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The Effect of a Proposed Training Program to Raise the Student Translators' Competence and Its Relationship to Developing Their Performance Level

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Article Info

Abstract

The primary objective of this article is to examine the common translation errors made by Iraqi university students. The study employs Pham Phu Quynh Na's (2005) error analysis taxonomy to categorize and identify errors occurring during the translation of passive sentences from Arabic into English. The findings indicate that linguistic errors are the most prevalent, constituting 61.52% in the first university and 42.84% in the second. Conversely, translation errors are the least frequent, accounting for 38.45% and 57% of the total error rate. Notably, comprehension errors comprise 27% of the errors observed. The gathered data underscores the necessity for these students to undergo additional translation training and exhibit increased attentiveness to understand linguistic texts, while also expanding their translation knowledge.

Introduction

Translation plays a vital role in conveying recent discoveries and inventions across various fields due to the rapid growth and advancement of knowledge, technology, and science. Translating passive voice from Arabic into English is significant because the two languages have different grammatical structures and preferences when it comes to active and passive voice constructions. Understanding how to properly convey the passive voice in English is crucial for accurate and effective communication.

In Arabic, the passive voice is commonly used and often preferred over the active voice. A Reference Grammar of Modern Standard Arabic by Karin C. Ryding is regarded as one of the best books on Arabic grammar. The book probably discusses the passive voice in its sections on verb tenses and sentence constructions, however I'm unable to give page numbers. The book may go through how passive constructs are created, how they are used in different situations (formal, literary, spoken), and why they are important in Arabic (Ghazi & Ben Ali & Aouini, 2017).

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Islam's sacred text regularly employs the passive voice when expressing its beliefs and teachings. The following are a few general illustrations and insights that show how the passive voice is used in the Quran:

When discussing events of creation and divine involvement, the Quran frequently uses the passive voice. For instance:

"وَلَقَدْ خَلَقْنَا الإِنسَانَ مِن سُلَالَةٍ مِّن طِينٍ" (Quran, 23:12 Surah Al-Mu'minun, 23:12)

Translation: "And We certainly created man from an extract of clay."

In the Quran, the passive voice is employed to make statements or announce events, emphasizing the event itself rather than the speaker. Consider this:

" كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهٌ لَّكُمْ ۖ وَعَسَىٰ أَن تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ ۖ وَعَسَىٰ أَن تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ ۗ وَاللَّهُ يَعْلَمُ وَأَنتُمْ لَا تَعْلَمُونَ " (Quran, Surah Al-Baqarah, 2:216)

In English, however, the active voice is generally more common and preferred for clarity and directness. Therefore, when translating from Arabic into English, it is essential to convert passive voice sentences into their active voice equivalents, when possible, to ensure that the intended meaning is accurately conveyed. However, it's important to keep in mind that is the duty of translators to faithfully translate the source text's intended meaning into the target language. However, the translator must also take into account other elements including tone, style, and cultural context. Although it is generally preferable to aim to change passive voice to active voice, the translator's top priority is to preserve the integrity of the original material. In some circumstances, maintaining the spirit of the text while adhering closely to the active voice

may involve rephrasing, restructuring, or adaptation.

The significance of translating passive voice lies in maintaining the intended message and ensuring that it is understood in the target language. Failing to properly translate, the passive voice can result in confusion or misinterpretation by English speakers who are used to active voice structures. It can also affect the overall tone, style, and impact of the translated text (Nida, 1964).

Translating passive voice from Arabic into English requires a thorough understanding of both languages' grammatical structures and an ability to convey the same meaning using appropriate active voice constructions. A skilled translator should consider the context, subject-object relationships, and the overall flow of the text to choose the most suitable active voice alternative while preserving the original meaning (Rhazi & Ben Ali & Aouini, 2017).

The study aims to address several problems encountered by students, particularly in the field of grammatical translation. Additionally, some translators may employ incorrect translation techniques, such as literal or free techniques, or omit words, thereby affecting the meaning of the source text (ST). Furthermore, students often lack sufficient background information in the linguistic field, relying solely on available general or specialized dictionaries that may not contain updated terms or provide comprehensive equivalent translations.

The main purpose of this study is to describe, analyze, and classify translation errors made by undergraduate students when translating passive texts from Arabic into

English. The errors are categorized based on Quynh Na's taxonomy (2005), which includes linguistic errors, comprehension errors, and translation errors.

The research questions that this paper seeks to answer are as follows:

1. What are the errors made by undergraduate students in translating passive texts according to Quynh Na's model?

2. Based on Quynh Na's taxonomy, which errors are most frequently committed by the students?

2. Methodology

2.1 Research Design

This study utilizes the descriptive-analytical quantity assessment approach to examine the errors made by Iraqi translation students in their attempts to find appropriate equivalents for passive voice from Arabic into English. The aim is to determine if the students posses adequate proficiency in this regard. The researcher evaluated the effectiveness of Quynh Na (2005) error analysis model in assessing the errors made by students in translating passive sentences and texts. The application of Quynh Na'(2005) error analysis model was carried outIraqi students whose major is English.

2.2 Data Collection and Participants

The data has been gathered from two Iraqi universities' Colleges of Languages and Translation, focusing on quantitative measures. The research comprises two groups, with each group consisting of 5 students. Both groups exhibited errors, which were categorized by the researcher utilizing Quynh Na (2005) model.

2.3 Instruments and Tools

The researcher implemented a sequence of procedures to conduct this study while analyzing the collected samples, which aimed to assess the validity of the chosen terms and sentences from the source text (ST) and their corresponding translations (TT). These samples have been collected to apply the model on to analyze the errors made by the selected participants. Furthermore, the samples have been organized in tables that incorporated Quynh Na's error taxonomy, displaying the number of translational errors, the ST term or sentence, and its corresponding TT translation. Three tables were created to align with the three types of errors. Each table addressed a specific error type, accompanied by a brief discussion on the error types and the translation techniques employed by the participants. The errors were highlighted in both the ST and TT within the table, while in the commentary paragraphs, they were emphasized using italics.

3. Error Analysis

According to Brown (2000, p. 226), the process of learning inherently involves making mistakes, as they are an integral part of acquiring skills and knowledge. Therefore, educators and researchers, particularly those interested in second language learning, understand the importance of carefully analyzing the errors made by second language learners when attempting to master a language system. It is crucial to differentiate between mistakes and errors in order to analyze a learner's language from an appropriate perspective. As stated by Brown (2000, p. 226), a mistake refers to a performance error, such as a slip of the tongue or a random guess, which can be made by both native and non-

native speakers in various language situations. On the other hand, an error signifies a noticeable deviation from the grammar of a native speaker, reflecting the competence of the learner. For example, when a learner asks, "Does John can sing?" it is considered an error because the learner mistakenly believes that auxiliary verbs like "do" and "does" must precede any verb in all question forms. Another distinction is that errors cannot be corrected, whereas mistakes can be rectified if the speaker pays attention to them.

In the 1970s, Error Analysis (EA) emerged as a field within Applied Linguistics. Corder (1967) is credited with introducing EA, which focuses on the errors made by second language learners due to a misunderstanding of new language rules. Corder (1967), often regarded as the "father" of EA, argued that errors are crucial as they help identify areas of weakness that require additional support in second language teaching.

Brown (2000, p. 166) defines EA as the process of observing, analyzing, and categorizing deviations from the rules of the second language in order to uncover the systems employed by learners. Crystal (1987, p. 112) describes EA as a technique used to identify, classify, and systematically interpret the unacceptable forms produced by individuals learning a foreign language, utilizing principles and procedures provided by Linguistics.

3.1 Pham Phu Quynh Na (2005) Taxonomy of Error Analysis in Translation

In the field of translation studies, errors can serve as indicators of translation quality and provide insights into the translator's thought process (Seguinot, 1990, p. 86). As a result, the concept of translation quality assessment (TQA) is closely linked to translation errors. Juliane House, a German scholar, established the concept of TQA based on theories of language use (House, 2015, p. 21).

Quynh Na (2005) focused on analyzing students' errors in translation concerning the topic-comment relation or the subject-predicate relation. Various linguists have constructed different concepts to explain this relationship, such as presupposition and focus, theme and rheme, and topic and comment (Quynh Na, 2005, p. 56).

According to Quynh Na (2005, p. 56), the concept of topic and comment is generally based on the notion that utterances are "about" something or a "topic" connected to information the speaker assumes the listener is already aware of, while the utterances contain information presented as new relative to this topic (comment).

Quynh Na's (2005) study aimed to investigate the influence of typological differences between Vietnamese and English on the translation of Vietnamese sentences into English. The study involved analyzing errors made by Vietnamese EFL students in their Vietnamese-English translations. The participants were 95 students from English translation classes at the University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam, ranging from the first to fourth year. Translated texts were collected from students who were given the same source text.

Quynh Na (2005) specifically focused on problematic errors commonly made by students when translating the topic-comment structure in Vietnamese. The study provided practical guidelines to assist teachers in

helping their students avoid such errors in English translations.

The model proposed by Quynh Na (2005, p. 60) depicted in the figure presents general types of translation errors, incorporating both linguistic and translation-related categories. This model reflects the learning context and translation training in Vietnam, where translation is taught as a skill at universities rather than as a standalone discipline or a tool for language teaching.
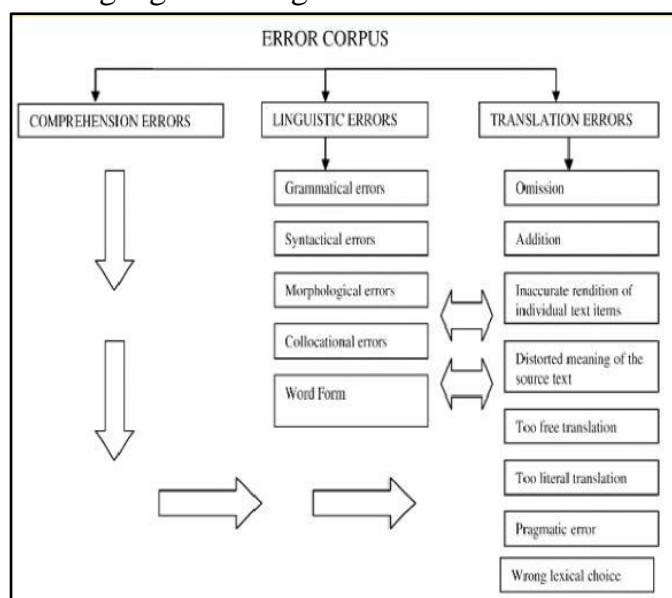
Figure (1) Models of the analyzing the errors corpus

Quynh Na (2005, p. 60) categorized errors into three groups, as illustrated in the aforementioned diagram. The first group is comprehension errors, which occur when the learner misunderstands the sentence structure in the ST or misinterprets a word. Consequently, the translation is based on the learner's misunderstanding of the ST.

The second group consists of linguistic errors, which can be further divided into five sub-categories. The first sub-category is grammatical errors, such as subject-verb agreement issues, incorrect verb tenses or forms, incorrect case usage for nouns,

pronouns, and adjectives, and the use of an adjective when a verb is needed. Grammatical errors can occur in various word classes, including nouns, pronouns, verbs, conjunctions, adjectives, adverbs, prepositions, articles, and determiners. Additionally, there are syntactic errors, which involve items larger than individual words, such as phrases, clauses, or sentences. Examples of syntactic errors include sentence fragments, improper use of relative clauses, incorrect sentence construction, improper modification, lack of parallelism, and incorrect word order(James, 1998, p. 156).

Furthermore, morphological errors pertain to the failure to adhere to the norm in terms of inflection or derivation within word classes. For instance, errors like "six book*" or "aboli*shment" represent noun morphology errors. The final sub-category of linguistic errors is collocational errors, which involve inaccuracies in the idiomatic usage of the target language (TL).

The third group encompasses translation errors, which signify the inability of student translators to convey the original meaning of the ST accurately in the TT. This includes essential information being omitted from the translation, the addition of unnecessary elements not present in the ST, excessively liberal translations, or overly literal translations. Translation errors also encompass pragmatic errors, which occur when the student produces a grammatically correct sentence or phrase, but its usage is inappropriate within the communicative context established by the ST and TT. Wrong lexical choice is another aspect of translation

errors, arising when the student fails to find the appropriate word for translation.

Quynh Na (2005, p. 62) emphasized that these "translation errors," according to the three-stage process proposed by Nida (1964) and Nord (1992), are closely linked to "translation competence" since they occur during the process of transferring meaning.

4. Results and Discussion

The results of our study on the passive voice translation from Arabic to English will be revealed in the paragraph that follows, illuminating the accomplishments made via rigorous analysis and inspection. This conversation will go into the outcomes that were discovered, demonstrating the tactics and learnings that came from the process of translating passive voice constructs. We seek to provide a deeper knowledge of the difficulties, nuances, and effective strategies involved in faithfully transmitting passive voice characteristics from Arabic to English through a thorough investigation of these results.

Translation Error	Total in Raw Numbers	
Linguistic Errors	University 1	University 2
Grammatical	3	1
Syntactic	4	0
Morphological	4	1
Collocations	5	1
Translation Errors		
Omission	4	2
Addition	2	2
To literal	4	0

Table 4.1 Types of Errors in Both Universities

Translation Error	University 1	University 2
Linguistic Errors		
Grammatical	11,53%	14,28%
Syntactic	15,38%	0%
Morphological	15,38%	14,28%
Collocations	19,23%	14,28%
Translation Errors		
Omission	15,38%	28,5%
Addition	7,69%	28,5%
To literal	15,38%	0

Table 4.2 Percentage of Errors in Group 2

The tables above demonstrate the common errors the students had when they translated the passive sentences from Arabic into English. Some students had errors in grammar, syntax, morphology, and collocations. Others had errors due to omission, addition, or translating literally, word by word.

4.1.1 Missing Auxiliary

This section will focus on a significant aspect of the translation process—cases in which some students had trouble accurately conveying sentences. The misuse or omission of auxiliary verbs was the cause of this difficulty. Neglecting this important linguistic component could result in phrases being mistranslated, which would lower the translation's overall quality and accuracy. The researcher's investigation will focus on the elements that contribute to the deletion of these necessary auxiliary verbs, illuminating the complexities of this phenomena and its implications for translation precision.

There were some students that mistranslatedd some sentences due to incorrect use, or not using at all, auxiliary verbs.Missing auxiliary verbs might be due to:

I.Structural differences: Arabic and English have different grammatical structures,

including the use of auxiliary verbs. In Arabic, passive voice constructions often rely on a specific verb form or a passive participle without the need for auxiliary verbs. Students may transfer this structure directly into their English translations, overlooking the necessity of auxiliary verbs in English.

II.Lack of awareness or knowledge: Students may not be fully aware of the grammatical rules and conventions of the passive voice in English. They may not have been explicitly taught about the use of auxiliary verbs to form the passive voice or may not have a thorough understanding of their function and placement within the sentence.

III.Limited exposure or practice: Insufficient exposure to authentic English texts or limited opportunities to practice translating passive sentences could contribute to the omission of auxiliary verbs. Without regular practice and exposure to correct passive voice constructions, students may struggle to recognize and appropriately incorporate auxiliary verbs in their translations.

IV.Overemphasis on literal translation: Students may focus on a word-for-word or literal translation approach, which can lead to overlooking the structural differences between Arabic and English. They may prioritize translating individual words rather than considering the overall grammatical structure required in English.

V.Lack of revision or proofreading: Students may overlook the absence of auxiliary verbs during the revision or proofreading stage. This could be due to time constraints, inadequate editing skills, or a lack of attention to detail. Some samples are:

"The criminal will judged."

Category: Lack of awareness or knowledge
"The car stolen."
Category: Structural differences
"Machine used."
Category: Structural differences
"Event organized."
Category: Structural differences
"Rocket launched."
Category: Structural differences
"School opens in September."
Category: Structural differences
"This method used."
Category: Structural differences
"New mosque built."
Category: Structural differences
"Car manufactured in Japan."
Category: Structural differences
"Winner chosen."
Category: Structural differences
"Contract renewed."
Category: Structural differences
"Painting designed by the artist."
Category: Structural differences

All examples above lack the use of English auxiliary verbs. In English, the passive voice requires the auxiliary verb "be" followed by the past participle form of the verb. The omission of "be" in this translation creates an incomplete sentence structure.

4.1.2 Incorrect Verb Tense
Mistranslation: "The criminal will judge."
المجرم سيُحاكَم

Explanation: This mistranslation occurs when the verb "يحكم" is incorrectly interpreted as an active verb instead of a passive one. It misrepresents the intended meaning by suggesting that the criminal will perform the act of judging.

Mistranslation: "The car is stolen."

Explanation: This mistranslation uses the present tense instead of the past tense, altering the intended meaning. It suggests that the car is currently in a stolen state rather than emphasizing the past event of the theft. In this instance, the incorrect translation fails to accurately convey the original sentence's meaning. The Arabic passive voice is used to describe the past occurrence of the automobile being stolen, hence the statement "The car is stolen" should actually be translated as " " (The car was stolen). The original text did not mean to imply that the car is currently in a stolen state by using the present tense in Arabic, as evidenced in the incorrect translation.

Mistranslation: "The machine was used." تُستخدم الماكينة

Explanation: This mistranslation uses the past tense instead of the present tense, altering the intended meaning. It suggests that the machine was previously used but does not convey the ongoing or general nature of the action. In this instance, the incorrect Arabic translation " تم استخدام الماكينة " employs the past tense to imply that the machine was used in the past. The original sentence, however, aims to portray a broader or more constant sense of usage. The most precise translation would be " تُستخدم الماكينة" which uses the present tense to denote that the machine is being utilized now or regularly. This present tense version more accurately conveys the action's continuing nature and matches the sense of the original text.

Mistranslation: "The event is organized."

Explanation: This mistranslation uses the present tense instead of the past tense, altering the intended meaning. It suggests that the event is currently being organized rather than conveying that it has already taken place. In this instance, the incorrect Arabic translation " الحدث منظم " employs the present tense to imply that the event is now being planned. The original statement, however, aims to make the point that the event has already happened and was planned in the past. The phrase " تم تنظيم الحدث " would be a more accurate translation because it uses the past tense to show that the event has already been planned.

Mistranslation: "The rocket is launched."

Explanation: This mistranslation uses the present tense instead of the past tense, altering the intended meaning. It suggests that the rocket is currently being launched rather than conveying that it has already been launched.

4.1.3 Confusing Subject

Mistranslation: "The judge will be criminal."

Explanation: This mistranslation confuses the roles of the subject and the object in the sentence. Instead of indicating that the criminal will face judgment, it incorrectly suggests that the judge will be considered a criminal. In a more simplified explanation, the subject and object of the statement are unclear as a result of this translation error. It inaccurately implies that the judge will be viewed as a criminal rather than emphasizing that the criminal will be judged.

Mistranslation: "The thief was stolen the car."

Explanation: This mistranslation confuses the roles of the subject and the object in the sentence. Instead of indicating that the car was stolen by someone (the thief), it incorrectly suggests that the thief was somehow stolen along with the car. This oversight muddles the roles of the giver and receiver. It incorrectly suggests that the thief was taken along with the

car rather than that the car was stolen by the thief.

Mistranslation: "The organizers were the event."

Explanation: This mistranslation confuses the roles of the subject and the object in the sentence. Instead of indicating that the event was organized by someone (the organizers), it incorrectly suggests that the organizers themselves were the event.

Mistranslation: "This way is used."

Explanation: This mistranslation replaces the word "method" with "way," altering the intended meaning. While "طريقة" can be translated as "method" or "way," using "way" in this context can create ambiguity and misrepresent the specific meaning of the original sentence.

Mistranslation: "The builder of the new mosque."

Explanation: This mistranslation ambiguates the roles of the subject and the object in the sentence. Instead of indicating that the new mosque was built by someone (the builder), it incorrectly suggests that the subject of the sentence is the builder rather than the mosque.

Mistranslation: "The manufacturer of the car in Japan."

Explanation: This mistranslation misplaces the roles of the subject and the object in the sentence. Instead of indicating that the car was manufactured by someone (the manufacturer) in Japan, it incorrectly suggests that the subject of the sentence is the manufacturer rather than the car.

Mistranslation: "The renewed contract."

Explanation: This mistranslation confuses the roles of the subject and the object in the sentence. Instead of indicating that the contract

was renewed by someone (or a party involved), it incorrectly suggests that the subject of the sentence is the renewed contract itself.

Mistranslation: "The construction of the new building." (This is the mistranslation, no verb is the error)

Explanation: This mistranslation confuses the roles of the subject and the object in the sentence. Instead of indicating that the new building was constructed by someone (or a construction team), it incorrectly suggests that the subject of the sentence is the construction process itself.

Mistranslation: "The artist designed the painting." الفنان قام بتصميم اللوحة.

Explanation: This mistranslation confuses the roles of the subject and the object in the sentence. Instead of indicating that the painting was designed by someone (the artist), it incorrectly suggests that the subject of the sentence is the artist and that the artist designed something.

Mistranslation: "The organizers of the event."(the error is that there is no verb)

Explanation: This mistranslation confuses the roles of the subject and the object in the sentence. Instead of indicating that the event was organized by someone (or an organizing team), it incorrectly suggests that the subject of the sentence is the organizers rather than the event.

4.1.4 Loss of Passive Voice

Mistranslation: "Someone stole the car."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the car being the object of the

theft to someone actively performing the act of stealing.

Mistranslation: "They organized the event."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the event being the object of the action to someone actively performing the action of organizing.

Mistranslation: "They chose the winner."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the winner being the object of the action to someone actively performing the action of choosing.

Mistranslation: "They constructed the new building."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the building being the object of the action to someone actively performing the action of construction.

Mistranslation: "The artist designed the painting."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the painting being the object of the action to someone actively performing the action of designing.

Mistranslation: "They organized the event."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the event being the object of the action to someone actively performing the action of organizing.

Mistranslation: "They launched the rocket."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the rocket being the object of the action to someone actively performing the action of launching.

Mistranslation: "They will open the school in September."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the school being the object of the action to someone actively performing the action of opening.

Mistranslation: "They use this method."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the method being the object of the action to someone actively performing the action of using.

Mistranslation: "They built the new mosque."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the mosque being the object of the action to someone actively performing the action of building.

Mistranslation: "They manufactured the car in Japan."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the car being the object of the action to someone actively performing the action of manufacturing.

Mistranslation: "They renewed the contract."

Explanation: This mistranslation changes the passive voice of the sentence into an active voice, altering the intended meaning. It shifts the focus from the contract being the object of the action to someone actively performing the action of renewing.

4.1.5 Literal Translation

Literal Translation:

Mistranslation: "The machine is using."

Explanation: This mistranslation occurs when the verb "استخدام" is incorrectly interpreted as an active verb instead of a passive one. It mistakenly suggests that the machine itself is actively performing the action of using.

Mistranslation: "The event was organized."

Explanation: While this translation seems correct, it is actually a proper translation and not a mistranslation. It accurately conveys the intended meaning of the original sentence.

So, from what has been presented so far, it can be concluded that Arabic student translations/mistranslations may encounter difficulties and make mistranslations when dealing with passive sentences due to various grammatical, morphological, and lexical challenges. Here's an explanation of how these issues can impact their translations:

Grammatical challenges: Arabic and English have different grammatical structures, which can lead to errors in translating passive sentences. Arabic tends to use passive voice more frequently than English, and the syntactic order and word placement in Arabic passive constructions differ from those in English. Students may struggle with identifying the need for auxiliary verbs and correctly positioning them within the sentence.

Morphological challenges: Arabic has a rich and complex system of verb conjugation and morphology. Verbs in Arabic change their forms to reflect tense, gender, number, and other grammatical aspects. This complexity can pose challenges for students when translating passive sentences into English. They may overlook the need to modify verb forms, resulting in inaccuracies or incomplete translations.

Lexical challenges: Arabic and English have different lexical resources, and not all words have direct equivalents between the two languages. Students may face difficulty finding appropriate lexical choices to convey the passive voice accurately. They may resort to literal translations or choose incorrect vocabulary, leading to mistranslations that do not convey the intended meaning effectively.

Lack of exposure to English language and context: Some Arabic student translators may not have extensive exposure to the English language and its nuances. They may struggle to understand the subtleties of passive voice usage in English, including factors such as register, style, and pragmatic implications. Insufficient exposure to English-language texts and limited practice in translating passive sentences can contribute to mistranslations.

Limited knowledge of English grammar rules: Inadequate understanding of English grammar rules, including the formation and use of auxiliary verbs, can hinder accurate translations of passive sentences. Students may lack familiarity with the specific grammatical structures required for expressing the passive voice in English, leading to errors or omissions in their translations.

5. Conclusion

The research paper examined the errors made by students in their third and second year

midterm exam for translating passive sentences in graduation projects at two Iraqi universities. Quynh Na's (2005) error analysis model was applied, which classifies errors into three categories: linguistic errors, translation errors, and comprehension errors. The study primarily focused on the frequency of errors in the field of passive translation and aimed to assess the effectiveness of Quynh Na's (2005) model in error classification.

The researcher analyzed 15 sample sentences, specifically selected for their length and extensive content. The findings of the research paper revealed that in the first university, 61.52% of the participants' errors were due to linguistic errors, while the second university had a percentage of 42.84%. Mistranslation errors accounted for 38.45% in the first university and 57% in the second university. To address these challenges, it is important for educators to provide comprehensive training that covers grammar, morphology, and lexical aspects of translation. This includes specific instruction on passive voice constructions and the use of auxiliary verbs in English. Assigning exercises and practice materials that focus on translating passive sentences and providing feedback on students' translations can also help improve their competence in this area. Additionally, encouraging extensive reading and exposure to a variety of English texts can enhance students' language proficiency and contextual understanding, thereby improving the accuracy of their translations.

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Appendix: List of Arabic passive voice sentences translated into English

No.	Arabic Passive	Translation
1	سيُحاكم الجاني	The criminal will be judging
2	سُرِقَت السيارة	The car was stolen
3	يتم استخدام الآلة	The device is being used
4	تم تنظيم الحفلة	The party was organized
5	تم تشغيل الجهاز	The device was turned on
6	تم إطلاق الصاروخ	The rocket was launched
7	ستُفتح المدرسة في سبتمبر	School opens in September
8	يتم استخدام هذه الطريقة	This method is used
9	تم بناء المسجد الجديد	A new mosque was built
10	تم تصنيع السيارة في اليابان	The car manufactured in Japan
11	تم اختيار الفائز	The winner was chosen
12	تم تجديد العقد	The contract was renewed.
13	تم بناء المبنى الجديد	The new building was constructed
14	تم تصميم اللوحة بواسطة الفنان	The painting is designed by the artist
15	تم إصلاح السيارة من قبل الفني	The car was repaired by the mechanic

أثر برنامج تدريبي مقترح في رفع كفاءة طلاب المترجمين وعلاقتها بتطوير مستوى أدائهم

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الخلاصة:

الهدف الأساسي من هذه الورقة البحثية هو فحص أخطاء الترجمة الشائعة التي يرتكبها طلاب الجامعات العراقية. تستخدم الدراسة تصنيف تحليل الأخطاء لفام فو كوينه (2005) لتصنيف وتحديد الأخطاء التي تحدث أثناء ترجمة الجمل المبنية للمجهول من العربية إلى الإنجليزية. وتشير النتائج إلى أن الأخطاء اللغوية هي الأكثر انتشارًا حيث شكلت 61.52٪ في الجامعة الأولى و 42.84٪ في الجامعة الثانية. بالمقابل ، أخطاء الترجمة هي الأقل تكرارًا ، حيث تمثل 38.45٪ و 57٪ من إجمالي معدل الخطأ. والجدير بالذكر أن أخطاء الفهم تشكل 27٪ من الأخطاء الملاحظة. تؤكد البيانات التي تم جمعها على ضرورة أن يخضع هؤلاء الطلاب لتدريب إضافي على الترجمة ويظهروا اهتمامًا متزايدًا بفهم النصوص اللغوية ، مع توسيع معرفتهم بالترجمة أيضًا.

الكلمات المفتاحية: الاستيعاب ، الترجمة ، الكفاءة ، التصنيف.