be noticed at the level of complicated source grammar, different target language grammar and different target language order. Thus, there are various difficulties encountered by students when translating from one language to another because there is no equivalence between the two concerned languages at the level of grammatical rules. Ghazala presents some of the most frequent grammatical problems in translation which are as follows:

- The translation of verbs “be”, “have”, and “modals”.
- The translation of tenses and articles.
- The translation of adjectives and personal pronouns.
- The translation of nominal, verbal, and conditional sentences.
- The translation of questions and negations.

(Cited in Bourdji, 2019).

Baker (2002) stated that “grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterances” (p.83). She claimed the distinction between languages leads translators to make extra efforts in order to find suitable solutions to translate the grammatical concepts such as number and time, which are not described or even they do not exist in other languages; for example, most English tenses particularly the present perfect does not have an equivalent tense in Arabic. In order to maintain the meaning of the source language Ghazala provides us with some convenient strategies and examples to only one Arabic version:

1. We heard the news (past simple).
2. We have heard the news (present perfect).
3. We had heard the news (past perfect).

(سمعنا (قد \ لقد سمعنا) الأخبار).

(Ghazala, 1995, p.61).

In the same vein, Baker (2001) assured that " … in translation, grammar often has the effect of a straitjacket, forcing the translator along a certain course which may or may not follow that of the source text as closely as the translator would like to" (p.85).

Unlike Arabic, English sentences should be all verbal; they should contain only one verb, for example "I am student" (أنا طالب)

(Ghazala 1995, p.28)

From word order point of view, the verb followed the subject; whereas, in Arabic sentences the verb precede the subject.

(Ghazala 1995, p. 49)

2.1.2.2: Lexical Problems

According to Ivir (1981) lexical problems are those which results from language diversity; he claimed that " languages are differently equipped to express different real world relations, and they certainly do not express all aspects of life with the same equal case; finding a notional category which is regularly expressed in all languages is difficult (p.56).

Some translation problems appear at the word level; to understand the message, students need to understand the meaning of words particularly key words to produce a coherent target text. That is to say, when it comes to translation -especially from English to Arabic- learners fail in transmitting the message clearly because of the difficulty of English words. Most English words are foreign, so they create a kind of ambiguity which leads the students to misunderstand the sentence; logically, each word should have just one meaning but when a word has more than one meaning students need to expose all the contexts in order to identify the different meaning associated with a word.

For this sake, Baker (1992) argued that translation problems at word level arise from translation because there is no equivalence at word level between different languages. That is to say, non-equivalence at word level means that the target language has no direct equivalence for a word which occurs in the source text. (Cited in Dr. AbdelWahab Mahmoud).

According to Ghazala (1995) lexical problems occur "when a word, a phrase, or an expression is not understood clearly and directly, misunderstood, not known at all to students, or not found in standard dictionaries" (p.19). He mentioned the main lexical problems as follows:

- **Synonymy:** words which have the same meaning. It poses problems concerning the difference between the levels of closeness or absolute identification of the meaning of synonymous words.
- **Polysemy and monosemy:** problems of translation arise when a polysemous word is mistaken for a monosemous one, with one meaning wrongly assigned to it.
- **Collocations:** there are several types of collocations whose translation has problems that require a good deal of attention from the students.
- **Idioms:**phrases which have faced forms and special meaning that cannot be known from the direct meaning of their words, they can sometimes be quite problematic for students.
- **Proverbs:** are popular fixed saying. They are a part of culture. Therefore, they have their own problems of translation for everybody, especially students of translation.
- **Metaphors:** are indirect, non-literal languages. They are used to say something but mean something else. They are usually quite problematic and different for students.

(Ghazala, 1995, p.19-20).

2.1.2.3: Stylistic Problems

Style is seen as a manner or way that somebody presents or performs something. It goes with meaning; thus, any change occurs in the style may affect the meaning. For that, Ghazala (1995) claimed that:

> In the past, style was not considered as a part of meaning, but outside meaning. However, nowadays it is rightly and properly seen as a part and

parcel of meaning. The latter view is adopted here in his text book. The style of the source language text may pose problems for the translator. They are important and strongly relevant to meaning, and can sometimes affect it heavily. Among these problems are the following:

- **Formality vs. informality:** "the language of the SL text can be either formal, informal, or both; they concern both grammar and word. Both scales show the similarities and differences between English and Arabic. The differences pose problems for students because of their little knowledge of formal and informal style of both languages".
- **Fronting:** "a word, a phrase, or a clause can be put at the beginning of a sentence in an usual way to achieve a stylistic function of some kind: emphasis of the fronted word, or drawing attention to its special importance to the meaning of the sentence (e g: "suicide he committed", instead of: "he committed suicide")".
- **Parallelism:** "two clauses or sentences may have the same structure and are, therefore, parallel. Parallelism style is not always easy to be translated, and may have its problems in Arabic"
- **Ambiguity:** "one of the common and difficult problems of translation. It may cause misunderstanding, confusing, losing or dispersing meaning; ambiguity of meaning is a matter of style before anything else".
- **Redundancy:** "the use of unnecessary, extra words to express something. It is disposed in translation, but it might be used on purpose to achieve a specific function.
- **Nominalization:** a nominalized style is the use of nouns dominantly in the SL text; whereas,
- **Verbalization:** a verbalized style is when verbs are dominant.

➢ They are two different styles which have certain functions that cannot be achieved.

(P. 22-23).

According to Lynch "stylistic problems means everything about your way of presenting yourself in words, including grace, clarity, and a thousand indefinable qualities that separate good writing from bad".

2.1.2.4: Phonological problems

Nida (1964) stated that this kind of problems focus on the sounds and their relation to meaning, and affect of the sound is more important than meaning.

In the same vein, Ghazala presents in his book "TRANSALTION AS PROBLEMS AND SOLUTIONS" two points about these problems:

1. They are difficult to reflect in Arabic for the new students of translation at first stage of learning; students can tackle them easily at an advanced stage, especially when simplified.
2. They are limited to advertising, literature (especially poetry), and to a small number of general texts. Yet, they may be influenced on meaning.

(Ghazala 1995, p. 23).

2.1.3: Translation methods (strategies)

Trainee translators confront number of obstacles while translating. Subsequently, they tend to use methods to overcome those problems. Translation method is a process used to solve the hinder difficulties that face EFL learners while translating. In this respect, Krings (1986, p.18) defines translation strategy as "translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task". Moreover, Loescher (1991, p.8) states that translation strategy is "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it".

Venuti (1998, p.240) indicates that translation strategies "involves the basic tasks of choosing the foreign text to be translated and developing a method to translate it". Furthermore, Jaaskelainen (1999, p.71) considers strategy as "a series of competencies, a set of steps or processes that favor the acquisition, storage, and/or utilization of information". She maintains that strategies are "heuristic and flexible in nature, and their adoption implies a decision influenced by amendments in the translator's objectives". In (2005) she divides strategies into two major categories:

1. **Product-related strategies:** relate to what happens to texts; it involves the basic tasks of choosing the SL text and developing a method to translate it". (p.15).
2. **Process-related strategies:** relate to what happens in the process; they are "a set of (loosely formulated) rules or principles which a translator uses to reach the goals determined by the translating situation".

Further, Jaaskelainen divides this into two types:

a. **Global strategies:** refer to general principles and modes of action.
b. **Local strategies:** refer to specific activities in relation to the translator's problem-solving and decision making. (ibid, p.16).

Newmark (1988) mentions the difference between methods of translation and procedures of translation. He states that "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.81). The methods can be classified as follows:

- **Word-for-word translation:** the SL word order is preserved and the words translated singly by their most common meaning, out context. For example:
  - TL: I like that clever student.
  - SL: Sayamenyukaiitusiswa.
- **Literal translation:** the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context. For example:
  - TL: It's raining cats and dogs.
  - SL: Hujankucingdananjing.
- **Faithful translation:** it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structure. For example:
  - TL: He is a broker in Bursa Efek Jakarta.
  - SL: Deaseorangpialang di Bursa Efek Jakarta.
- **Semantic translation:** which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text. For example:
  - TL: He is a book worm.
  - SL: dia seorangkutubuku.

- **Adaptation:** which is the freest of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plats are usually preserved, the SL culture is converted to the TL culture and the text is rewritten. For example:
  - TL: hey Jude, I don't make it better

    Take a sad song and make it better

    Remember to let her into your heart

    Then you can start to make it better

  - SL: Kasih, dimankah

  Mengapakautinggalkanaku

  Ingatlah-ingatlahkaupadaku

  Janjisetiamutakkankulupa

- **Free translation:** it produces the TL text without the style, form, or content of the original. For example:
  - TL: Tatik is going with happiness.
  - SL: Tatikhatinyaberbunga-bunga.
- **Idiomatic translation:** it produces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original. For example:
  - TL: You're cheery mood.
  - SL: Kamukeliatan ceria.
- **Communicative translation:** it attempts to render the exact meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.
  - TL: Beware of the dog!
  - SL: Anjingitugalak!

(Newmark, 1988, p.45-47).

According to him, the above methods can be categorized into two: four of them are oriented in source language (SL emphasis) and the remaining four are oriented in target language (TL emphasis). It can be seen in the figure below:

SL Emphasis	TL Emphasis
Word-for-Word Translation	Adaption
Literal Translation	Free Translation
Faithful Translation	Idiomatic Translation
Semantic Translation	Communicative Translation

2.2: Mother Tongue and Foreign Language

2.2.1: Mother Tongue

In the domain of teaching and learning second language, mother tongue is not usually referred to the official language in certain country. It refers to the language learnt after birth that enables human beings to acquire the language of one's group rather than one's first language.

Ashworth (1999) states that mother tongue or native language is the acquired language which normally becomes human beings' natural instrument of thought and communication. According to Longman dictionary (2001, p.377) mother tongue is:

> Usually a language which a person acquires in early child because it is spoken in the family and/or it is the language of the country where he or she is living. The native language is often the first language a child acquires but there are exceptions. (Cited in Bouchouareb, 2015).

The American Heritage dictionary of the English language (Skiba, 2000) defines the term as the language learned by birth and passed from one generation to another. Moreover, Sultan (2013) pointed out that since the birth, the child starts learning the language due to his/her cognitive ability which is gradually developed until he/she can use his/her four skills" speaking, reading, writing, listening" perfectly.(cited in Lemsara, 2015).

According to Pokorn (2005), "mother tongue … denotes not only the language one learns from one's mother, but also speakers' dominant and home language". I.e. not only the first

language according to time of acquisition, but the first with regard to its importance and the speaker's ability to master its linguistic and communicative aspects.

Referring to the previous quotations, Richards and Schmidt (2002, p.202) look at the mother tongue as:

> First language (generally) a person's mother tongue or the language acquired first. In multilingual communities, however, where a child may gradually shift from the main use of one language to the main use of another (e.g. because of the influence of a school language), first language may refer to the language the child feels most comfortable using. Often this term is used synonymously with NATIVE LANGUAGE. First language is also known as L1.

2.2.2: Foreign Language

According to an article entitled "Foreign Language", the term foreign language used to describe the study of English by non-native speakers in countries where English is not the dominant language. Longman dictionary (2010, p.224) defines foreign language as:

> Also non-native language. A language which is not the native language of large numbers of people in a particular county or region, is not used as a medium of instruction in school, and is not widely used as medium of communication in government, media, etc.
>
> Foreign languages are typically taught as school subjects for the purpose of communication with or for reading printed materials in the language.

Troike (2006) states that foreign language is a language that had no more chances to be used in, but it may be used for cross cultural communication, travel, or in study. Moreover, Richards, C. John Platt and H. Platt (1992, p.54) claim that:

> Foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language and native language (usually the language which a person acquires in early childhood because it is spoken in the family and/or it is

> the language of the country where he or she is living. The native language is often the first language the child acquires […].

2.2.3: L1 and L2 similarities

If L1 children follow the L2 outlined stages, the similarities between both languages are available. According to Houmanfar, Hayes, and Herbst (2005), the first and second languages are interrelated, and the history of the first languages is participatory factor in the acquisition of the second language (L2) and its maintenance. Hedge (2000) asserts that L1 and L2 learning strategies are basically the same. Furthermore, he suggests that there is no need to establish a particular set for the second language training. Similarly, learners would use L1 structures for help (Bialystak, 1999). Hence, L2 errors are seen as L1 habits interfering with L2 acquisition habits (Beebe, 1988; Seliger, 1988).

Despite the fact that learners of L2 transfer features from their L1, similarities are evident in the acquisition of phonology (Ellis, 2008).

Beardsmore (1982) suggests that second language learner difficulties have to deal with vocabulary, grammar, and phonology result from the habits interfere from L1.

2.2.3.1: Developmental sequences

In order to understand the nature of both languages "L1 & L2", some researchers investigate some results about the pattern of development which is followed by the two languages despite exceptions. Ellis (1984) suggests three main stages of the developmental sequence which are:

a. The silent period

In the initial stage, first and second language learners pass through the same period that called the silent period; children trying to acquire their language depends on listening in order to discover what language is. Second language learners also choose the same stage, but they insist on speaking. So, there is a silent period for both learners but there is a conflict on what combination that the silent period has in a second language acquisition. However, Krashen (1982) states that "it builds competence in the learner via listening".

b. Formulaic speech

Ellis (1994) defines the expression as "chunks of language that are stored as complete units (e.g. I don't know) or as partially analyzed units (e.g. can I have); formulas are lexical nature." He views that these expressions contains the complete scripts. Hence, formulaic speech presents in the speech of adult native speaker as it appears in L1 and L2. In the same vein, Krashen (1982) claims that this expressions appears in form of "routines" (whole utterances as memorized chunks) or in formal patterns (partially analyzed utterances with one or more slots).

c. The structural and semantic simplification

Structure simplification refers to the grammatical items' omission such as: articles and auxiliary verbs; whereas, semantic simplification occurs when the "content words" are omitted such as: nouns and verbs. These types of simplifications occur due to two main reasons; when the learners do not acquire the linguistic forms and when they are incapable of using the linguistic forms in their production.

2.2.3.2: Linguistic universal and markedness

Linguistic universal has two different approaches which they share the same related aspects between the two languages:

a. Typological universal approach

According to Gardner (1985) the term refers to the cross-linguistic comparison on wide similar group of languages taken from different languages to find the shared features (e.g. all languages have nouns and verbs, etc).

b. Generative school

Chomsky suggested that it is the language in individual that identifies the principles of grammar which underlay and govern specific rules "universal grammar" (Ellis, 1994, cited in Lemsara, 2015, p.11). It is found that one language has marked features (specific features in language that refuse transferring) and unmarked features which refer to (those that are common or they are found in most languages and they are transferred by learners). The findings shows that features are learned

earlier and easier than marked features in L1 and L2; whereas, marked forms require more time and effort by the learner (Ellis, 1994; Mc Laughlin, 1987).

2.2.3.3: Input

According to Ellis (1994) input defined as "the sample of oral and written language a learner is exposed to while learning or using a particular L2". It also defined as "language which a learner hears or receive and from which he/she can learn" (Richards et al, 1989).

Krashen (1982) sees the "Input Hypothesis" as an important element in the acquisition process as stated by Ellis (1994) "the input hypothesis explains how learners subconsciously acquire language from input they comprehend". Krashen believes that L1 learners rely on comprehensible input in acquiring a language as an easy, simple, and comprehensible way to achieve it.

Children at home receive unbounded and variable -in terms of quality and quantity- input from their parents. They use different communicated forms of language "formal, semi-formal, colloquial"; they tend to talk and they are characterized by strong memory. In the same vein, Haliday (1986) declares that children have a great chance to acquire the culture of the concerned language subconsciously. Learners in the classroom receive limited input that is related to teachers; Levoka (2009) explains the two main reasons for language usage which are as follows:

i. To perform specific types of actions.
ii. To create a setting where these actions take their meaning.

2.2.3.4: Age factor

According to Thohidian & Tohidian (2009) age is seen as an important element in acquiring language due to the relationship between age of acquisition and the ability of achieving some aspects of language acquisition. In addition, McLaughlin (1987) claimed that children start learning a second language from birth; for him, it is considered as period when you acquire unconsciously two languages. Penfield and Roberts see that the most important period for acquiring a language is the first ten years because of the plasticity of the human being's brain.

Most linguists believe that children have the ability to learn a language better than adults. Harley (1986), Lightbown and Spada (1999) state that "… childhood is the golden age for

creating simultaneous bilingual children due to the plasticity and virginity of the child's brain for superior ability specifically in acquiring the early sets or units of language".

According to Brown (1994) children's' ability to adopt a language appears before puberty. So, adults encounter obstacles to be native speakers.

> Children who acquire a second language after the age of five may have a physical advantage that phonemic control of a second language is physically possible yet that mysterious plasticity is still present. It is no wonder that children acquire authentic pronunciation while adults generally do not, since pronunciation involves the control of so many muscles.

2.2.4: L1 and L2 differences

2.2.4.1: The acquisition/ learning hypothesis

According to Krashen (1982) acquisition and learning are ways that underlie second language acquisition. As children, adults can acquire unconsciously in a formal and informal setting. For him, acquisition and learning are two different ways; and he suggests that acquisition may occur in the formal setting through dialogue, role playing and other meaningful interaction.

2.2.4.2: Fossilization

Ellis (1994) states that fossilization is "the process responsible for the cessation". There are several reasons lead to fossilization:

a. **"Age":** some linguistic elements cannot be acquired because human being's brain loses its capacity at certain age "when the child reaches puberty".
b. **"Lack of desire to articulate":** to adopt the norms of the target language the learner desire may influenced by various factors (social and psychological factors).
c. **"Communicative pressure":** even though communication higher than the learners' linguistic competence, they are obliged to communicate ideas.
d. **"Lack of learning opportunity, and nature of the feedback on learners use of L2":** Ellis (1994) and McLaughlin (1987) state that fossilization takes place when the cognitive feedback is positive; fossilization is related to the second language acquisition only.

2.2.4.3: Social factor

According to Ellis (1994) there are two major different social contexts concerning second language learning which are as follows:

a. Natural context

Second language learning in majority language contexts

The target language seen as native language and the language learner become as a member of an ethnic majority group (e.g. Turkish workers in Germany).

Second language learning in official language contexts

Second language considered as an official language (e.g. English in Nigeria).

Second language learning in international contexts

People use second language in order to communicate in the countries where the target language is seen neither as native language nor as an official language (e.g. in art, science, etc).

b. Educational context

Segregation

Native speakers and second language learners are learning the target language separately.

Mother tongue maintenance

Minority group's learners learn trough:

- Their mother tongue.
- The means of their mother tongue.

Submersion

"Right from the beginning, second language learners are taught with native speakers".

Language classroom

In the classroom, second language is taught as a means of communication. L1 and L2 have different contexts which play great role in the acquisition process in which L2 is

being taught in different context; whereas, L1 takes place in natural setting only (cited in Lemsara, 2015).

2.2.4.4: Affective factors

The way of acquiring a language differs from children to adults due to some effective factors; the factors may include inhibition, motivation, attitude, etc.

Moinzadeh, Dezhara, and Rezaei (2012) find that these factors affect adults.

Firstly, inhibition plays a negative role in second language acquisition; it results from lack of self-confidence in a situation or a task. Children find them easy to deal with; after their growth they become aware to improve their self-identity and protect it after their puberty. According to Brown (1994) the development of "language ego" helps in the existence of the mother tongue, that is to say that any language learning results in new ego. Hence, the existence of the native language when acquiring a new language leads to "inhibition" (Moinzadeh, Dezhara, &Rezaei, 2012). Adults always feel afraid of making mistakes; whereas, children acquire language without inhibition; they feel natural; they think with the level of their capacity (Tucker, 2003).

Secondly, motivation is considered as a natural motive for communication. Erdogan (2005) stated that "second language studies show that motivation is the behind variation between learners". There are two kinds of motivation; integrative motivation which defines as the desire to be members of second language group's culture while the instrumental motivation is the learners' motivation to acquire language for specific purpose (Gardner, 1985). "One of these types of motivation helps the acquisition process takes place" (Tucker, 2003).

Finally, attitude is the third factor, it is related to the learners' beliefs; it appears at age of puberty. Studies show that there are two types of attitude (instrument and integrative attitude) which may help in enhancing or hindering the process of second language learning.

These affective factors become a barrier toward acquisition. Du (2009) claims that the demonstration of learners helps the effective filter goes up but if the learners are not anxious to be member of group it goes down.

2.2.5: The Influence of the Mother Tongue in English Classes

2.2.5.1: Language Transfer (interference) between Arabic and English

Many studies indicate that EF learners interfere from their first language in the translation process. They tend to go back to the interference of native language, especially when the source and the target language are wholly different. The wide difference between both languages (Arabic & English) leads Arabic EF learners to encounter serious problems in acquiring the required skills when foreign language learner uses his/ her mother tongue as a reference for using the target language. Hence, linguists should take into consideration the difference between the two languages in order to enhance students' learning and production in English language.

2.2.5.2: Language transfer (interference)

All the difficulties EFL learners face while learning a foreign language are due to the interference of the mother tongue, which refers to the impact of the native language on a second language. "Those instances of deviation from the norms of either language which in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact, will be referred to as interference phenomena".(Weinreich, 1953, p.1).

There are two main causes which generally lead learners to transfer. The first one is about the influence of the native language (interlingual interference); whereas, the second one refers to the false application of FL rules (intralingual).

Ellis (1992) explains that transfer is the process of using knowledge of the first language in learning a second language; it is a native transfer (p.12). Also, Odlin (1989) refers to transfer as "the influence resulting from similarities and differences between the target language and other language that has been previously (and perhaps) imperfectly inquired" (p.7).

Language transfer defines by Savile Troike (2006, p. 200) as "the inappropriate impact of L1 structures on L2 use". In addition, Levoka (2009) describes the concept as the ability to master more than one language which is the fundamental cause for the interference. According to him, the interference from the psycholinguistics point of view is "a negative transfer of language habits and skills from the mother tongue or from a foreign language to another foreign language". (Ibid, p.320).Whereas, linguistics sees the interference as "an interaction or change in linguistic structures and structural elements, it appears to be a deviation from linguistic norms in the spoken and writing language" (Ibid, p.320).

Newmark (1991, p.78) declares that language interference occurs when learners use the translation of words or sentences from their mother tongue towards the target language. Also, Gass and Selinker (2008) define interference as "the use of the first language (or other languages known) in a second language context when the resulting second language form is incorrect". (p.518). In the same vein, Dulay et al (1982) state that interference is the authentic transfer through using previous knowledge to produce new responses.

The term transfer refers too to the process of the effect of native language on learner's production. Tavakoli emphasizes that:

> The prime cause or even the sole cause of difficulty and error in language learning is interference coming from the learner's native language. Where languages are more distinct and different from each other, the more interference would arise and thus make learning L2 form more difficult, but where the two languages were similar, positive transfer would result and thus the L2 form was predicted to be easier to learn (2012, p. 85).

Conscious and unconscious language transfers have been the interest of so many researchers. Kormos (2006, p. 25) claims that "conscious transfer is a subtype of communication strategies and is applied to compensate for lack of knowledge in L2; whereas, unconscious transfer is the effect of L1 on L2 of which the speaker is not or is only partially aware".

2.2.5.2.1: Negative Transfer (interference)

Negative transfer occurs when a skill impedes the learning of one another because of the major differences between both skills; it leads learners to make errors and blocks the learning procedure because of the differences that exist in the target and the native languages. Cortes asserts that:

> Negative influence that the knowledge of the first language has in the learning of the target language due to differences existing between both languages. Factors such as the influence of L1, culture, and way of learning are the main aspects that lead to negative transfer.

According to Ellis (1997) negative transfer is "the effect of a specifiable interpolated activity upon the retention of previously learned activity". (p. 15). Cortes defines negative

transfer as "the negative influence that the knowledge of the first language has in the learning of the target language due to the differences existing between both languages.

2.2.5.2.2: Positive transfer (facilitation)

Positive transfer occurs when a skill facilitates the learning of one another because of similarities between both skills; it accelerates the learning process. Odlin (1989) argues that when there are no major differences between the mother tongue and the target language positive transfer will occur. In the same vein, Yule (2006) claims that "if the L1 and L2 have similar features (e.g. marking plural on the ends of nouns), then the learner may be able to benefit from the positive transfer of L1 knowledge to the L2" (P. 167).

According to Richards and Schmidt (2002):

> Positive transfer is transfer which makes learning easier, and may occur when both the native language and the target language have the same form. For example, both French and English have the word table, which can have the same meaning in both languages (p. 294).

In the same sense, they define the term as "the learning in one situation which helps or facilitates learning in another situation" (Ibid, p.561).

2.2.5.3: Overgeneralization

Overgeneralization occurs when students' use their prior knowledge to produce new patterns. Brown (1994) defines the term as follows "to generalize means to infer or drive a low or conclusion usually from the observation of particular instances". (P. 95).

According to Ellis (1997, p.19) overgeneralization occur when the learner overgeneralize forms that they find it easy to learn. For example, the use of the past tense forms "ed" for irregular verbs such as "eated" instead of "ate". It may take place when the learners try to reduce the encountered difficulties in applying the rules of the target language.

2.2.6: Strategies to Avoid the Mother Tongue

The researchers suggest several strategies to decrease the negative influence of the mother tongue use.

- Behaviors cannot be affected positively neither by rewards nor by punishment. Leaning should not be imposed. So, their use is meaningless.
- Concentrate on language learning purposes. Refer to the combination between learners need and learners plan (Lavan, 2001, p.3).
- Improving non-academic vocabulary. Including real examples, such as sport, traveling, etc (ibid).
- Moving in the classroom in order to reduce the use of the mother tongue (Maley, & Doff 1982, cited in Eisa 2004, p.135).
- Reading and telling effective stories to know the history, the myths, and the culture of societies.
- Using real objects, visuals and paralinguistic features. These ways is highly encouraged and recommended by the total physical response approach.
- Perhaps the teacher use tables, charts, and concept maps paragraphs in order to promote thinking (ibid, p.7).
- Giralado said "the function of using songs while teaching English is to engage students in speaking and understanding of English language while reinforcing the fundamentals of language and communication"(2014, p.41).
- The concentration on the use of metacognitive strategies to understand the methods and activities of teaching (Moeller, 2014, n.p).
- Using rewards as extrinsic motivation for enhancing the intrinsic one of the learners (ibid).
- Reading aloud to acquire the correct pronunciation, and intonation pattern.
- Chanting: a strategy that includes repeating concepts clearly particularly for children.
- Dramatization strategy, that is to say acting a story after they read it (ibid, p.86).
- The utilization of questions as open-ended, closed-ended, clarifying questions to obtain data, to meet learners requirement, to make them participate, to ensure that they comprehend, and to plan and organize the material.
- The syllabus designers should focus on the content. The designed tasks must be in the foreign language in an enjoyable way.

- Deducing the strategy of cracking the code, which means the own rules' deducing strategy because grammar is taught inductively (Moeller, 2014.n.p).

Conclusion

Throughout what we have seen in this chapter, translation is important step in learning a second language. It should be given great emphasis to develop the learners' production. So, the teacher should use different ways to help them deal with the encountered translation difficulties in order to become qualified in translation.

Through the EF Learners' translation, they try to compensate for problems that they find in their writing and they deal with them by using strategies to avoid such problems (mother tongue use). In other words, the use of mother tongue has always been a controversial topic of debate in EFL classes in order to know whether mother tongue's use is a facilitating tool; or it stands as a barrier to learn English.

Dealing with the transfer as a spontaneous way that the learner relies on while translating; interference (negative transfer) affects the second language learning process because it is the result of the differences between the linguistic structure of both languages (Arabic and English). The grammatical differences between the mother tongue and the foreign language lead the Arab EFL learners to commit a number of errors particularly in writing activities (translation) due to these differences.

The debate about the use of the mother tongue is still ongoing; this language is rejected by some people because they consider it as a threat which prevents them to acquire English. However, others think that it is not fair to ignore its importance.

Chapter Three: Field Work and Data Analysis

Introduction

This practical chapter was designed to check the validity of the hypothesis. The current study seeks to investigate **students' recurrent errors in Arabic-English translation**. Basically, the present chapter of this research demonstrates the field work which is regarded to be the most significant part of the entire study to which he results and hypothesis testing will be ascribed. Also, it aims to identify, describe and explain the students' difficulties in translation, based on the whole number of errors which appeared in their writings while translating. Eventually, a detailed description and discussion of the results will be introduced in an attempt to confirm the hypothesis suggested in this study.

3.1: Data collection

3.1.1: The sample

The sample has been randomly selected. It comprised twenty four (24) students of third year LMD students at Biskra University during the academic year 2019/2020. The selection of the sample was based on the consideration that third year students will become teachers soon and they still have problems in grammar while translating.

This work is a descriptive study employs quantitative and qualitative methods in collecting data:

3.1.2.1: questionnaire:

3.1.2.1.1: students' questionnaire: 24 third-year students.

3.2: Description and analysis of the questionnaire

3.2.1: description of the questionnaire

The questionnaire's structure and content were planned corresponding with the theoretical chapters' content. It contained fifteen (15) simple and clear questions which are arranged in a logical way. They are either closed questions, or to pick up the appropriate answers from a number of choices or open questions to allow them justify their choices. It is also divided into two sections as follows:

3.2.2: The analysis of the questionnaire

3.2.2.1: Section one: General information

Q1: What is your gender?

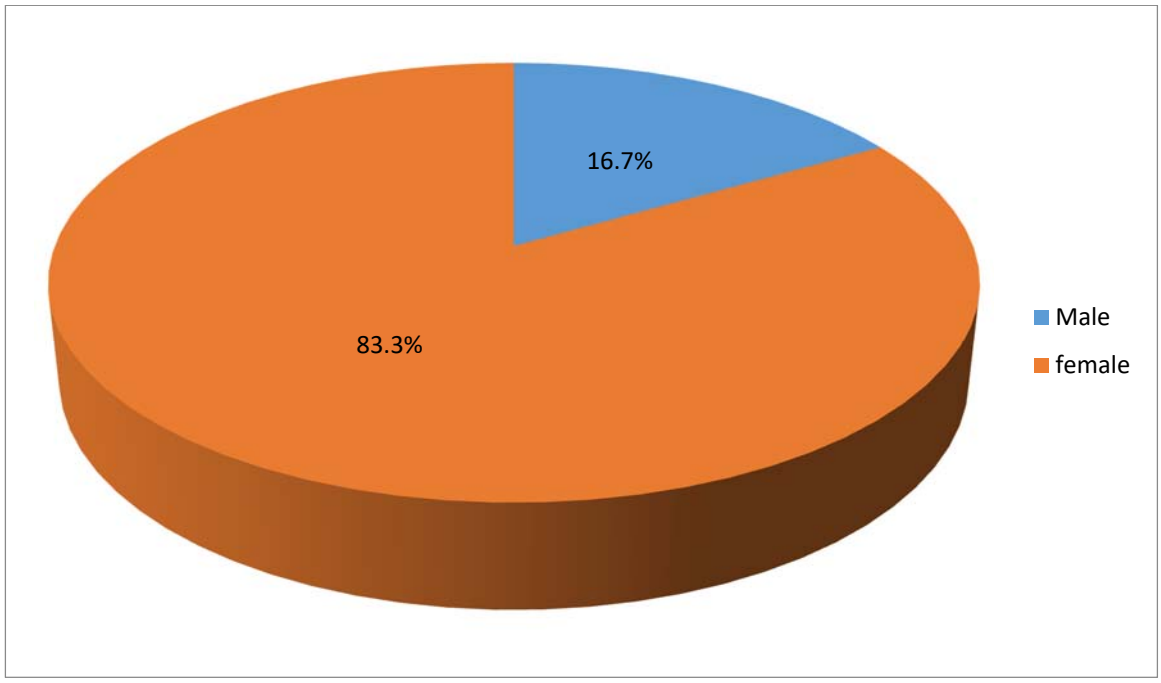
a. Male

b. Female

Students' answers	Students' number	Percentage (%)
Male	4	16,7%
Female	20	83,3%
Results	24	100%

Table 1: Students' Gender Distribution

This question aims to know if gender affects translation. The table (01) and indicates that out of 24 participants, 20 (83, 3%) students are females and 4 (16, 7) are males. These results reveal that girls are more interested in studying translation than boys.



Graph1: Students' Gender Distribution

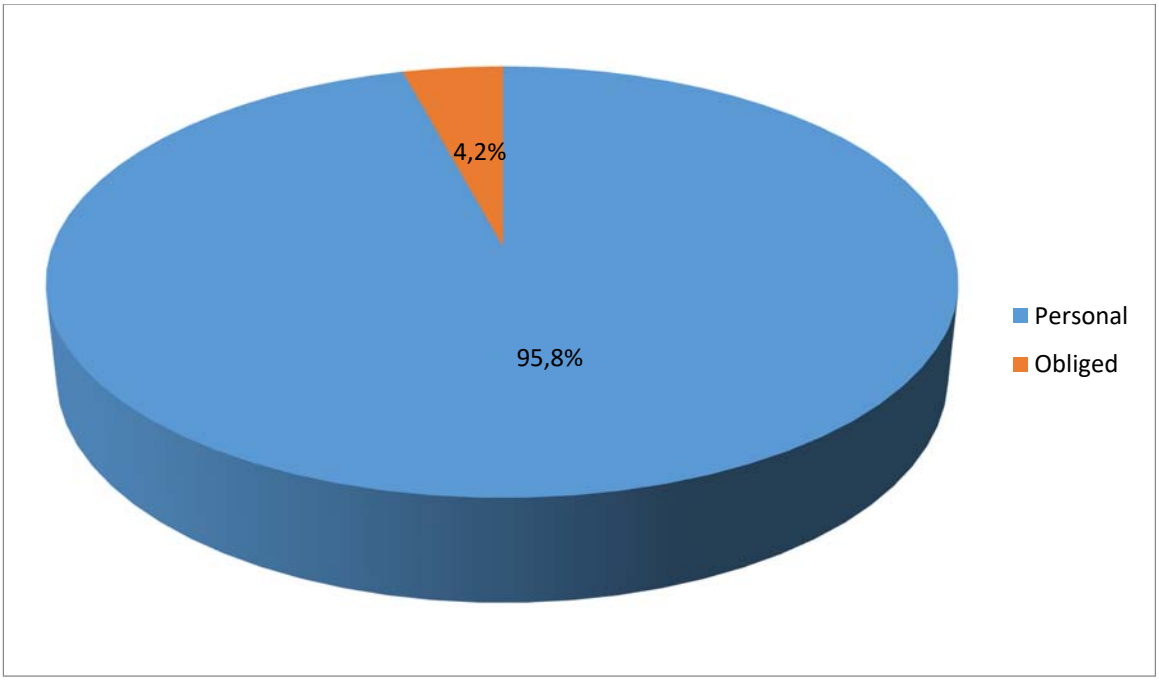
Q2: Your choice of English is:

- **a.** Personal
- **b.** Obliged

Students 'answers	Students' number	Percentage (%)
Personal	23	95,8%
Obliged	1	4,2%
Results	24	100%

Table 2 Students' Choice of English

The table (02) shows that more than ¾ (95, 8%) of third year students choice of English was personal; this is because of their dream, interest, tendency, and passion for the language. One of them mentioned another reason with regard to the influence of English teachers. In contrast, just one (4, 2) from 24 students' had been obliged to study English. She argued that it was because of her society; parents would be hesitant about sending their daughters to study in other willayas.



Graph2: Students' Choice of English

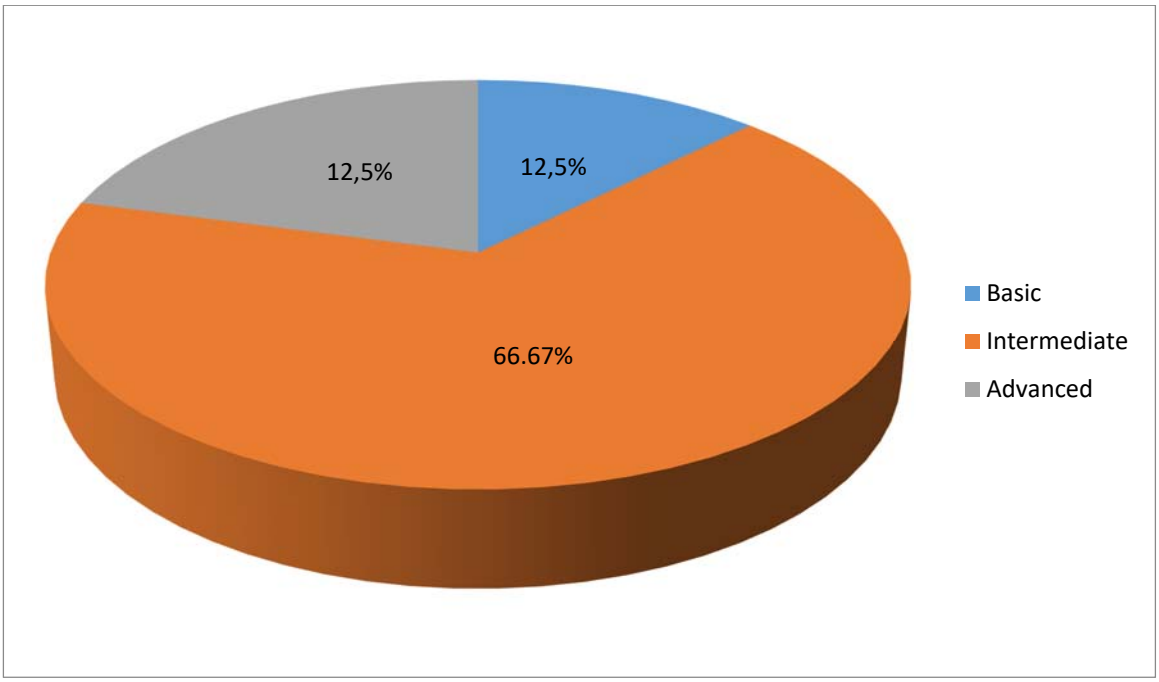
Q3: How do you evaluate your level in English?

a. Basic
b. Intermediate
c. Advanced

Students' answers	Students' number	Percentage (%)
Basic	3	12,5%
Intermediate	16	66,7%
Advanced	5	20,8%
results	24	100%

Table3: Students' Proficiency Level

Table (03) demonstrates that the majority (16) of participants (66, 7%) evaluated their English language proficiency level as intermediate; however, five (05) participants (20, 8%) evaluated their English language proficiency as advanced. Finally, the remained three participants (12,5%)stated that their English language proficiency level is basic. The results show that the participants have different learning experiences.



Graph3: Students' Proficiency Level

3.2.2.2: Section Two: Students' Recurrent Errors in Translation and the Influence of Mother Tongue in the Process.

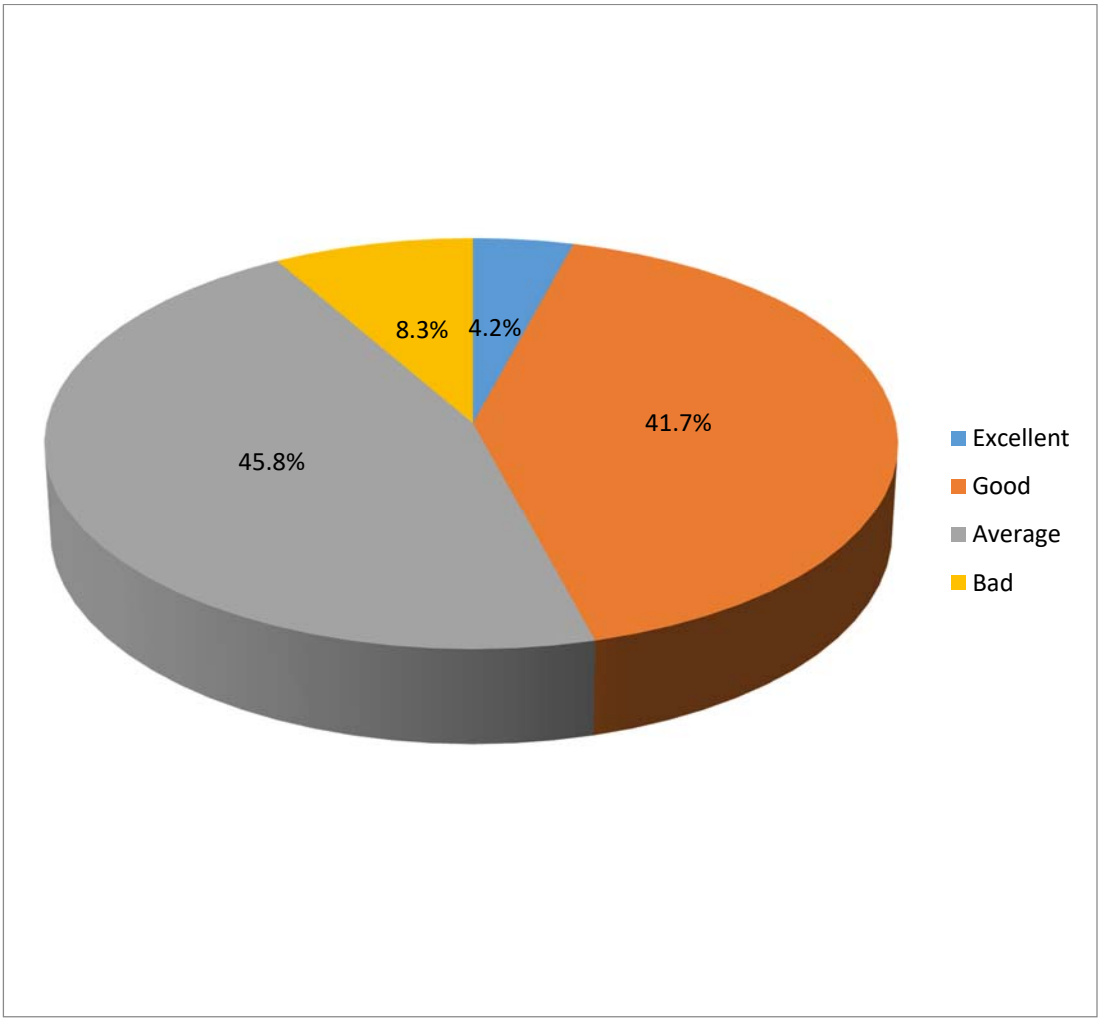
Q 01: How do you evaluate your ability in translation?

- **a.** Excellent
- **b.** Good
- **c.** Average
- **d.** Bad

Students' answers	Students' number	Percentage (%)
Excellent	1	4,2 %
Good	10	41,7%
Average	11	45,8%
Bad	2	8,3%
Results	24	100%

Table4: Students' Ability in Translation

Out of (24) participants, eleven (11) participants (45, 8%) reported that their ability of translation is average; however, ten (10) participants (41, 7%) evaluated their ability in translation as good. Only one (01) participant (4, 2%) evaluated his/ her ability in translation as excellent, and the remained two (02) participants (8, 3%) reported that their ability in translation is bad.



Graph4: Students' Ability in Translation

Q 02: Have you faced any difficulties in translation process?

a. Yes

b. No

Students' answers	Students' number	Percentage (%)
Yes	20	83,3%
No	4	16,7 %
results	24	100%

Table5: Difficulties of Translation Process

Out of (24) participants, twenty (20) participants (83,3%) claimed that they had faced difficulties in translation process , while only four (04) participants (16,7%) reported he has not she/he has not confronted any difficulty in translation. The results show that the majority of the participants encounter problems in translation.

- If "**yes**" do you think that these difficulties are due to?
  - **a.** Inadequate mastery of grammar
  - **b.** Linguistic and/ or sociocultural difference between English and Arabic
  - **c.** Language transfer (interference)
  - **d.** Unawareness of the strategies involved in the process of translation
  - **e.** Other

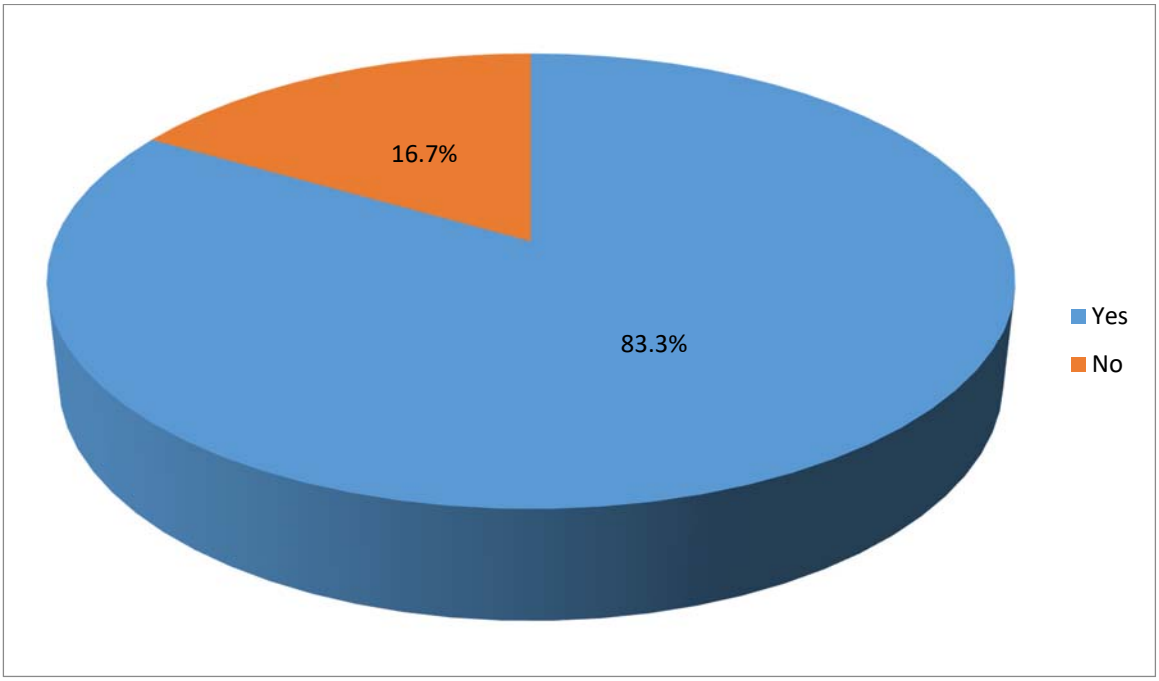
Please, specify

Students' answers	Students' number	Percentage (%)
a. Linguistic and/or sociocultural differences between English and Arabic	1	4,2%
b. Language transfer	7	29,6%
c. Un awareness of the strategies involved in the process of translation	3	12,5%
d. Inadequate mastery of grammar	0	0%
C+D	1	4,2%
A+B+C+D	1	4,2%
B+C	4	16,6%
A+C+D	1	4,2%
B+D	2	8,3%

No answer	4	16,6%
Results	24	100%

Table6: Reasons of Difficulties in Translation

Out of twenty (20) participants who reported that they have faced difficulties in translation process, Seven (07) students (29%) have claimed that their difficulties are due to language transfer (interference). Moreover, three (03) participants (12, 5%) believed that unawareness of the strategies involved in the process of translation is the reason behind their translation difficulties. Furthermore, one (01) student (04, 2%) claimed that his/her obstacles in translation are due to linguistic and/or socio cultural difference between English and Arabic. In addition, one (01) participant (04, 2%) claimed that both unawareness of the strategies involved in translation process besides inadequate mastery of grammar are the main reasons for his /her deficiency. Another four (04) participants (16, 7%) mentioned that language transfer and their awareness of the strategies involved in the process of translation are the main causes of their translation difficulties. Two (02) other participants (08, 3%) stated that the reasons behind their deficiency are language transfer and inadequate mastery of grammar. One (01) other student (04, 2%) has exclude language transfer from the above mentioned reasons. Finally, one participant (01) has reported that all the mentioned reasons are affecting negatively his/her translation.



Graph 5: Reasons for Difficulties of Translation

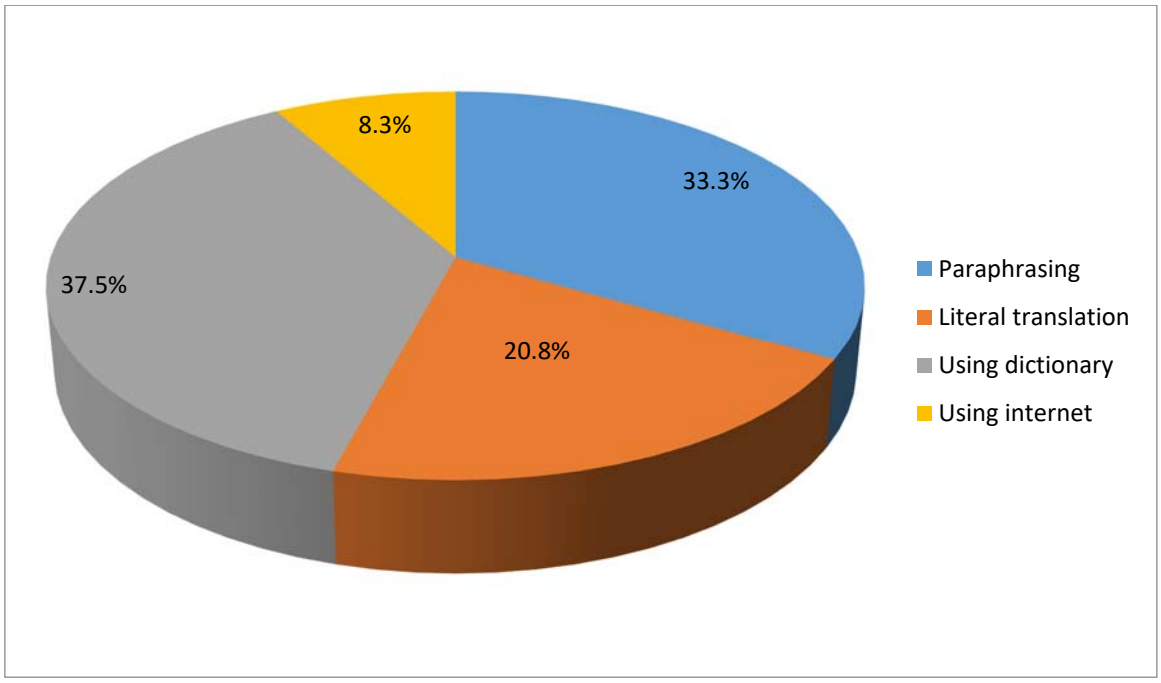
Q 3: What are the strategies do you usually use while translating?

- **a.** Paraphrasing
- **b.** Literal translation
- **c.** Using dictionary
- **d.** Using internet

Students' answers	Students number	Percentage (%)
Paraphrasing	8	33,3%
Literal translation	5	20,8%
Using dictionary	9	37,5%
Using internet	2	8,3%
results	24	100%

Table7: Strategies of Translation

From the participants' answers, we observed that out of twenty four (24) participants, nine (09) students (37, 5%) answered that they use dictionary to translate any piece of writing. However, six (06) of them (33, 3%) use paraphrasing strategy while translating. Moreover, five (05) students rely on literal translation method to translate their text while the remained two (02) participants (8,3%) reported that they use the internet. Thus, the process of translation depends mainly on the use of different strategies related to learners' styles.



Graph6: Strategies of Translation

Q 4: Your weaknesses in translation are due to

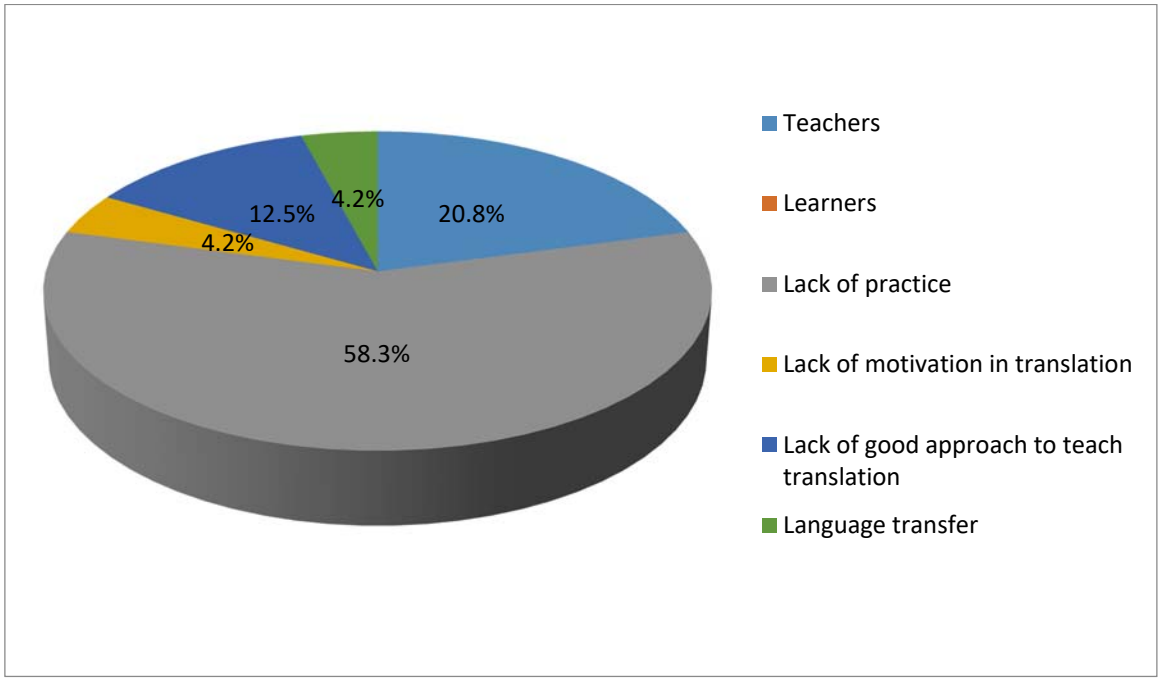
- **a.** Teachers
- **b.** Learners
- **c.** Lack of practice
- **d.** Lack of motivation in translation
- **e.** Lack of good approach to teach translation
- **f.** Language transfer (Arabic-English)

Students' answers	Students' number	Percentage (%)

Teachers	5	20,8%
Learners	0	0%
Lack of practice	14	58,3%
Lack of motivation in translation	1	4,2%
Lack of good approach to teach translation	3	12,5%
Language transfer	1	4,2%
Results	24	100%

Table8: Reasons behind Students' Weaknesses in Translation

Many students' responses (14) show that lack of practice is the first factor behind the students' weaknesses in translation, and they give (58, 3%) for this reason. The cause of the teacher effects presented by five responses (05), which represent (20, 8%). No more than three (03) students (12, 5%) who see that the lack of good approach in translation can cause problems for them. The lack of practice and language transfer between English and Arabic share the same percentage (4, 2%) of students' views. Finally, no one see that the learners him/ herself can be the cause of his/ her weaknesses in translation and they completely ignore this option.



Graph7: Students' Weaknesses in Translation

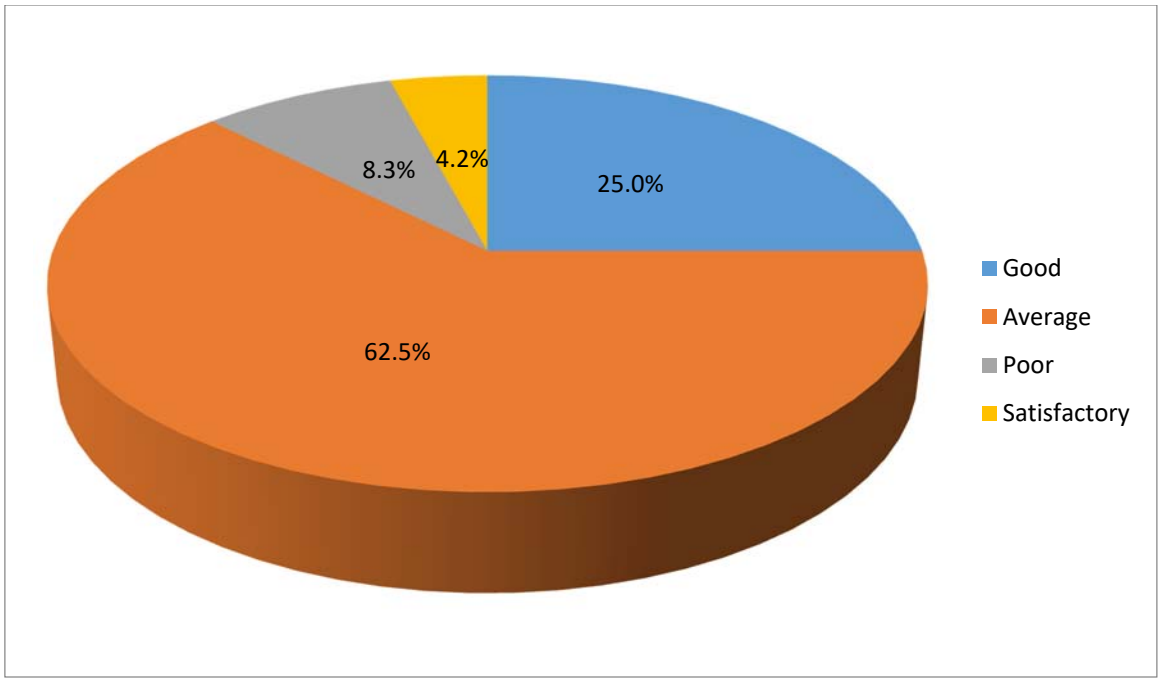
Q 5: When reaching third-year, how do you qualify your translation level?

- **a.** Good
- **b.** Average
- **c.** Poor
- **d.** Satisfactory

Students' answers	Students' number	Percentage (%)
Good	6	25%
Average	15	62,5%
Poor	2	8,3%
Satisfactory	1	4,2%
Results	24	100%

Table9: Students' Level when Reaching Third-Year

The table shows that the majority of students (15) believe that they had an "average" level in translation when reaching third year, this view presented with the percentage of (62, 5%). Six (06) students (25%) from the sample see their level "good"; whereas, two (02) students (8, 3%) see it "poor". Finally, just one (01) student chooses to classify him/her self in the last column "satisfactory".



Graph8: Students' Level when Reaching Third-Year

Q 6: When learning the English language do you think that learning grammar is?

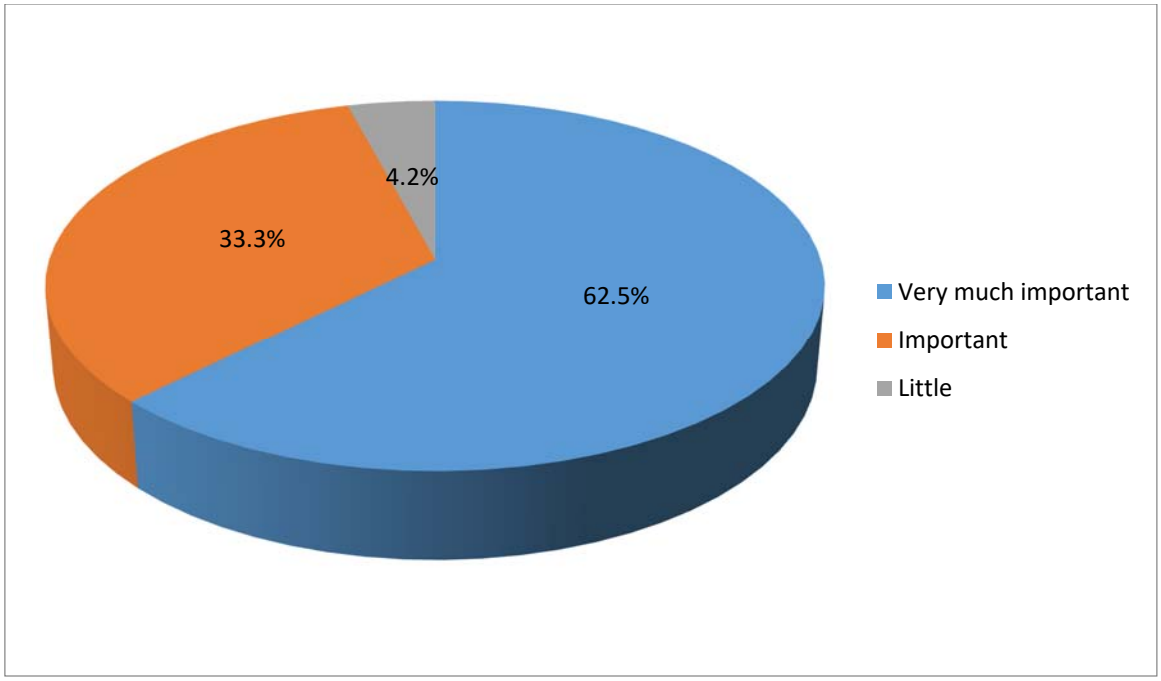
- **a.** Very much important
- **b.** Important
- **c.** Little importance

Students' answers	Students' number	Percentage (%)
Very much important	15	62,5%
Important	8	33,3%
Little	1	4,2%

Results	24	100%

Table10: Students' Attitudes towards Learning Grammar

Concerning this question, fifteen (15) students (62, 5%) think learning grammar is very much important, eight (08) of them (33, 3%) think that it is important, and the remained student (4, 2%) reported that learning grammar is of little importance.



Graph9: Students' Attitudes towards Learning Grammar

Q 7: Do you think your level in grammar is?

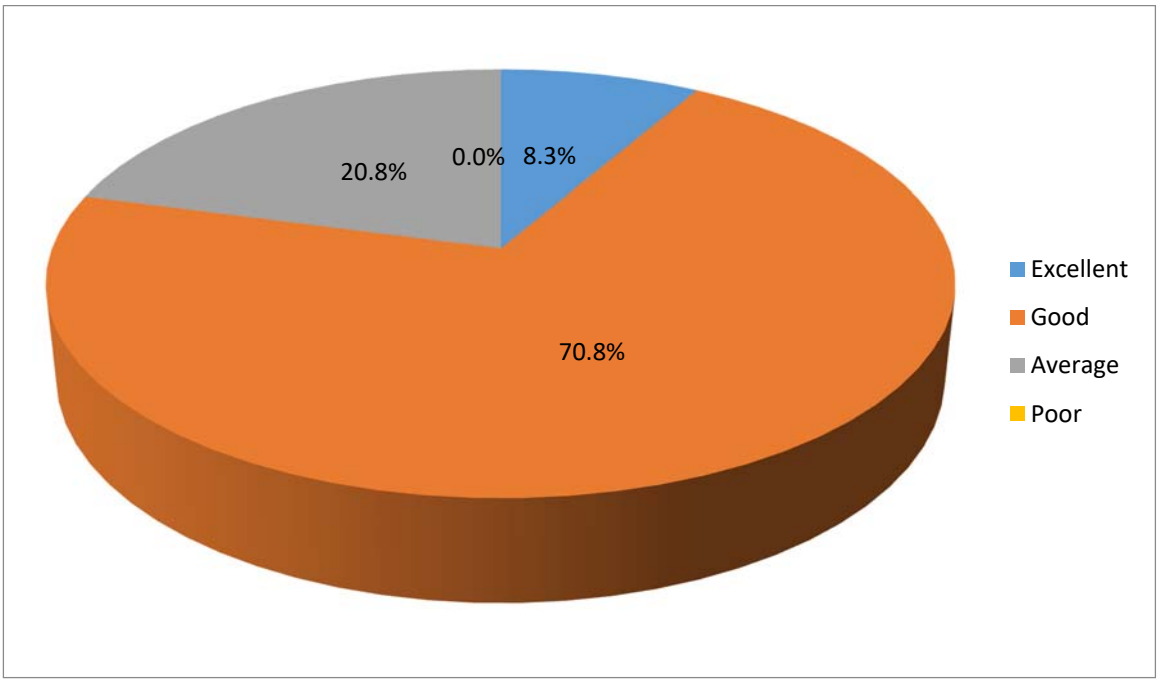
- **a.** Excellent
- **b.** Good
- **c.** Average
- **d.** Poor

Students' answers	Students' number	Percentage (%)
Excellent	2	8,3%
Good	17	70,8%

Average	5	20,8%
Poor	0	0%
Results	24	100%

Table11: Students' Level in Grammar

The table shows that seventeen (17) students from the sample (70, 8%) believe that they have a "good" level in grammar; five (05) students (20, 8%) think they have an "average" level, and only two (02) students (8, 3%) say that they have an "excellent" level in grammar. Also, it is obvious that no one believe that s/he has a "poor" level in grammar.



Graph10: Students' level in Grammar

Q 8: Do you think that you know most of grammar rules, but you still make errors when using the language?

a. Yes

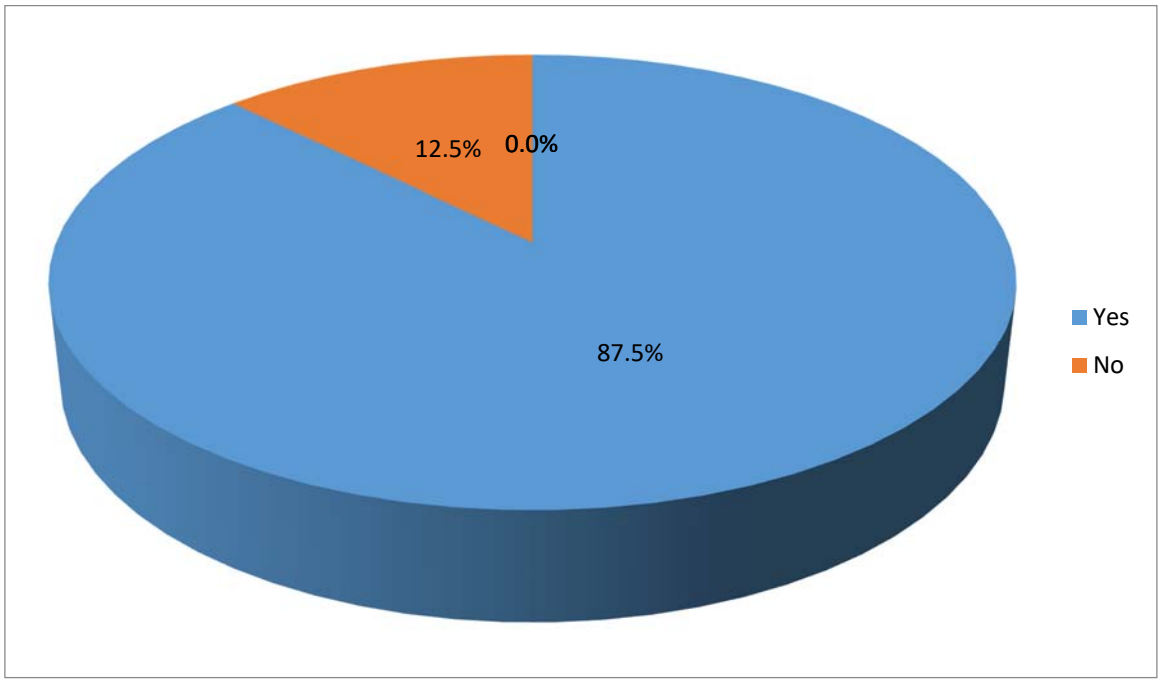
b. No

Students' answers	Students' number	Percentage (%)

Yes	21	87,5%
No	3	12,5%
Results	24	100%

Table12: Students' Attitudes towards Making Errors when Using the Language

Concerning the answers about this question, the majority of participants, twenty one (21) students (87,5%) report that they face situations where they produce ungrammatical sentences "performance" though they know the rule " competence", so they make errors; only three (03) students (12, 5%%) say that they do not face such a problem.



Graph11: Students' Attitudes towards Making Errors when Using the Language.

Q 9: Do you think learning grammar can be

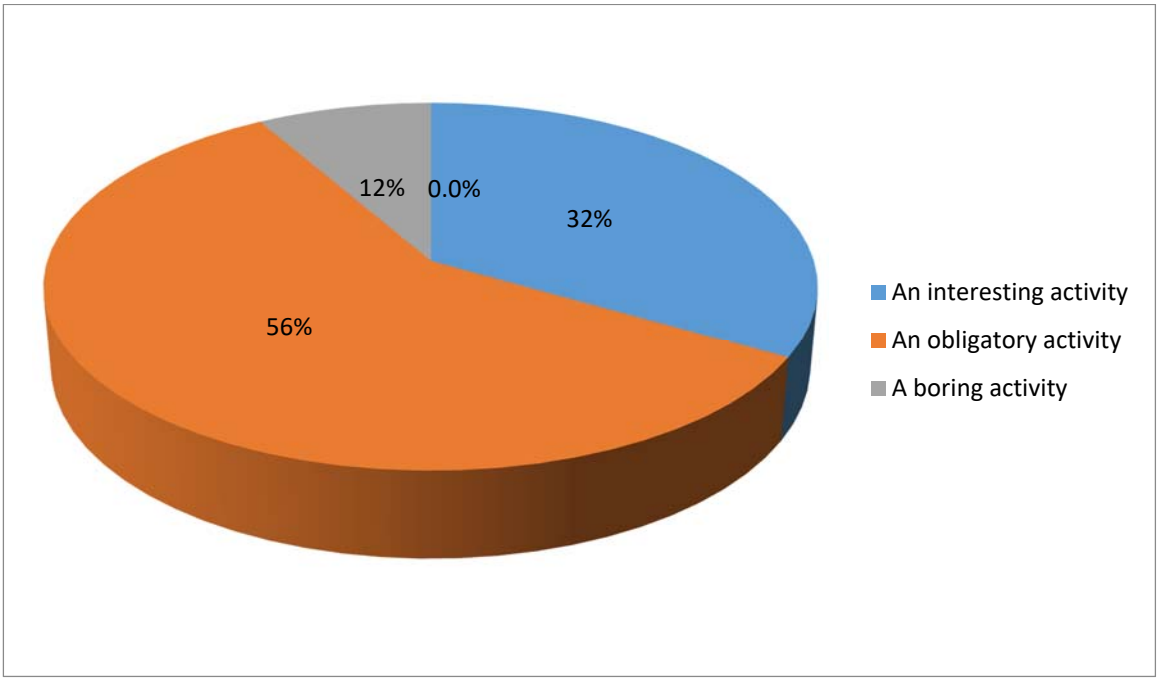
- **a.** An interesting activity
- **b.** An obligatory activity
- **c.** A boring activity

Can you be more precise about your answer, please?

Students' answers	Students' number	Percentage (%)
An interesting activity	8	32%
An obligatory activity	14	56%
A boring activity	2	12%
results	24	100%

Table13: Students' Attitudes towards Learning Grammar

When asked about their attitudes towards learning grammar in this question, the majority of participants, fourteen (14) students (56%) say that it can be obligatory activities because without grammar rules the language has not a back bone, grammar is the bases of any language and it determines the tense, the form, and the meaning of any sentence. Eight (08) students (32%) report that it can be interesting activity and they explained their choice by loving grammar and enjoying doing its activities to master the language and improve the four skills. The two (02) remaining participants (12%) consider learning grammar boring; they argue that learning grammar is tiresome because it contains many rules and complex tenses.



Graph12: Students' Attitudes towards Learning Grammar

Q 10: Do you learn better when

- **a.** The teacher does not give you the rules, but guides the learners to get the rules by themselves through activities?
- **b.** The teacher gives the rules, explains them and then gives activities?
- **c.** The teacher combines the two methods?

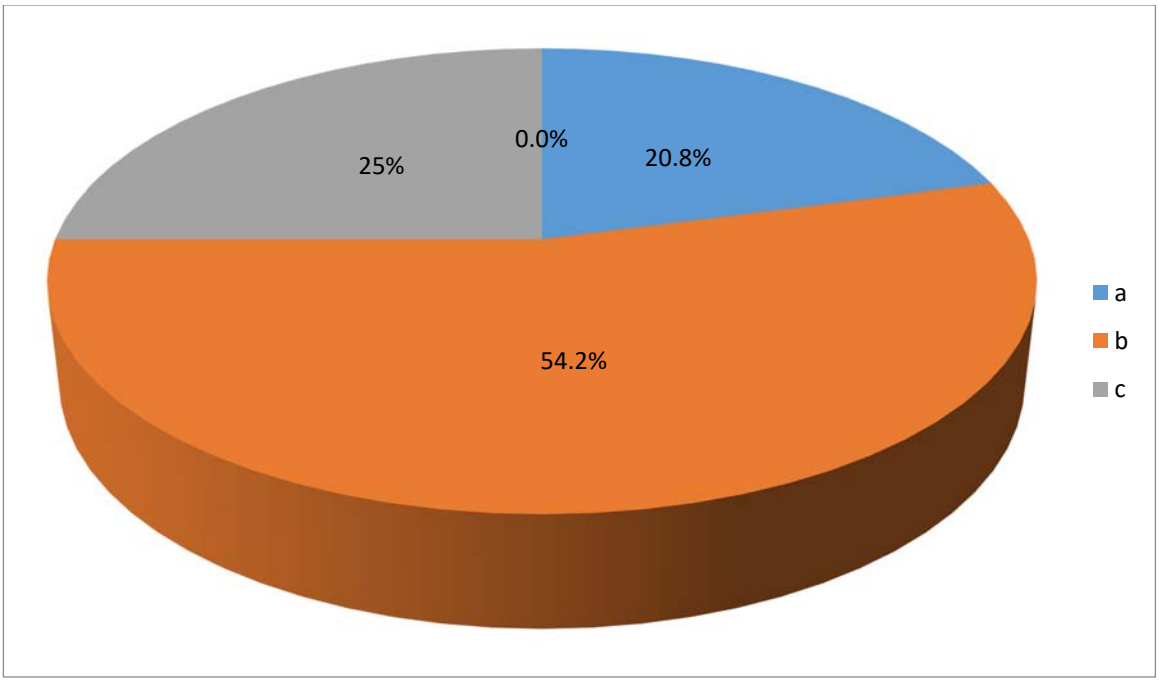
Please, explain

Students' answers	Students' number	Percentage (%)
a. The teacher does not give you the rules, but guides the learners to get the rules by themselves through activities.	5	20,8%
b. The teacher gives the rules, explains them and then gives activities.	13	54,2%
c. The teacher combines the two methods.	6	25%

Results	24	100%

Table14: Students' Attitudes towards How to Teach Grammar

The table shows that when asking students to express their attitudes towards their best way to teach grammar, more than half (13) of them (54, 2%) say that they prefer the case when the teacher gives the rules, explains them and gives activities. The reason behind this selection is that teachers' explanation gives them the chance to understand, practice and evaluate themselves. Six (06) students report that they prefer the way when the teacher combines the two methods; they argued that varying methods help teachers to recognize the students' errors and cover their needs. The remaining five (05) students (20, 8%) report that they prefer the way when the teacher does not give the rules, but guides the learner to discover them.



Graph13: Students' Attitudes towards How Teachers Teach Grammar

Q 11: Do your teachers use mother tongue in classroom?

a. Yes

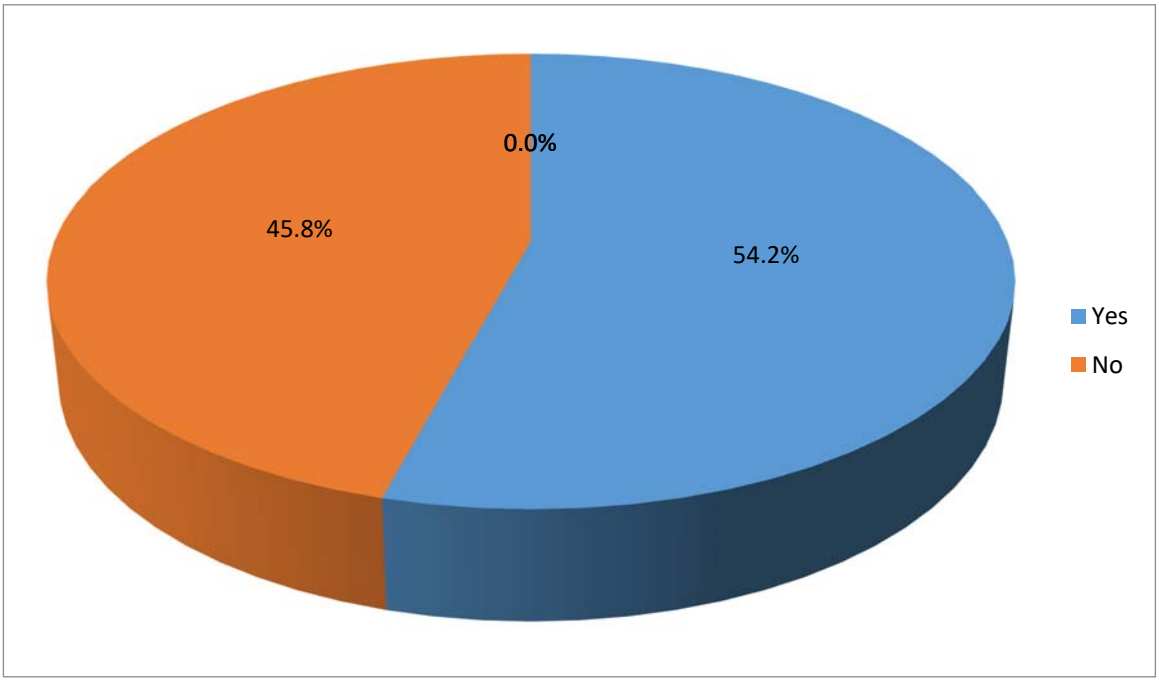
b. No

The goal of this question is to know whether the instructors of different modules refer to their mother tongue is the process of teaching and explaining or not.

Students' answers	Students' number	Percentage (%)
Yes	13	54,2%
No	11	45,8%
Results	24	100%

Table15: Using/ Not Using Mother Tongue by the Teacher

According to this table, thirteen (13) students (54, 2%) have reported that their teachers tended to use the mother tongue in teaching. The remained students (54, 8%) have mentioned that teachers did not use it at all. It has been suggested those latter students do not attend regularly all the sessions.



Graph14: Using/ Not Using Mother Tongue by the Teachers

Q 12: How often do you think Arabic should be used in class?

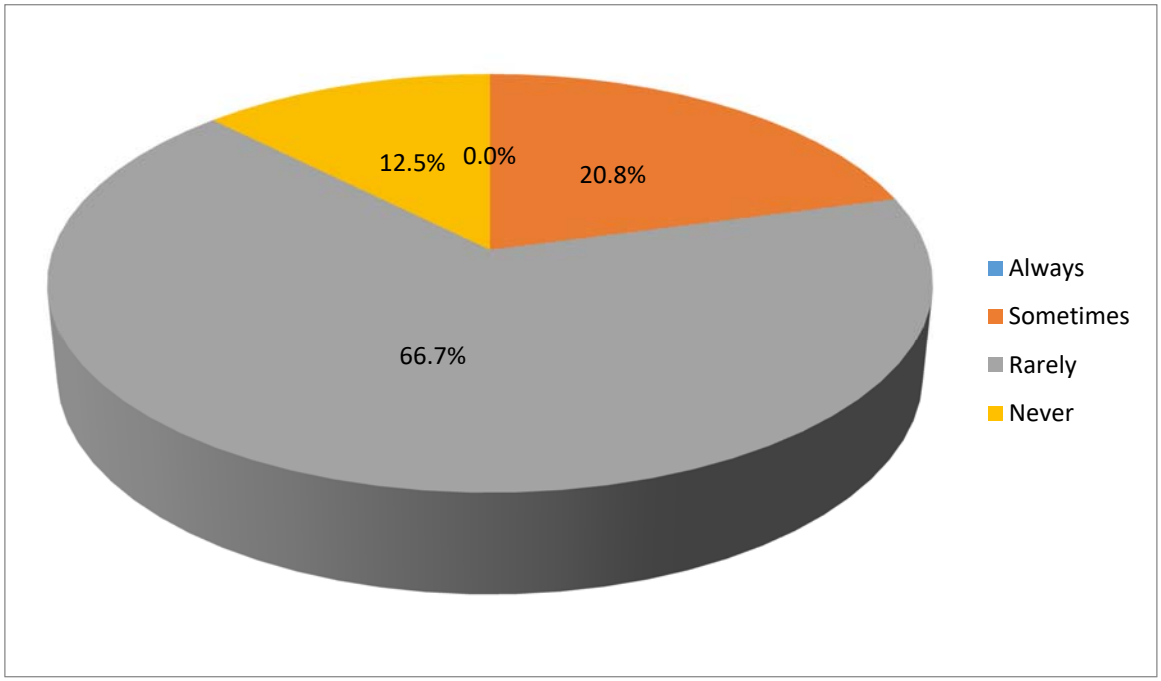
- **a.** Always
- **b.** Sometimes
- **c.** Rarely
- **d.** Never

This question is correlated to the previous one; it tries to measure the amount of using mother tongue by the teachers.

Students' answers	Students' number	Percentage (%)
Always	0	0%
Sometimes	5	20,8%
Rarely	16	66,7%
Never	3	12,5%
Results	24	100%

Table16: The Rate of Using Mother Tongue by the Teacher

This table shows that responses' variation indicate that there are some teachers who use mother tongue while others deny it. It is obvious that the use of mother tongue is limited because most students (16) reported that they used it rarely in the rate of (66,7%); the rare use of mother tongue in teaching is perhaps due to the teachers' fear that their learners would not learn English appropriately, but mother tongue is still existing as final resort in EFL classes even though five (05) students (20, 8%) inform that their teachers used it sometimes.



Graph15: The Rate of Using Mother Tongue by Teachers

Q 13: According to you, is this method appropriate in teaching?

a. Yes

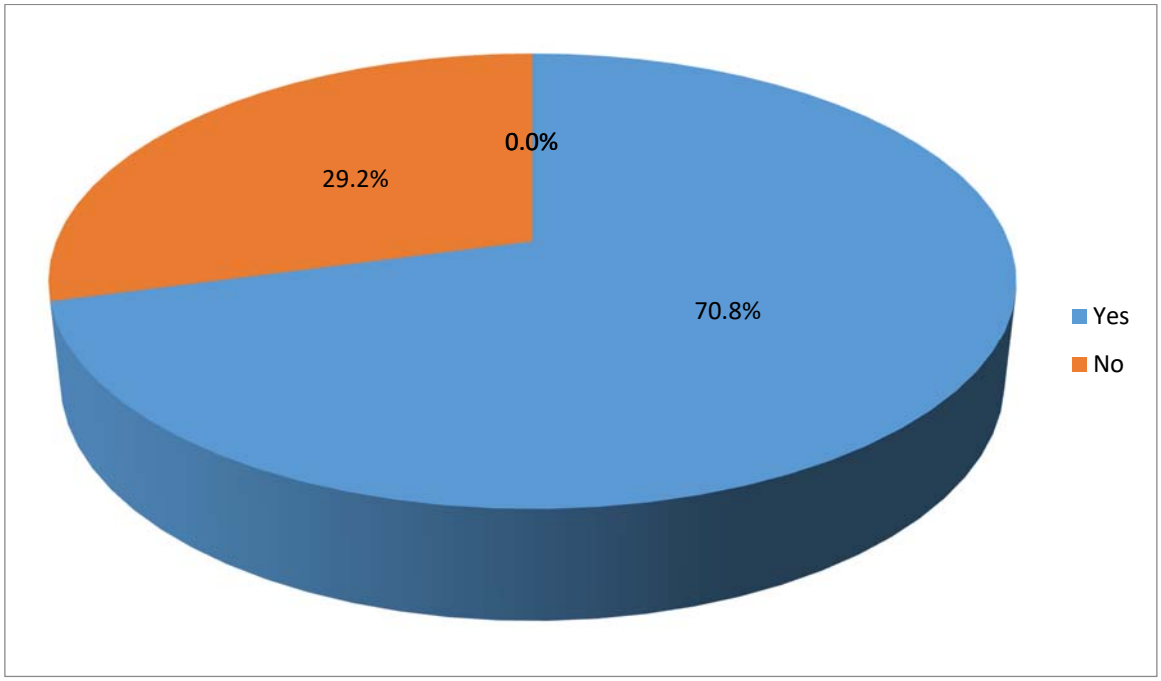
b. No

The prime intention of this question is to know whether the use of mother tongue in the teaching process is accepted or refused. It attempts to identify if this method correspond with the student's needs.

Students' answers	Students' number	Percentage (%)
Yes	17	70,8%
No	7	29,2%
Results	24	100%

Table17: Learners' Attitudes towards Using Mother Tongue in Teaching

The findings reveal that about ¾ of the students (70, 8%) expressed their approval of using mother tongue in teaching; they ensured that this method helps them to better understand, to explain some examples, and to simplify things that cannot be clear in foreign languages, i.e. having a strong foundation leads much better understanding when learning other languages. Since mother tongue meets their learning requirements, seven (07) participants (29, 2%) represent the students who did not welcome the use of mother tongue in teaching. They clarify their opinions that the use of the source language hinders the process of practicing their English especially: speaking skill.



Graph16: Learners' Attitudes about Using Mother Tongue in Teaching

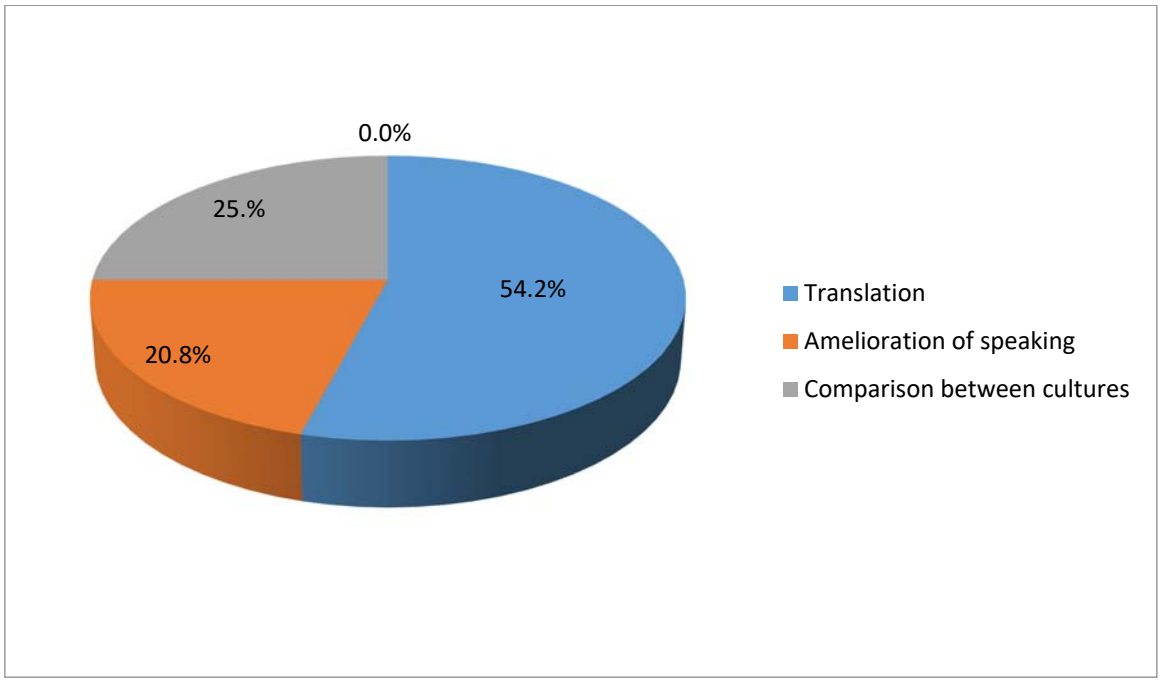
Q 14: If the use of mother tongue is your option, for what objective do you use it?

- **a.** Translation
- **b.** Amelioration of speaking
- **c.** Comparison between cultures

Students' answers	Students' number	Percentage (%)
Translation	13	54,2%
Amelioration of speaking	5	20,8%
Comparison between cultures	6	25%
Results	24	100%

Table18: Students' Reasons of Using Mother Tongue

The above table indicates that most students (13) who represented (54, 2%) purposely have used their mother tongue in translation, it enables them to find quickly the appropriate synonyms and meaning in short time. Six (06) of them (25%) have exploited their standard language to compare between cultures (their own culture and the target one). The rest five (05) students (20, 8%) have aimed to use this language in order to make their pronunciation ameliorated.



Graph17: Students' Reasons of Using Mother Tongue

Q 15: For you, does the use of mother tongue facilitate learning English?

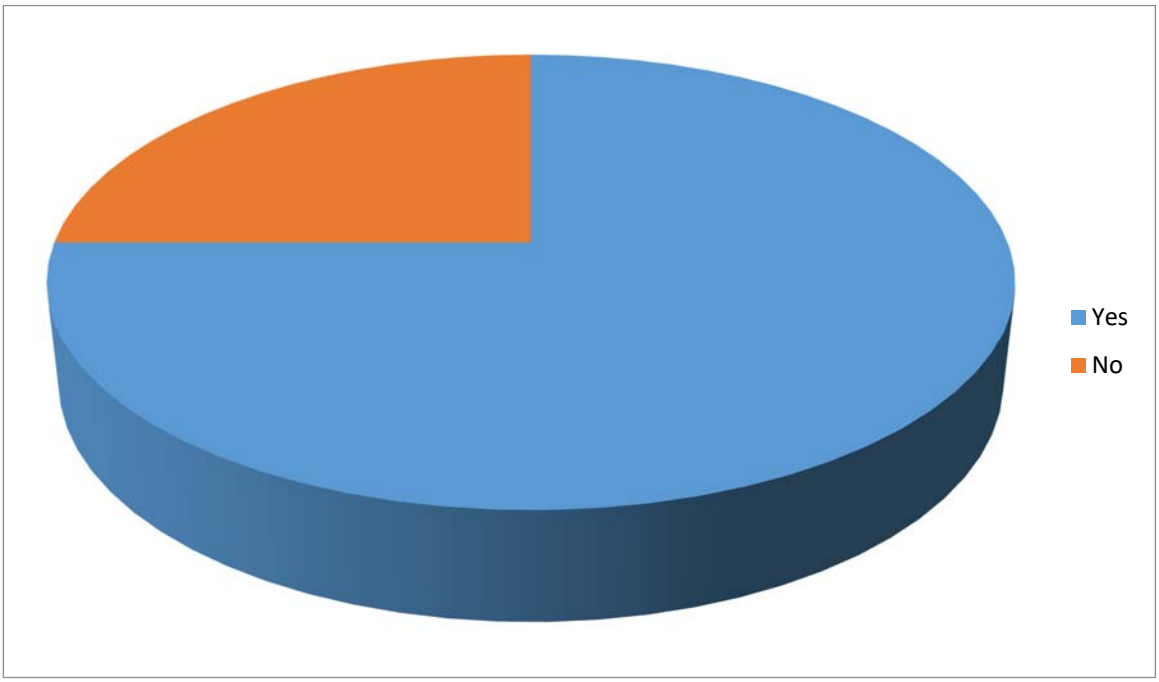
a. Yes

b. No

Students' answers	Students' number	Percentage (%)
Yes	18	75%
No	6	25%
Results	24	100%

Table19: Learners' Attitudes towards the Use of Mother Tongue in Learning

The last table indicates that large number of students (75%) agreed that mother tongue facilitates learning language. Those who said "No" (25%) confirmed that mother tongue use considered as a hindrance to learn the language.



Graph18: Learners' Attitudes towards the Use of Mother tongue in Learning

3.3: Discussion and the summary of the findings

Results from the analysis of the students questionnaire support the hypothesis stated at the beginning in that they confirm that translation help them improve their level in language skills.

According to data collected, the majority of the sample consider their level in translation as average, noting that they often face difficulties in translation process; students showed clearly that they have some difficulty in dealing with grammar. They claimed that their weaknesses in translation and in grammar are due to lack of practice as well as Arabic interference in their translation. However, they reported that learning grammar is very much important in learning English. Moreover, they considered their level in grammar to be good, this is because they know most of the rules but they could not apply them clearly. Thus, they think in Arabic and translate their thoughts to the target language. Furthermore, these facts of

L1 interference make them commit many kinds of errors –especially in grammar- while translating.

General Conclusion

General Conclusion

The study aimed at representing the effect of third-year English students' errors on their translation, as well as identifying, describing, and classifying the types of errors made in the translated paragraphs. It was hypothesized that third year EFL students translation affected by the source language, a large proportion of the grammatical errors made by learners are caused by first language negative transfer and that they commit errors when translating.

This research begins with an overview about the recurrent errors in second language acquisition, all together with Arabic-English translation, and mother tongue and foreign language learning. In order to test the hypothesis and build validity into this descriptive study, one type of research instruments was used: a questionnaire for students was distributed to be answered. The current study comes up with the following results:

- The majority of third-year students know most of grammar rules, but they still commit errors when using the language.
- The encountered difficulties are due to the use of mother tongue (language transfer) the students' unawareness of the strategies involved in the process of translation.

This is claimed by the participants' questionnaire. From this result, all the questions (three questions) which state: what are the most recurrent errors committed by EFL learners, what are the common translation problems, and how does mother tongue affect students' translation performance are answered. Thus, the first hypothesis is totally refused. From students 'questionnaire results we reported that Arabic interference cause grammatical errors. i.e. a large proportion of the grammatical errors made by learners are due to first language negative transfer.

It can thus be concluded that third- year English students still have a way to go in translation because it is clear that errors in grammar require more attention than others; it is noticeable that students think the use of the source language is an appropriate method in teaching. So, it is clearly showed their weak grasp of the basic tenets of English grammar. On the other hand, teachers should not rely on this method to facilitate and enables them to translate competently.

Finally, EFL teachers and researchers cannot ignore error analysis as an important tool by which they can learn more about the psycholinguistic process involved in learning of a foreign language.

Recommendations

The researcher of this study suggests the following recommendations:

- Learners should be encouraged to think in the target language when translating and should be encouraged to the use of the target language as often as possible.
- Students should be encouraged to read more in order to familiarize themselves with the correct usage of English (especially in grammar).
- Error analysis (EA) could be introduced as part of the teaching and learning process.
    - Grammar-translation method (GTM) should be encouraged as a method of teaching foreign languages. In grammar translation classes, students learn grammatical rules and apply them by translating sentences between the target language and the native language. It aimed to enable students to read and translate literature written in the source language, and further students' general intellectual development.
    - Errors correction should be given enough importance and that our students need to receive significant feedback.
    - Students should know the differences between the two languages and cultures (English and Arabic) that enable them to become familiar with translation.

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الملخص:

الهدف من هذا البحث هو تسليط الضوء على قضايا الترجمة، إضافة إلى تحديد و تحليل الأخطاء الأكثر شيوعا (خاصة في قواعد اللغة) والتي يقترفها طلبة السنة الثالثة في قسم اللغة الإنجليزية بجامعة محمد خيضر –بسكرة–

في هذا الصدد، ينصب التركيز الرئيسي على الأخطاء المتكررة التي يرتكبها الطلاب في الترجمة من العربية إلى الإنجليزية و بعضالاستراتيجيات للتغلب على الصعوبات التي يواجهونها. و قد افترضت أن ترجمة طلاب السنة الثالثة تأثرت بتداخل اللغة الأم و أنهم يرتكبون أنواعا كثيرة من الأخطاء – خاصة في القواعد– عند الترجمة. لهذا الغرض، تم توزيع اختبار لتحليل أخطاء المتعلمين ثم استخدام استبيان الطلاب لتأكيد النتائج التي تم الحصول عليها و استكشاف مواقفهم في الجوانب المختلفة. يتكون هذا العمل من ثلاثة فصول رئيسية؛ الأول مخصص لأخطاء الطلاب المتكررة في اكتساب اللغة الثانية و بعض الاختلافات النوعية بين العربية والإنجليزية. و الثاني يتناول الترجمة من العربية إلى الإنجليزية (مشاكل واستراتيجيات) و اللغة الأم وتعلم اللغة الأجنبية. يقدم الجزء الثالث العمل العملي الذي يتم من خلاله جمع البيانات و تحليلها؛ انتهى هذا الجزء بمناقشة النتائج التي تم الحصول عليها في هذه السنة الدراسية، بالإضافة إلى بعض التوصيات المتعلقة بالمضامين التربوية. كشفت النتائج التي تم الحصول عليها من تحليل استبانة الطلبة و تحليل اختبار النقاط الرئيسية التي تم إجراؤها في هذا البحث والتي أظهرت صعوبة الترجمة.

Résumé

L'objectif de cet exposé est de mettre l'accent sur le thème de la traduction en précisant et analysant les erreurs courant (commises sur dans la grammaire) par les étudiants de la troisième année dans le département d'anglais a l'université de Mohamed Kheider de Biskra. A cet égard on se concentre sur les erreurs répétées que les étudiants font lors la traduction de l'arabe à l'anglais et quelques stratégies qui surmontent les difficultés à ce sujet. Je suppose que la traduction des étudiants a troisieme année est influencée par leur langue materne notamment dans la grammaire c'est pour que j'ai fait un test pour l'analyse des erreurs des apprenants sous forme d'un questionnaire aux étudiants pour confirmer les résultats obtenus et voir leur points de vues différents. Ce travail comprend trois chapitres ; Le premier est pour les erreurs dans l'acquisition d'une deuxième langue / la différence entre l'arabe et l'anglais. La deuxième traite le thème de la traduction de l'arabe a l'anglais (problèmes et stratégies) la langue maternelle et l'apprentissage de la langue anglais. Et la troisième chapitre présente la cote pratique dans lequel on analyse et on critique les résultats obtenus dans l'année universitaire avec des conseils éducatifs a partir de l'analyse d'in questionnaire qui affirme plusieurs points qui montre et prouve la difficulté de la traduction.

Mots Clés : **E**rreurs, **G**rammaire, **T**raduction, **L**angue **M**aternelles, **L**angue étrangère.

Questionnaire for Students

Dear Students

We would be so grateful if you could answer the following questions about your opinions concerning "Investigating Students' Recurrent Errors in Arabic-English Translation". Your answer will be very helpful for the research project we are undertaking. We hope that you will answer with full attention, honesty and interest. To answer the questions, you are required to put a tick (√) in the box correspondent to your answer or give full answer (s) where the gaps provided.

Thank you, in advance for your collaboration.

Miss: Ouachen Nabila.

Section One: General Information

1. What is your gender?
   - **a)** Male
   - **b)** Female
2. Your choice of English is:
   - **a)** Personal
   - **b)** Obliged

   Please, explain

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3. How do you evaluate your level in English?

a) Basic

b) Intermediate

c) Advanced

<u>Section two:</u> Students' Recurrent Errors in Arabic-English Translation and the Influence of Mother Tongue in Translation Process.

1. How do you evaluate your ability in translation?

a) Excellent

b) Good

c) Average

d) Bad

2. Have you faced any difficulties in translation process?

a) Yes

b) No

If "**yes**", do you think that these difficulties are due to?

a) Inadequate mastery of grammar

b) Linguistic and/ or socio cultural difference between English and Arabic

c) Language transfer (interference)

d) Unawareness of the strategies involved in the process of translation

e) Other

Please, specify

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3. What are the strategies do you usually use while translating?

a) Paraphrasing

b) Literal translation

c) Using dictionary

d) Using internet

Please, justify your choice

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4. Your weaknesses in translation are due to the:

a) Teachers

b) Learners

c) Lack of practice

d) Lack of motivation in translation

e) Lack of good approach to teach translation

f) Language transfer (Arabic-English)

Please, add any obstacles that hinder you from translating correctly.

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5. When reaching third year, how do qualify your translation level?

a) Good

b) Average

c) Poor

d) Satisfactory

6. When learning the English language, do you think that learning grammar is:

a) Very much important

b) Important

c) Little

7. Do you think your level in grammar is:

a) Excellent

b) Good

c) Average

d) Poor

8. Do you think that you know most of grammar rules, but you still make errors when using the language?

a) Yes

b) No

9. Do you think learning grammar can be:

a) An interesting activity

b) An obligatory activity

c) A boring activity

Can you be more precise about your answer, please?

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10. Do you learn grammar better when:

a) The teacher does not give you the rules, but guides the learners to get the rules by themselves through activities?

b) The teacher gives the rules, explains them then gives activities?

c) The teacher combines the two methods

Please, explain

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11. Should Arabic be used in class?

a) Yes

b) No

12. Do your teachers use mother tongue (Arabic) in classroom?

a) Yes

b) No

13. How often do you think Arabic should be used in class?

a) Always

b) Sometimes

c) very rarely

d) Never

14. According to you, is this method appropriate in teaching?

a) Yes

b) No

Please, justify your answer

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15. If the use of mother tongue is your option, for what objective do you use it?

a) Translation

b) Amelioration of the speaking

c) Comparison between cultures

16. For you, does the use of mother tongue facilitate learning English?

a) Yes

b) No

If you have any comments please write them.

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