



Grammatical Translation Problems Facing EFL Learners Concerning on

(Word order- Articles- Adjectives- Voice)

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ABSTRACT

This study aims to investigate the grammatical translation problems encountered by the learners of English. The study followed the descriptive analytical method and used (a test) as a major tool for data collection. The test was administrated to (35) under- graduate students at the Faculty of Education, University of Gezira. The data were analyzed manually by using the statistical techniques. Tables and graphs were used to convey the statistical information results of the data. Accordingly, the analysis yielded a number of results: Firstly, Under-graduate students failed in translating Arabic past form into English by using the verb (be) that indicate to a weak standard of learning the language. Secondly, Most of under-graduate students confused the English word order. Thirdly, the majority of the students did not know how to construct English passive voice sentences. Fourthly, some students lack the knowledge about adjectives noun order in English and Arabic. Fifthly, some under-graduate students do not aware of the distinction between Arabic and English articles. The study recommended that EFL learners should pay more attention to the verb (be) that has a very important role in English sentences. The teacher must remind their students about the grammatical differences between Arabic and English word order. Under-graduate students must work hard to increase their knowledge about English and Arabic languages. Under-graduate students have to keep in mind the adjectives noun order in English and Arabic. The students must know the unique features between the two languages. The study suggested carrying out more studies to find out other translation problems which face EFL learners to contribute in improving learning and translating the foreign language.



هدفت هذه الدراسة للتحقق من مشاكل قواعد اللغة عند الترجمة التي واجهت طلاب اللغة الإنجليزية. إتبعنا الدراسة المنهج الوصفي التحليلي و استخدمنا الاختبار التشخيصي و الإستبانة بوصفها أداة لجمع البيانات. ثم اخذنا عينه مكونه من (35) طالبة من كلية التربية, جامعة الجزيرة.. تم تحليل البيانات يدوياً باستخدام التقنيات الإحصائية للنسب المئوية. استخدمنا الجداول و الاشكال لتبيين المعلومات الإحصائية لعرض البيانات. توصلنا الى أن طالبات اللغة الإنجليزية قد واجهن مشاكل قواعد اللغة في الترجمة ومن أهم أسبابها: وفقاً لذلك, أثمر عن الاختبار النتائج الاتية: أولاً: فشل الطالبات في ترجمة شكل الماضي من اللغة العربية إلى اللغة الإنجليزية باستخدام الفعل المساعد, ثانياً: إختلال أداء أغلب الطالبات ترتيب الكلمات الإنجليزية, ثالثاً: غالبية الطالبات لم يعرفن تركيب شكل المبني للمجهول. رابعاً: بعض الطالبات ليس لديهن المعرفة بترتيب الصفات و الاسماء في اللغتين الانجليزية و العربية. خامساً: بعض الطالبات لم يعرفن الاختلاف بين أدوات التنكير و التعريف . اوصت الدراسة طالبات اللغة الانجليزية بالانتباه لما يسمى الفعل المساعد الذي يلعب دوراً هاماً في الجمل الانجليزية. يجب على الاساتذة تنبيه الطالبات للاختلافات في قواعد اللغة بين اللغة الإنجليزية و العربية. على الطالبات الاجتهاد أكثر في زيادة حصيلتهن اللغوية . إقترحت الدراسة إجراء مزيد من الدراسات لإكتشاف مشاكل أخرى للترجمة تواجه الدارسين غير الناطقين بالإنجليزية لتسهم في تحسين تعلم و ترجمة اللغة الأجنبية

Introduction

Translation is essential tool which help the people in exchanging the sciences and the knowledge between the people in different nationalities, and it is a fundamental basis for language learning. Translation is the process of transferring the meaning from one language into another different language. The two languages often have dissimilar grammar, for instance the grammatical differences between the Arabic and English languages that may cause many grammatical problems to non-native learners of English when they translate from their mother tongue language and the foreign one and vice versa. So, this study aimed to investigate the grammatical translation problems encountered by EFL learners in order to help the learners to solve the current problems.

Problem of the Study

Concerning translating from English into Arabic and vice versa, EFL learners may face three main grammatical problems; the first problem is imitating or changing the source language word order, the second problem is



to find the most suitable Arabic equivalent to English negative words, the third one is how to distinguish between Arabic and English particular articles.

Objectives of the study

- 1- To find out grammatical translation problems which encountered by EFL learners.
- 2- To suggest suitable solutions for the grammatical problems that encounter EFL learners in understanding and translating from English into Arabic and vice versa.

Questions of the study

- 1- What are the grammatical problems which encounter EFL learners in translating?
- 2- What are the effective techniques that help to solve the grammatical problems that face EFL learners in understanding and translating from English into Arabic and vice versa?

Hypotheses of the Study

- 1- Most grammatical translation problems encounter by English learners due to lack the knowledge about grammatical differences between English and Arabic .
- 2- Some of grammatical translation problems encounter EFL learners attributed to little reading.
- 3- Some of EFL learners have not any strong base of authentic language; thereby they face problems in understanding and translating English and Arabic languages.

Significance of the Study

The main concern of this study is to discover the grammatical translation problems which encounter by EFL learners thereby it may be of great value to those who are interested in the field of translation in general and to EFL learners in particular.



Methodology of the study

The descriptive analytical method was adopted in this study. The researcher used a major tool for collecting data: A test for (35) undergraduate EFL students from University of Gezira Faculty of Education Hantoub. The data had been analyzed manually by using the statistical techniques for percentages.

Literature Review

Concept of translation

Translation has many definitions, which are stated by a number of good theorists throughout the time. The most noticeable features of these definitions are that, some of them define it as a process and a result of this process and some of them consider it as communication and skill. There is a virtuoso theorist who constructs many definitions of translation; he makes an assumption which will encourage non-native learners to translate with a full confidence Catford (1965:viii) states that "*Translation is not a dangerous technique in itself provided its nature is understood, and its use is carefully controlled and translation in its self a valuable skill to be imparted to students*". Generally Hatim and Munday (2004:3) define translation in a very broad way, saying that: "*Translation is a phenomenon that has a huge effect on everyday life*". Ghazala (2008:1) defines translation more specifically as rendering of the source language text into the target language by using absolute and exact process and methods. Catford (1965:1) confirms that translation is a performing process on languages, which substitutes a source language text to a target language text. Catford (1965: 20) defines translation as: Translation is consummation equivalent target text to a source language text. Also he defines translation as an alteration of textual material from the source language to the target language one. He describes translation as a uni-directional process, which is always performed from a given source language to a given target language. Also translation is defined by Reiss, (2000:160) as "*a bilingual mediated process of communication, which ordinarily aims at the production of a TL text that is functionally equivalent to an SL text*". Thus, through translation, both speakers would be able to understand each other as to respond accurately; avoiding misunderstandings and overlapping. Basing



on what has been said above; translation with no doubt is going to be the key for such a communicational problem. In contrast to Catford, Bell (1991: 6) argues that a total equivalence between a source language text and its translation is something that can never be fully achieved. Bell (1991: 6) argues that since such a thing as an absolute synonymy between words of two languages does not exist, something is almost always 'lost' in the translation process. Also Newmark (1981: 7) stresses that each translation assignment is bound to involve a loss of meaning to some extent, and translations may therefore only be approximate. A. L. Semerov (2005:16) states that: firstly translation is the translators' activity of transforming a message in one language into a message with same meaning in another language and secondly translation is a result of the translator' activity i.e. an oral or a written language utterance. Newmark (2001:7) confirms that translation is a craft consisting of the attempt to replace a written message and/ or statement in one language by the same message and /or statement on another language. Newmark suggests that, translation is a skill in transferring a written or a spoken message from one language to another. According to Bell (1991: xv), the goal of translation is *"the transformation of a text originally in one language into an equivalent text in a different language retaining, as far as possible, the content of the message and the formal features and functional roles of the original text."* The reinforcement to above point appeared According to Brislin (1976: 1) translation is a general term referring to the transfer of thoughts and ideas from one language to another, whether the language is in written or oral form, whether the languages have established orthographies or not; or whether one or both languages is/are based on signs, as with signs of the deaf. Another expert, Wilss (1982: 3), states that translation is a transfer process which aims at the transformation of a written source language text (SLT) into an optimally equivalent target language text (TLT), and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the source text. Syntactic understanding is related to style and meaning. Understanding of semantics is meaning related activity. Finally, pragmatic understanding is related to the message or implication of a sentence. This definition does not states what is transferred. Rather, it states the requirement of the process.



N.K. Garbovsky (2006:214) considers translation as very important in communication in human life between people with their various languages and cultures which make it a very effective factor in communication and exchanging culture, sciences and knowledge. He states that

"Translation is a social function of communicative mediation between people, who use different languages systems. This function of reality on the basis of his/her individual abilities as an interpreter, accomplishing translation from one semiotic system to another with the purpose of equivalent, i.e. maximally complete, but always partial transmission of a system of meanings contained in a source message, from one communicant to another."

According to Bassnett-McGuire (1980: 2), the aim of translation is that achieving the meaning in the target language text similarly to that of the source language text, and that *"the structures of the SL will be preserved as closely as possible, but not so closely that the TL structures will be seriously distorted"*. In other words, the source language structure must not be imitated to such an extent that the target language text becomes ungrammatical or sounds otherwise unnatural or clumsy.

Bassnett (2005:22) states the accurate definition of translation concerning on process of translation of conveying the meaning from the source language into the target language he say that:

"translation involves the transfer of 'meaning' contained in one set of language signs into another set of language signs through competent use of the dictionary and grammar, the process involves a whole set of extra- linguistic criteria also".



These definitions of translation are fairly congruent with each other, and various theorists define translation in relatively similar terms. Although a diversity of perspectives has been articulated within the field of translation theory, there are some views that translation theorists generally agree on.

The Meaning

The concept of meaning is quite essential in translation. The whole process of translation is from start to finish concerned with meaning. It is generally agreed among scholars that meaning is of crucial importance in translation: translations are said to have 'the same meaning' as the original texts. But what kind of meaning do we exactly refer to by this? According to Chesterman (1989: 134), "*meaning is complicated, many-levelled, a network of relations*". The essential core of the process of translation is the meaning, so many theorists concerned on it as Newmark (1988:5) defines translation as "*It is rendering the meaning of a text into another language in the way that the author intended the text*". Catford (1965:35) gave a wide definition to meaning as "*total network of relations entered into by any linguistic form text, item in text, structure, element of structure, class, term in system- or whatever it may be*". Catford (1965: 49), confirms, although the source language items infrequently to have the same meaning in linguistic sense but they can function in the same situation. Larson (1984: 36) states that translation aims at transferring the meaning of a text in one language to another language - but before the translator may do so, s/he must know that there are various different types of meanings therefore the concept of 'meaning' in translation cannot refer to one specific type of meaning, but rather, there are several different types of meanings. The researcher will now look at the concept of meaning as interpreted and classified by some translation theorists.

There most important and major two types of meaning which are proposed by Hatim and Munday (2004:35) as the following:

- 1 – Referential meaning or denotation which deals with the words as signs or symbols.
- 2 – Connotative meaning also called connotation that concerned on the emotional reaction engendered in the reader by a word.



Language

According to Catford (1965:1) definition of translation, translation is a performing process on languages which substitutes a source language text to a target language text, which explains the importance of shedding the light of the language. Catford (1965:1) introduces the speaking about the Language by giving a very general notion of it saying that: Language is a sort of a social human interaction way which contains two members a performer and an addressee in a social situation. Baker (1991:25) predicated the discussion by explaining the basis for learning the language "*The word of a language often reflect not so much the reality of the world, but the interest of the people who speak it*", so

Also Baker (1991:17) defines the word as "*The smallest unit which we would expect to possess individual meaning is a word*".

. New mark (1988:75) confirms that the importance of conveying the accurate meaning of words which compose the grammar that is the quite component of the language.

Language

Grammar

Words

Style

Sound

Meaning

Translation

And Nida (1964:13) also maintained that "*the role of a translator is to facilitate the transfer of the message, meaning, and cultural elements from one language into another and create an equivalent response to the receivers*". Nida (1964:13) states that: Language, as a system of communication has literal and figurative meanings. The literal meaning is the



direct meaning of words or sentences to objects which do not imply implicit meaning (what the individual word implies is the actual meaning), while the figurative sense is used for giving an imaginative description or a special effect which means it implies a hidden meaning which cannot be predicted from the meaning of individual words. Translation is a mental activity in which a meaning of a given linguistic discourse is rendered from one language to another. It is the act of transferring the linguistic entities from one language into their equivalents into another language. The language to be translated is called the source language (SL), whereas the language to be translated into or arrived at is called the target language (TL). The translator needs to have good knowledge of both the source and the target language, in addition to a high linguistic sensitivity as he should transmit the writers' intentions, original thoughts and opinions in the translated version as precisely and as faithfully as possible. Due to its prominence, translation has been viewed differently. New mark (1988:94) divides the language into three brands: cultural, universal and personal. And he confirms that the cultural language which makes translation problems in translating barring in situation which has interference between the source and the target language. He says that "*Translation problem due to the cultural gap or distance between the source and the target languages*"

Equivalence

One of the most central concepts in translation theory is the concept of equivalence. A considerable amount of literature has been devoted to it, and, consequently, some confusion and vagueness exist in the very definition of the concept. A number of contradictory statements have been made about translation equivalence and its applicability, and translation theorists have attempted to define equivalence from various points of views. So the central task of the translation theory is that of defining the nature and conditions of translation equivalence. Different kinds of categories of equivalence have also been suggested within the field of translation theory. The complexity and elusiveness of the concept has resulted in the fact that a universally valid, comprehensive definition of equivalence does not exist. Nevertheless, I will now introduce some views on translation equivalence and its different classifications.



The central problem of translation practice is that of finding TL translation equivalents. Catford, (1965:49), points that translation equivalence is a phenomenon which can be discovered by comparing the source language text and the target language text; Confirming that although the source language items infrequently to have the same meaning in linguistic sense but they can function in the same situation.

It is the fact that the term equivalence is used by many writers to describe the nature and the extent of the relationship which exist between the SL and TL text as Catford (1995:20) however, defines the translation process as "*the replacement of textual material in one language, by equivalent textual material in another language*". This means that translation is consummation equivalent target text to a source language text. According to (Catford 1965: 21) one of the central tasks of translation theory is that of defining a theory of translation that is based on equivalence which he takes to be the basis upon which SL textual material is *replaced* by TL textual material. In Catford's model, this can be achieved through either 'formal correspondence' or 'textual equivalence'. He illustrates the difference between the textual equivalence and the formal correspondence. In brief, Catford (1965:27) defines textual translation equivalence as merely equivalence of the source language text by a target language in a certain occasion. so, Catford's textual equivalence is another well-known definition of translation equivalence. . On the other hand, Catford (1965:27) Formal correspondence is antiquating the same classification between the source language and the target language. According to Catford (1965: 49), SL and TL words do not usually have precisely the same meaning in the linguistic sense, but that does not mean that they could not, nevertheless, function well enough in the situation. Nida's (1964:9) defining and explaining the equivalence nature and conditions considered as the main objective of translation studies. Therefore, Nida (1964: 8) makes his own distinction between two main types of equivalence; formal correspondence and dynamic equivalence suggesting that:

1- Formal equivalence: in which the translator focuses his attention on the similarity of form between the source language and the target language texts, as well as on the content in order to enable the target language reader to grasp and understand as much as possible of the original text.



2- Dynamic equivalence: In which the translator has to reproduce an equivalent effect on the receiver as that experienced by the source language receiver.

The Text

To start the speaking about the text, a distinction is usually made between written texts, recorded language, and spoken texts, language discourses or stretches of discourses. However, the term “text” is sometimes used in its wider sense to mean both written and spoken discourse Halliday and Hasan (1976:2). As Far as discourse analysis is concerned, the word “text” refers to any authentic spoken or written piece of language which forms a unified whole. Native speakers can un-problematically identify the characteristic properties of a text that distinguish it from a non-text. There are three types of written translation that proposed by Hatim and Munday (2004:5) as the following:

- 1 – Intralingual translation: translating or (an interpretation) of verbal signs in the same language which can involve rewording or paraphrase.
- 2 – Interlingual translation or translation proper: translation from one language to other languages.
- 3 – Intersemiotic translation or transmutation: translation of the verbal sign by a non- verbal sign system, for example music or image.

Translation is a process and a product

According to Catford (1965: 20) ,"translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" . This definition shows that translation is a process in the sense that is an activity performed by people through time, when expressions are translated into simpler ones in the same language (rewording and paraphrasing). According to Hatim and Munday (2004:3): Translation as a process: focusing on translator role in transferring the meaning from the source text into another language text. Translation as a product "*Centres on the concrete translation product produced by the translator.*"

According to Gill Paul (2009:57-58) the translators have to keep the following points:

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- 1 – Saving the author's effect and using an artistic expressions
- 2 – Regarding suitable alternatives and explaining the changes to who may want to edit
- 3 – Recapitulating the text in a brand- new (fangled) method
- 4 – Considering the possibility of making a gleaming version to all perfect books
- 5 – Keeping the symmetry and accessibility in translation from Language to another
- 6 – Considering the flavor of comedic (farcical) in translating the literary texts
- 7 – Heeding idiomatic expressions in translating
- 8 – Representing the author's culture
- 9 – Match- past original language nuances.

Translation Methods

According to Peter Newmark (1988:45) translating literally or freely is a very critical problem since the first century B.C.to the beginning of the nineteenth century. Many writers concern on some kinds of free translation: focusing of the spirit, the sense, the message and the matter instead of the letter, the words, the form and the manner; the theorists stated various types and methods of translation.

Hatim and Munday(2004:30) gave their own balkanization as:

"1 – *Direct translation, which covers borrowing, calque and literal translation.*

2 – *Oblique translation, which is transposition, modulation, equivalence and adaptation"* The following methods as the points of view to Newmark(1988:45-47):



1- Word for Word Translation

The SL word order is preserved and the words translated by their most common meanings. Cultural words are translated literally. The main use of this method is either to understand the mechanics of the source languages or to construct difficult texts as a pre-translation process.

2- Literal Translation

It converts the source language grammatical constructions to their nearest target language equivalents fractionally out of context to solve certain problems.

3- Faithful Translation

It is an attempting to reproduce accurate contextual meanings of the original with preserving the grammatical, lexical deviation from norms and the intention of the source language writer.

4- Semantic Translation

It is a Replacing the source language texts with beautiful or natural sound by functional terms rather than cultural equivalents.

Faithful translation is inflexible while semantic translation is more flexible which allows for the translator's intuitive empathy with the original.

5- Adaptation

It transfigures the source language culture to the target language culture freely. It is accepted for plays, comedies and poetry; preserving the themes, characters and plots.

6- Free Translation

It is merely a paraphrase of the original with concern on the matter and the content without the manner and the form. So called " intralingual translation".



7- Idiomatic Translation

It is seeking for natural translation by utilizing colloquialisms and idioms in conveying the message.

8- Communicative Translation

It is accurate rendering contextual meaning of the original, comprises of language and content easily comprehensible to the readership.

Principles of Translation

Duff (1989:10-11) proposes some general principles which are supposed to be relevant to all translations, as follows:-

1. Meaning: The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be transposed. The following questions will be very helpful:

- a. Is the meaning of the original text clear?
 - b. If not, where does the uncertainty lie?
 - c. Are any words loaded, that is, are there any underlying implications?
 - d. Is the dictionary meaning of a particular word the most suitable one?
 - e. Does anything in the translation sound unnatural or forced?
2. Form: The ordering of words and ideas in the translation should match the original as closely as possible. (This is probably essential in translating legal documents, guarantees, contracts, etc). But differences in language structure often require changes in the form and order of words.

3. Register:

Languages often differ greatly in their level of formality in a specific context. To resolve these differences, the translator must distinguish between formal or fixed expressions and personal expressions in which the writer or speaker sets the tone.

4. Source language Influence:

Many translations do not sound natural. This is because the translator's thoughts and choices of words are too strongly influenced by the original text. A good way to avoid this is to set the text aside and translate a few sentences



from memory in order to get the natural patterns of thought in the target language.

5. Style and clarity:

The translator should not change the style of the original as much as possible. Changes are likely to happen if it necessary such as, many repetitions or mistakes in writing.

6. Idiom:

Idiomatic expressions ---- including similes, metaphors, proverbs, sayings, jargon, slang, colloquialisms, and phrasal verbs ---- are commonly hard to translate. To solve this problem, try any of the following:

- Keep the original word between inverted commas.
- Keep the original expression, with a literal explanation in brackets.
- Use a close equivalent.
- Use a non-idiomatic or plain prose translation.

But what is the most essential is that if the idiom does not work in the target language; do not force it into the translation.

Nida (1964: 16) proposes four basic Requirements of translation, namely,

- 1- Making sense
- 2- Conveying the spirit and manner of the original
- 3- Having a natural and easy form of expression; and
- 4- Reproducing a similar response

Purposes of Translation

The predominant purpose is to express exactly as possible the full force and meaning of every word and turn of phrase in the original and to produce a result that does not look like a translation at all, but rather gives it a new dress with the same ease in its native rendering. In Catford's view (1965: 21), the main aim of translation is to find the target language equivalents. Bassinet (1992:40) states that the natural language always represents the core of every culture this is concerned with explaining the different human cultures



on the basis of common humanity respecting their strengths and indirectly showing their weaknesses.

A number of specialists have offered and discussed the purposes of translation. For example Newmark, (1993:51) suggests some purposes and usages for translation:

- 1- To contribute to understanding between language communities and groups.
- 2- To explain and clarify ethnic cultures and their differences.
- 3- To promote information and technology transfer, particularly to the Third World countries.
- 4- To make works of high moral religious importance in the art and the humanities, as well as scientific works, available throughout the world.
- 5- To facilitate foreign language learning.

The importance of translation in foreign language learning

Translation is a fundamental basis for language learning; it can be used to aid learning, practice what has been learned, diagnose problems and test proficiency. Translation helps create and maintain good relations between teacher and students, facilitates classrooms management also it allows learners to relate new knowledge to existing knowledge, promote noticing and language awareness and similarities between the new and the existing language, so Catford (1965: vii) confirms the importance of translation to all specializations. He (1965: viii) explains the necessity of exposing translation theory in using translation in teaching the language. In Bassnett's words Bassnett (2005:16), translation, can be seen as "*the portal through which the past can be accessed*". It opens up greater opportunities to remind contemporary readers about lost civilization. Newmark (1988:20) concerns on the students and advises the teachers to give their students a chance to express rather than controlling the process of teaching by traditional material which may be useless, he says "*The teacher more or less imposes a fair copy which is a "model" of his own English rather than proposing a version for discussion and criticism by students, some of them whom will be brighter than he is*"



As Lörcher (1991: 1) puts it, the ever-increasing exchange of information in different areas such as economy, politics and science, makes communication between different languages and cultures absolutely vital. As the world is becoming more internationalized each day, also language skills are emphasized more than ever. This phenomenon has resulted in the fact that the importance of translation has also grown greater than ever before, translation enables the people to communicate across cultural and linguistic boundaries and reinforces intercultural understanding and help them in exchanging the sciences.

Baker (1991:26) proposes two main areas which help the translators and learners in understanding the semantic field and lexical sets:

"1- Appreciating the value that a word has in a given system; and

2 -Developing strategies for dealing with non-equivalence"

Grammatical Problems

. Ghazala (1995: 17) argued that a translation problem is any difficulty which makes us stop translating to think about it. It is when the translator cannot render the source text into the target language easily; without checking his dictionaries, monolingual or bilingual, or making a lot efforts to retrieve, exploit his linguistic and cultural knowledge, in addition to his life experiences. Translation problems confronted almost all the times by translators can be of multiple causes; it can be grammatical, lexical, stylistic, phonological and cultural.

Ghazala (2008:5) emphasizes that one of the reasons which construct translation problems; is disregarding the grammatical difference between the two languages which belong to two sometimes sharply different languages families; that are: English is an Indo-European west Germanic language, where Arabic is Semitic, this means the English and the Arabic languages have different etymological origins, as they belong to different families. This difference in origins causes a difference in grammar and creates wide gaps for learners when translating Ghazala (1995:20-21).

Grammatical problems are the result of complicated SL grammar, different TL grammar or different TL word order. Among the most frequent



grammatical problems:

a. The translation of verbs „be“, „have“ and modals. b. The translation of tenses and articles. c. The translation of adjectives and personal pronouns. d. The translation of nominal, verbal and conditional sentences. compare thee to a summer“s day“ will be best translated into Arabic as „spring’s day“ to convey the same meaning.

Ghazala (2008:2) explained grammar's branches as follow:

1-Sentence

2- Clauses

3- Word order

4- Tenses

5- Voice

6-Question

7-Negation

8- Imperatives

9- Adjectives

10- Adverbs

11- Articles

Translation strategies

When a translator attempts to translate a given piece of discourse; written or spoken, he/she may face a lot of problems while translating. These problems are dissimilar; each one is different from the other. Consequently, they require some strategies to cope with. The forthcoming points will help non-native learners to solve their grammatical translation problems. So, according to Catford (1965: 49), SL and TL words do not usually have precisely the same meaning in the linguistic sense, but that does not mean that they could not, nevertheless, function well enough in the situation.



The theorist Baker (1991:34 -52) gives the following strategies which help non-native learners and the translators to solve their translation problems.

A – Translation by a more general word (super-ordinate):

It serves many non- equivalence types especially in propositional meaning in many languages except the language – specific words.

B – Translation by a more neutral / less expressive words:

It is a relatively conveying of meaning but with a noticeable difference between the source and the target language.

C – Translation by cultural substitution:

It is keeping the impact of the target language readers by replacing a cultural specific item without the same propositional meaning.

D – Translation by using a loan word plus explanation:

*"This strategy is particularly common
in dealing with cultural- specific items,
modern concepts, and buzz words.
Following the loan word with an
explanation is very useful when the
word in question is repeated
several times in the text"*

E - Translation by paraphrasing using a relating word:

Conveying (transferring) the same language concept into the target language concept but with different words.

F – Translation by paraphrasing using unrelated words:

This strategy used contexts by modifying a super-ordinate or simply on unpacking the meaning of the source items, when the item in question is semantically complex.



G – Translation by omission:

Dropping unnecessary words or items in some contexts without distorting the meaning of the text.

H – Translation by illustration:

Saving the short text weight (or space) by using a physical illustration in conveying the message

Methodology

The analysis of the test

The analysis of the test showed the results of the mistakes which made by under-graduate students. The results are shown in five tables and five graphs.

Table 1 – The confusion of the present with the past tenses of (be) and (have)

Option	Frequency	Percent
Correct	0	0 0/0
Incorrect	35	100 0/0
Total	35	100 0/0

Graph 1

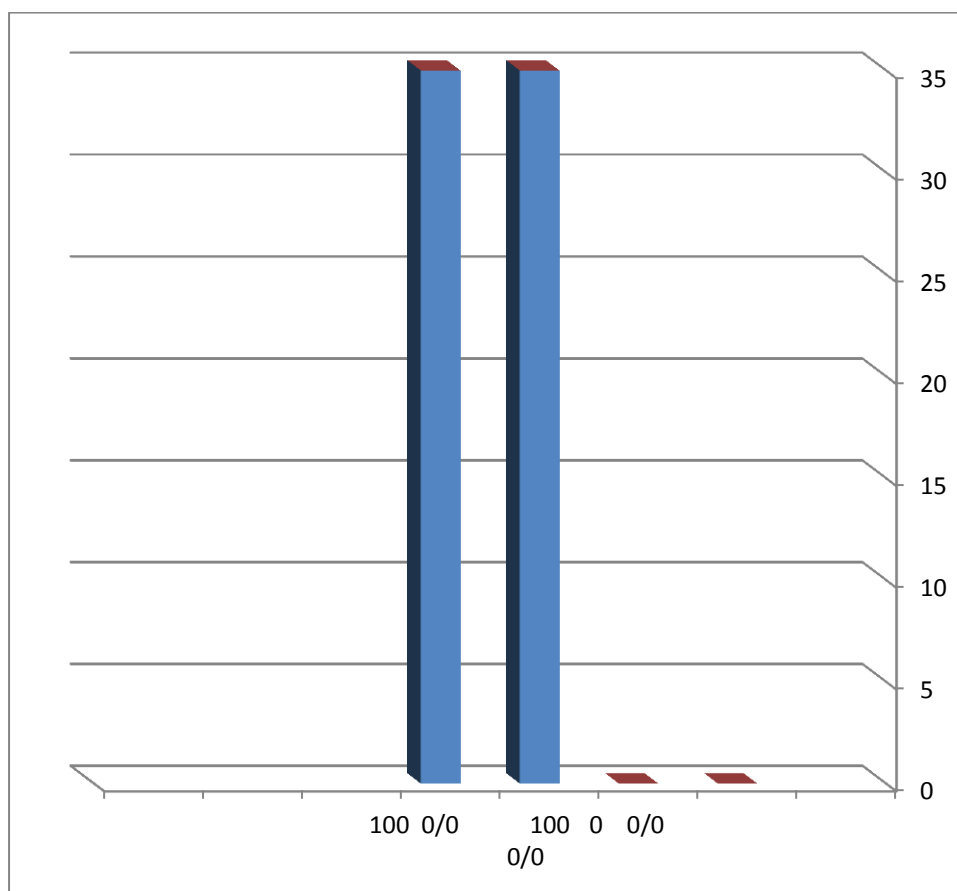


Table 1 and Graph 1 show that (100 %) of the learners can't translate the form of the past from Arabic into English by using the helping verb (be) - This proves that there are actual grammatical translation problems to the learners caused by their inability of differentiating between the grammar of the two languages.

Table 2 – The reservation of the English word order

Option	Frequency	Percent
Correct	10	28.5 0/0
Incorrect	25	71.5 0/0
Total	35	100 0/0

Graph 2

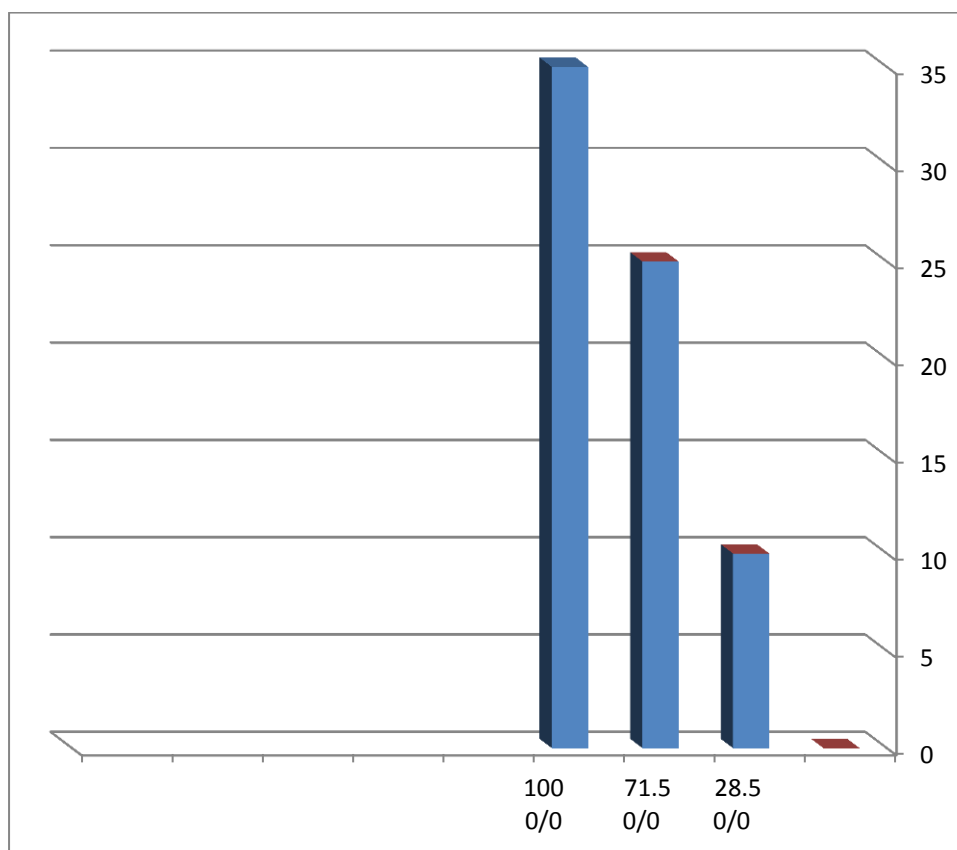


Table 2 and Graph 2 illustrates that the majority (71.5%) of the learners are unable to reserve the English word order, whereas (28.5%) of them are able to keep the English word order. The above table assures the existence of grammatical translation problems to the learners in reserving English word order.

Table 3 – Translation of verb (be) passive voice

Option	Frequency	Percent
Correct	2	5.7 0/0
Incorrect	33	94.3 0/0
Total	35	100 0/0

Graph 3

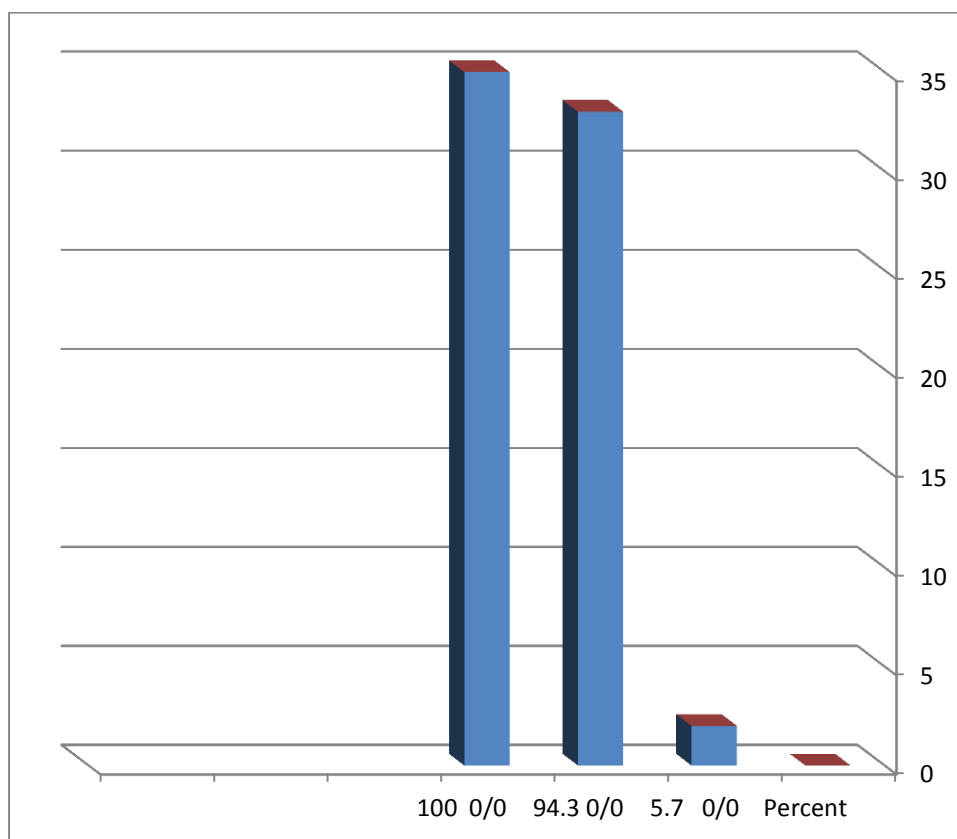


Table 3 and Graph 3 show that the majority (94.3%) of the learners could not choose construct passive voice sentences accurately, while (5.7%) of them were able to write the passive voice sentences exactly. This indicates that the learners are unable to write the accurate passive voice forms.

Table 4 – An adjective noun order in English

Option	Frequency	Percent
Correct	12	34 0/0
Incorrect	23	66 0/0
Total	35	100 0/0

Graph 4

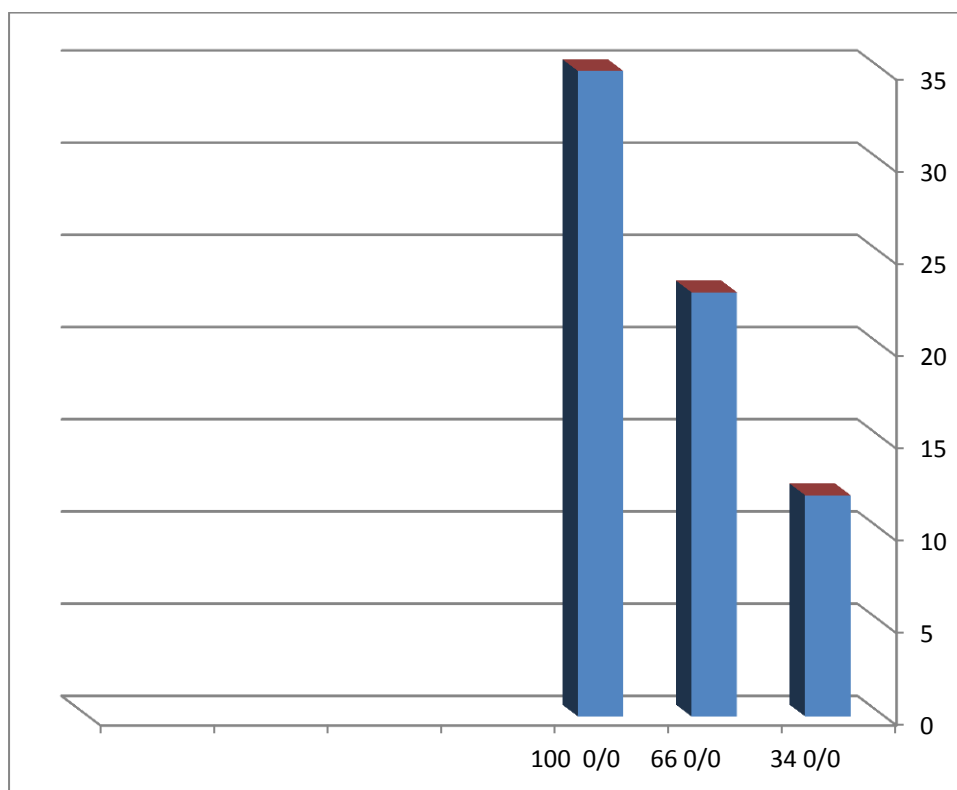


Table 4 and Graph 4 demonstrates that (34%) of the learners are able to form the suitable translation of the English adjective noun order and (66%) of them are fail in translating correctly. - This explains that there are grammatical translation problems to the learners in translating the adjective noun order because the majority of the students could not form suitable translation readily.

Table 5 – Differentiating between Arabic and English articles

Option	Frequency	Percent
Correct	14	40 0/0
Incorrect	21	60 0/0
Total	35	100 0/0

Graph 5

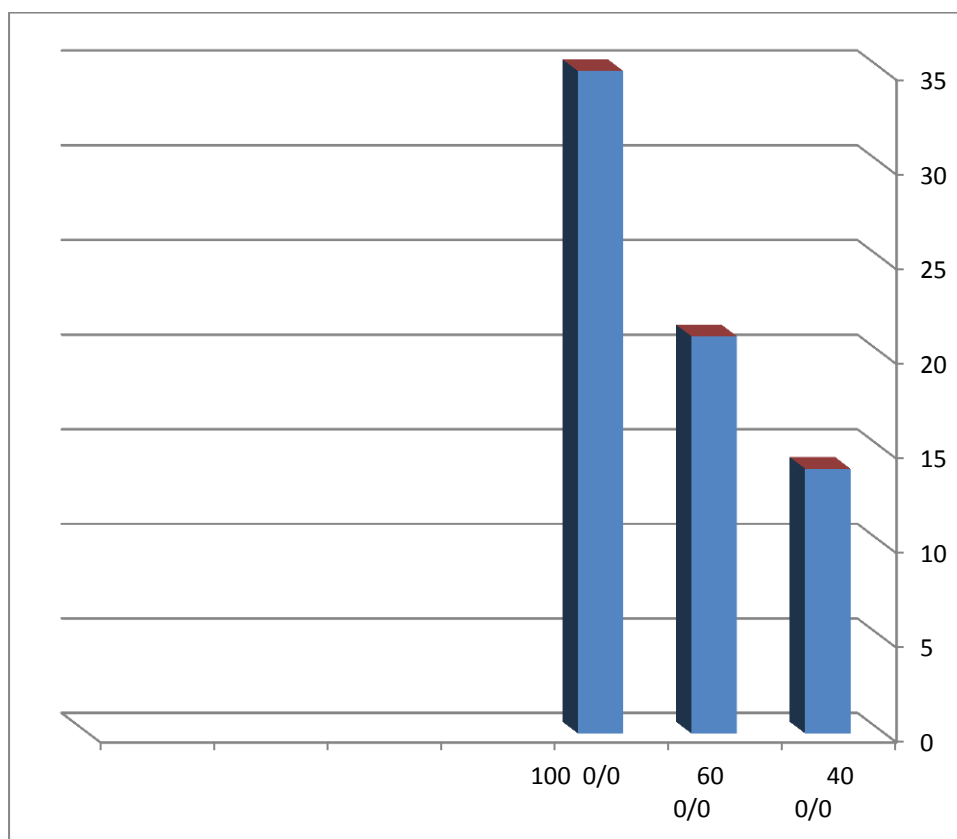


Table 5 and Graph 5 show that the majority (60%) of the learners could not differentiate between English and Arabic articles because Arabic hasn't indefinite articles, while (40%) of them could predict the differences of between the two languages articles. This indicates that there are major grammatical translation problem to the learners of English in translating the articles.

Testing the Hypotheses in Relation to the results

To make sure whether the hypotheses are strong and effective the researcher compared them with the results of the test and explained the following:

The First Hypothesis

Most grammatical translation problems encounter EFL learners due to lack the knowledge about grammatical differences between English and Arabic. Table 2 and Graph 2 illustrates that the majority (71.5%) of the learners are unable to reserve the English word order, whereas (28.5%) of them are able to



keep the English word order. The above table assures the existence of grammatical translation problems to the learners in reserving English word order. Table 3 and Graph 3 show that the majority (94.3%) of the learners could not choose construct passive voice sentences accurately, while (5.7%) of them were able to write the passive voice sentences exactly. This indicates that the learners are unable to write the accurate passive voice forms. Table 5 and Graph 5 show that the majority (60%) of the learners could not differentiate between English and Arabic articles because Arabic hasn't indefinite articles, while (40%) of them could predict the differences of between the two languages articles. This indicates that there are major grammatical translation problem to the learners of English in translating the articles.

The Second Hypothesis

Some of grammatical translation problems encounter EFL learners of English attributed to little reading. Table 1 and Graph 1 show that (100 %) of the learners can't translate the form of the past from Arabic into English by using the helping verb (be) - This proves that there are actual grammatical translation problems to the learners caused by their inability of differentiating between the grammar of the two languages.

The Third Hypothesis

Some of EFL learners have not any strong base of authentic language; thereby they face problems in understanding and translating English and Arabic languages. Table 4 and Graph 4 demonstrates that (34%) of the learners are able to form the suitable translation of the English adjective noun order and (66%) of them are fail in translating correctly. - This explains that there are grammatical translation problems to the learners in translating the adjective noun order because the majority of the students could not form suitable translation readily.



Findings , Recommendations

Findings

The results of the test revealed the following findings:

- 1 – Under-graduate students failed in translating Arabic past form into English by using the verb (be) that indicate to a weak standard of learning the language.
- 2 – Most of under-graduate students confused the English word order.
- 3 – The majority of the students do not know how to construct English passive voice sentences.
- 4 – Some students lack the knowledge about adjectives noun order in English and Arabic.
- 5 – Some under-graduate students do not aware of the distinction between Arabic and English articles.
- 6 – Also the results revealed that some of the students confused between the English words that have similar pronunciation.
- 7 – The majority of under-graduate students do not care about the differences between Arabic and English grammatical rules.

Recommendations

- 1 – Under-graduate students have to pay more attention to the verb (be) that has a very important role in English sentences.
- 2 – The teacher must remind their students about the differences between Arabic and English word order.
- 3 – Under-graduate students must work hard to increase their knowledge about English and Arabic languages.
- 4 - Under-graduate students have to keep in mind the adjectives noun order in English and Arabic.
- 5 – The students must know the unique features between the two languages.



6 – The students ought to enlarge their vocabulary to be able to realize the similar English words.

7 – Under-graduate students have to recognize the grammatical differences between Arabic and English.

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