

College Students 'Errors in Translation / Errors Analysis

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Abstract

Translation is the most important topic and it has wide interesting nowadays, the current study aims at identifying and classifying errors which are made by students in their translation. It conducted on the fourth year college students studying at the English Department, College of Basic Education, Al-Mustansiriya University; it was applied on 70 male and female students. The students are asked to translate a texts and sentences from English into Arabic and then the answers of students were analyzed according to a special scoring scheme which sets by the researcher. According to statistical analysis, the students made errors and faced some difficulties in their translation.. Some of students were translated word by word into English. This phenomenon led them to come up with weak expressions in their translation. They took for granted that whatever written in the dictionary was absolutely appropriate and correct. At the end of the study, the researcher was put some recommendations and suggestions for further research.

Chapter One: Introduction

As practicing teachers, we have noticed that error analysis can be a very effective tool for improving students' English language acquisition and skills. Owing to the fact that teaching and learning process also focus on the development of students' translation abilities, it is important to learn vocabulary of the language and since amount of vocabulary is needed for translation, a lot of learners are highly depended on the use of bilingual dictionaries when they are faced uncertain words or expressions. Learners who have high level are expected to make errors in their translation (Diana and Michaela, 2014: online).

Qassim (2014:Online) states that "translation is a human activity, therefore, the text that is translated from source into the target language should be written in a rhetorical style in order to influence readers".

The current study used to classify the errors of translation of EFL students, to find out the most common errors, and what implications could be made out of the results.

1.1 Statement of the Problem

Translation is not easy activity to master, so it too difficult because it requires much efforts on the part of the students to master both source language and target language. Students are faced many problems in translation i.e. finding the equivalent for words and phrases as they are used in both languages.

The learners at early stages of learning translation think that translation is a matter of word-for-word process. Therefore, Iraqi EFL College students of English are faced difficulties in translation, Translation is seen as a number of problems that require suitable and possible solutions.(Qassim, 2014:Online) .

1.2 Aims

The main aims of this study is to:

- Examining EFL fourth- year college students' level in translation.
- Identifying EFL fourth- year college students' errors in translation.

1.3 Hypothesis

It hypothesized that:

- Iraqi EFL college students are moderate in translation.

1.4 Procedures

In order to verify and improve the aim, the following steps are adopted in the current study

1. Selecting a representative sample from population of the study.
2. Constructing and administering a test to identify the errors that students made in their translation.
3. Setting an analytic scoring scheme to ensure the accuracy of scoring the test.
4. Analyzing the results of the students
5. Discussing the obtained results and drawing some conclusion.
6. Providing and recommendations and suggestions for further research.

1.4 Limitations

The study is limited to:-

1. It was applied in the course of the academic year 2016/2017.
2. It was applied and carried out on the fourth level of Iraqi EFL college students.
3. It dealt with the errors that the students made in translation (commercial, political text from English to Arabic).

1.5 Definition of Basic Terms

1.6.1 Translation:

Roberts (2002: 429) states that translation “is an activity comprising the interpretation of the meaning of a text in one language – the source- and the other language the – target”.

1.6.2 Errors

Errors actually seem that something wrong is written in original text when translating original into target texts and errors can be classified as, e.g., pragmatic, semantic, idiomatic, orthographic, linguistic or stylistic errors (Hansen,2006:Online).

Chapter Two: A short Introduction of Translation

This chapter is intended to state a certain introductory notion of translation on which the current study is based on. First, it mentions something about the concepts of translations and its meaning as well as the kinds of errors that student is made.

2.1 The Notion of Translation

One of the most important cross- linguistic and cross- cultural practice is translation, to clarify and understand the notion of translation is most importance in defining the boundaries of it (Bnin , 2015:6).

Munday (2001:5) states that “translation can be referred to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation otherwise known as translating) the process of translating between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the target language or TL)”.

Catford (1965:20) defines translation “as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”.

Furthermore, Nida and Taber (1974: 12) assert that "translation is to reproduce the natural equivalent of the source-language message in the receptor language in terms of meaning and in terms of style".

Aziz (1989:19) adds that translation is “an operation that is worked on two or more languages in which the source text is replaced by the target language on the basis of equivalent between both texts (lexis and grammar of the target language; and the source language phonology or graphology is also subsequently replaced by target language phonology or graphology)”.

Nakhallah (2010: online) says that translation is considered "as a project for transferring meaning from one language to another. It is a form of communication that comprises a source language and target language. Translators should capture and convey meaning in interlingual communication".

Moreover, Mc. Quire (1980:3) states that translation is an operation that requires translating the text from source into target language and the translator should ensure that:

1. The meanings of both texts are approximately similar.

2. The structures of the language will be preserved as closely as possible but not so closely the target language structures will be seriously distorted (cited in Hathi, Sinambela, and Pakpahan, 2007: Int).

2.1.1 Principles of Translation

Generally speaking, sufficient knowledge of the source and target language is needed to produce a good translation and there are basically more things to be taken into account by a translator. The principles give much help to a translator.

Mc. Quire (1980:3 as cited in Hathi, Sinambela, and Pakpahan, 2007: Int) states that translation has general principles :

1. Translation has to be able to present a perfect transferring of ideas conveyed in the original text.
2. The style and way of translation have to have similarities with the original text
3. The translator could have a perfect knowledge of both languages
4. The translator generally should use a form of speech
5. The translator should avoid word by word translation
6. The translator should select and arrange his/ her words and ideas accurately.

2.2 The Importance of Translation

Translation is not easy skill; it is complex process which comprises a number of activities that are drawn upon other disciplines. Keenan (1978:13), in the translation process, there are three major activities concomitantly run:

- To transfer the data from the source language to the target language,
- Synchronic-analysis of text and translation of subject-matter, and
- To develop self learning.

Schaffner (1998:56) agrees with Keenan (1978:13), by asserting that the translation and exercises are useful and beneficial to foreign language learners in order to:

1. Improve their verbal agility,
2. Expand their vocabulary in second language
3. Develop their style in translation,
4. Improve the understanding of how languages are worked,
5. Consolidate second language structures for active use,
6. Monitor and improve the comprehension of second language.

Ross (2000: 66) states that translation “is recognized as the fifth skill and the most important social skill since it promotes communication and understanding. As a form of communication, translation involves

interaction and cooperation between people, which makes it a very useful tool in foreign language teaching”.

2.3 Types of Translation

The Swedish- American structuralist Roman Jakobson. Jakobson (1959/2004 as cited in Munday, 2001: 5) classifies translation into three types: **intralingual**, **interlingual**, and **intersemiotic**. The first type, 'intralingual' translation, or 'rewording', “is the interpretation of verbal signs by means of other signs of the same language”.

The second type is interlingual translation, “is the interpretation of the verbal signs of one language by means of the verbal signs of another” (ibid: 5).

The third type of translation is called 'intersemiotic'. It refers to the transference of a message from one kind of symbolic system to another. the replacement does not involve language but another, non-linguistic, means of expression, in other words, a different semiotic system. In this sense we can say, for instance, that a poem is translated into a dance or a picture, a novel into an opera or a film (House, 2009: 4).

2.4 Translation Theory

Oxford Advanced Learner's Dictionary defined theory “as a set of properly argued ideas intended to explain facts or events.”

Farghal (2000: 86) makes an important distinction between two types of theories: a theory of translating and a theory of translation. The first one said to be “consisting of a set of practical principles and guidelines which are intuitively implemented in translation practice by competent translators”. (cited in Bnin, 2015: 11).

On the other hand, the second type of theory is said to be conscious, i.e. “consisting of a set of theoretical or abstract principles and guidelines which are consciously applied by translators”. (ibid: 11).

Furthermore, Farghal confirms that “the translation theory should introduce to class, the student first develop a certain translating technique, and the role of translation theory is to refine the existing level of translating by bringing to consciousness a set of translation strategies and principles in the prospective of translators” (ibid:)

2.5 Translation Methods

Newmark (1988: 81 as cited in Mayyadah, 2013: 12-3) state that there are different methods of translation, the following are:

- 1- Word-for-word translation: in this type, words are translated singly by their most common meanings, out of context.
- 2- Literal translation: This type of translation is similar to word for word translation, the structures of grammar of second language are converted to target language equivalents.

- 3- Faithful translation: in this type of translation, it requires to produce the precise contextual meaning of the original within the limitation of the target language grammatical structures.
- 4- Semantic translation: it takes more account of the aesthetic value of the second language text.
- 5- Adaptation: it is mainly used for plays and poetry; the themes, characters. Plots are usually preserved; the culture of second language is converted to the target language culture.
- 6- Free translation: the text of target language is produced without style, form, or content of the original.
- 7- Idiomatic translation: it requires to reproduce the message of the original and to distort the meaning by preferring colloquialisms and idioms that are not found in the original.
- 8- Communicative translation: in this type of translation, it attempts to get out the contextual meaning of the original text in such way that both content and language are acceptable and comprehensible to the readers.

2.6 Translation and Meaning

Richard and Schmidt (2002:478) state that there are different methods in which the meaning of language is studied. Many of philosophers have improved the relation between linguistic expressions,.

Generally speaking, meaning is the heart and a complex process. Translation is a process of conveying meaning, message, and ideas of a text that translate from one language to another. The main aim is what kind of meaning that translator deals with. Since, meaning has different dimensions which cannot be easily distinguished as separated. Hatim and Munday (2004: 34) suggest that the main problem actually to determine whether the meaning of source text is transferred into the target text. Therefore, it is clear that meaning is the key problem. This reveals to the importance of meaning. From this point, it is necessary to discuss the meaning and its types.

2.7 Meaning and Its Types

In general, meaning has a variety of roles in theories of linguistic understanding, of the determination of referents, of intentional states, and of a range of semantic phenomena.

The word 'meaning' and its corresponding verb 'to mean' are among the eminently discussable terms in English. Semanticists have often seemed to spend an immoderate amount of time puzzling out the meanings of meaning as a supposedly necessary preliminary to the study of 'meaning'. The Meaning of Meaning, containing a list of as many as by presenting this list, they try to arrive at the conclusion that confusion and

misunderstanding come about because of lack of agreement about such a basic term 'meaning', (Leech, 1974: 1).

Some linguists classify meaning according to the purpose of achieving more while others classify meaning according to the nature of meaning. Portner (2006:138) states that there are two types of meaning, semantic meaning and pragmatic meaning.

Al-Sulaimaan (2011:63) confirms that the study of linguistic meaning and other types of meaning can be divided into two main fields, semantics and pragmatics. Semantics studies the literal meaning of words and the meaning of the way they are combined, which work together, from the core of meaning, or the starting point from which the whole meaning of a particular sentence is constructed. On the other hand, pragmatics studies the ways that literal meaning must be refined, enriched to get an understanding of what the speaker meant in his/ her utterance of a particular expression.

2.7.1.1 Semantic Meaning

Parker and Riley (2005:31) state that semantics “is the study of linguistic meaning: that is, the meaning of words, phrases, and sentences. Unlike pragmatics, semantics is part of grammar proper, the study of the internal structure of language. Unfortunately, because semantics is the most poorly understood component of grammar, it can be one of the most difficult areas of linguistics to be studied. The fact is that no one has yet developed a comprehensive, authoritative theory of linguistic meaning”.

2.7.1.2 Pragmatic Meaning

Pragmatics is also defined by a number of psychologists, linguists, and philosophers and they all agree that the essence of pragmatics lies in the study of language in use or in context of situation. Bates (1976:27) states that pragmatics is ‘the border area which the correct use of the language absolutely requires knowledge about the speaker, listener, and the social and physical setting of any ongoing discourse’.

Finch (2000:149) agrees with Bates (1976:27), by asserting that pragmatics is a newer area of linguistics than semantics. As such, it suffers in particular from the lack of any coherent level of theory. It consists largely of a cluster of approaches which cohere around the preoccupation with the contextual constraints on meaning. In its origins it owes much to the perceived shortcomings of formal logic in coping with natural language.

2.7.2 Further Types of Meaning

Meaning is a very complex phenomenon. It has been viewed by different semanticists, pragmatists, and different schools of linguistics. This is because of the multiplicity of factors that affect its nature. The basic types of meaning will be, very briefly, presented and explained.

1. **Prepositional Meaning:** refers to meaning of a word or an utterance that comes from the relation between it and what it describes in a real world as conceived by the speakers of particular language in which the word or utterance belongs. (Portner, 2006:138).
2. **The Expressive Meaning:** The second type of meaning is related to the speaker's feelings or attitudes rather than to what words or utterances refer (ibid: 138).
3. **Presupposed Meaning:** It arises from co- occurrence restrictions which enable us to expect what is the following or preceding word when certain word comes in a text. (ibid: 138).
4. **Evoked Meaning:** It arises for dialect variation that represents a variety of language which is used by a certain linguistic community and register variation.
5. **Word Meaning:** The word "meaning" refers to a thing or an idea that a sound, word, signs, etc. It is a concept that provides a mental description of a certain kind of entity represents, as well as, it is the thing or ideas that somebody wishes to communicate to you by what they say or do. (Al-Sulaimaan, 2011:64). It can be also defined as what a word means or signifies i.e. What it counts as the equivalent of in the language concerned. In fact, the word meaning is to be considered as the construct in term of which sentence meaning and communication can be explained. This leads us to say that words enter into two kinds of meaning relation: (1) the referential or denotational relation which concerns the relation between words and our experience of the world. (2) The sense relation and in particular the relation of synonyms and antonyms with each other in the meaning systems of the vocabulary of language (ibid:64).

The meaning of language is operated at two ranks: word rank, and sentence rank. In the word rank, semanticists explore the relationship between words. This constitutes their *sense*, that is, the meaning which a word has by virtue of its place in the linguistic system. There are a number of items in the glossary which deal with aspects of 'sense' such as *SYNONYMY*, *ANTONYMY*, *POLYSEMY*, *HOMONYMY* and *HYPONYMY*. A key idea here, taken from the linguists, is that words are sign. Their relationship to the world, or their *REFERENCE*, is symbolic so that rather than being labels for thing they are labels for concepts. The consequence of this is that any individual word, or sign, derives its meaning, not from the world, but from its existence within a network, or *SEMANTIC FIELD*, of related signs (Finch, 2000:145).

6. **Lexical Meaning:** In this type, the meaning of lexical items is the major parts of speech, such as nouns, lexical verbs, adverbs, adjectives, adverbs, etc. (Al-Sulaimaan, 2011:65).

7. **Sentence Meaning:** It refers to what a sentence means, what it counts as the equivalent of in the language concerned. Sentence meaning can also be defined as the concept that provides a mental description of certain kind of situation (ibid: 65).

8. **Structural Meaning:** It refers to the meaning in which the words are combined. It mainly comprises the meaning that is derived from syntactic structure of an expression (ibid:65)

9. **Grammatical Meaning:** It is the grammatical form of the word, e.g., singular, plural, comparative, simple word, compound word, past tense, progressive aspect, etc (ibid:65)

2.8 Equivalence of Translation

Translation is a type of communication, and the main aim is to find the equivalence between the original and target language, without equivalence, the translated text cannot be considered as translation of the original text. In short, equivalence is the basic requirement of translation.

Catford (1965:21) asserts that “equivalence in translation cannot be interpreted as identity in terms of its scientific sense. As we know, there are no words that have exactly the same meaning in one language. Quite naturally, no two words in any two languages are absolutely identical in meaning. As far as the whole text is concerned, it is impossible to transfer the entire message from original text into the target text. Therefore, equivalence in translation can be seen and understood as a kind of similarity. This means that equivalence between the source text and the target text can be established on different levels and aspects. Without equivalence of certain degrees and aspects, the translated text cannot be seen as a successful translation of the original text “.

2.9.1 Mistranslations

Webster (1976: 14) states that mistranslations are to translate the text incorrectly. The main reason is that both Arabic and English languages are belonged to different linguistic and semantic domains. The other reason is the limited experience of the students in field of translation (cited in Bakri and Lazim, 1981: Int).

Nida and Taber (1974:106) summarize this as follows: “obviously in any translation there will be a type of ‘loss’ of semantic content, but the process should be designed as to keep this to a minimum . Only the form of the message then is liable to be changed”.

2.10 Errors in Translation

Translation is a communication activity that involves language. Students who do not have the same language can be communicated by translation. They can understand any text that they read. Therefore, translation is important because it is a way of communication. Translation has a part of human life since long ago. However, there are often cases where translation contains errors and if there are errors in translation, the real message of the text is not communicated well.

So, in translation, the major aim is to transfer the meaning of source language into the target language. The errors could happen in translation because the translators do not get the meaning of source language well.

2.10.1 Error Analysis of Translations (EA)

Error Analysis is usually applied to the study of kind and quantity of errors that occur in the fields of “applied mathematics”, “applied linguistics”, and “statistics”. In language teaching, (EA) studies the types and reasons that errors happen. In general, it could be used to study, analyze, and improve the native language or L1, but it is more used in relation to the learning of a foreign language, either with regard to language learning (i.e., in a foreign environment) or in relation to language acquisition (i.e., in situ). They affect in a different way within each language medium. There are different types of errors, lexical errors (different meaning, distant meaning, stylistic, denotative, etc.) and syntactic errors, mistakes, and slip-ups (Jose, 2012: 1438).

2.10.2 Classification of Errors

Baker (1992:20-21) mentions that translation errors are mainly come from non-equivalence between the source and the target languages. Seguinot (1990:35) adds that "a good translator with encyclopedic knowledge and linguistic knowledge of both the source and target languages knows how to deal with errors; therefore, errors can be referred to the quality of translation".

The errors of Translation are different from errors that occur in the second language. Kussmaul (1985: 13) states that grammatical features of both languages are made problems in translation from Arabic into English or vice versa. Arabic students should know that English grammar is not identical or similar with Arabic grammar so we cannot translate each other in a straightforward way.

2.10.3 Types of Errors

Norrish (1983:7) states that an error “is systematic deviation from the accepted system of the target language and mistake is a noun systematic deviation from the accepted system of the target language”. Corder

(1973:260) mentions that errors are those features of the learner's utterances which are different from those of any speakers and learners do not recognize their errors. Therefore, they cannot correct their errors themselves.

As Norrish (1983:9) states that there are three kinds of errors, namely basic errors, grammar errors and lexical errors.

- 1. Basic Errors:** The basic errors are the skill in using capitalization, spelling, abbreviation, diction/wrong word and punctuation. The basic skill is very important to make our sentences easy to understand. The basic skills will make our sentence clear, therefore the reader understands what the writer intends in the reading material (ibid).
- 2. Text Errors:** It is another type of error; it refers to the error that occurs in a unit of written language larger than the sentence- for which paragraph might be a suitable term. In that case, one wonders what its spoken counterpart might be (ibid).
- 3. Grammar Errors:** It is another kind of errors which called grammar errors. Knowing grammar knows which elements of the language should go together, and in what order. Everybody knows of his/ her spoken language. Grammar may be defined as the science which classifies the elements of language and the principles by which they (the elements of language) combine to form units of meaning .Hornby (1986: 375 as cited inHathi, Sinambela, and Pakpahan, 2007: Int) mentions that grammar is "a study or science of rules for the combination of words into sentences (syntax), and the forms of words (morphology)". In constructing a sentence, we have to pay attention to the rules. A verb must agree with its subject in person, number and pronouns must agree with the antecedents. In other words, the combination between two grammatical elements should be concerned.

As Quirk (1972: 395) states that concord can broadly define as the relationship between two grammatical elements. It means that a grammatical element contains a particular feature. It is clear that subject and predicate should have a relationship, for example:

Incorrect: He goes to school yesterday

Correct: He went to school yesterday

The above example shows that the learner will make grammar error if they do not pay attention to the rules of grammar (cited inHathi, Sinambela, and Pakpahan, 2007: Int).

4. Lexical Error

In this type of error, Chomsky has made the lexical the golden age of syntax, and until recently the description of vocabulary was relatively

neglected by linguist. Lexis has been sharply differentiated from grammar. Lexis has begun to take a central role in the study of language . There are many reasons for this. First, the boundaries between lexis and grammar are seen to be less clear-cut than was assumed. Secondly, learners believe that vocabulary is very important in learning. Thirdly, lexical errors are the most frequent category of error.

Moreover, Hatim and Mason, (1990:106) state the sources of errors classified into:

1. The Reading of English Text

One of the major components in the process of translation is that the translator has to read the original and interpret it in the target language. A translator may make errors at this stage due to his weak reading process. Errors found at this stage can be divided into the following categories:

- a. Miscue: "it refers to an incorrect guess which made by a reader when reading a text. For example, the word program is read as performance; ready as reading, county as country and so forth. Usually beginner readers make a lot of miscue errors; however, when their reading improves, they tend to make fewer of this type of errors".
- b. "The translator's wrong assumption of the background knowledge. A competent translator should have an inquisitive mind constantly searching for encyclopedic knowledge" (ibid: 106).

2. English Lexical Meaning

"In English lexical meaning, errors can be divided into prepositional meaning which is wrongly interpreted and expressive meanings which are translated as prepositional meaning " (Baker, 1992:12).\

Chapter Three: Methodology and Procedure of the Study

This chapter aims at reporting the descriptive work that has carried out for the purpose of identifying and classifying "College Students' errors in translation". This chapter sheds light on the population and sample, instrument of the study, validity of the test, final administration of the test scoring scheme, and the statistical tools.

4.1 Population and Sample of the Test

The population of the present study is fourth year college students who were studying at English language Department, College of Basic Education, Al-Mustansiriya University, The choice is primarily based on the fact that students at this stage have a good knowledge of English after fourth years of study. Added to this, they are studied and practiced translation in a number of courses. The researcher has chosen (70) fourth year college students for his experiment . See Table (1).

Table (1) Population and Sample of The Test

University College	Department	Section	Total Students	Present	Absent
Mustansyriha College of Basic Education	English Department	A , B	75	70	5

4.2 Description of the Test

Two questions are submitted to the students of the study and asked them to translate texts from English into Arabic. The results are reviewed and analyzed to see which types of errors the students made.

The papers of test were nameless and the students are told to translate the texts and sentences. Their written answers were correlated with the scores. Each of their answers was reviewed by checking errors in different category and their frequency.

This study aimed at investigating errors that are made by Iraqi college students at the university stage in translating texts from English into Arabic.

Two texts have been chosen for the test, which are entitled "The Legend of Shakespeare" "commerce" and a number of sentences. The students were asked to translate the texts from English to Arabic. The topics have been deliberately chosen for the following reasons:

- The students have already been familiarized with the topic by one of the teachers, who have been teaching them for the last three years.
- There were answer papers attached with the text of the test in order to save time and effort in answering.

4.3 Validity of the Test

Best and Kahn (2006:295) mention that validity is "the degree to which evidence and theory support the interpretation of test scores entailed by proposed use of test". Richards & Schmidt (2002: 196-197) states that face validity "is the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer". In other hand, Pennington (2003: 37) confirms that "content validity is related to face validity, though content validity should not be confused with face validity. The latter is not validity in the technical sense; it refers, not to what the test actually measures, but to what it appears superficially to measure".

To improve the test validity, four university professors who have experience in the field of translation and linguistics were requested to determine the face and the content validity of the test. The researcher asked them to give their comments, notes and recommendations on the appropriateness of the content. The professors were responsive and

provided the researcher with valuable suggestions and recommendations. Accordingly, some changes were made to the test. For example, one professor recommended adding two texts instead of one text.

* The jury members are:

1. Prof. Hassan, Dhuha .Atallah (College of Basic education, Al-Mustansiriya University). Ph.D
2. Prof. A.J. Darwash (College of Basic education, Al-Mustansiriya University). Ph.D
3. Asst. Prof. Fadhil, Abudl Kareem. (College of Basic Education, Al-Mustansiriya University) Ph.D.
4. Asst. Prof. Habeeb, Mu'ayed Rasheed. (College of Basic education, Al-Mustansiriya University).

4.3.1 Scoring Scheme

To ensure the test reliability test, the researcher was set a scoring scheme that depended on the answers of students. The maximum score of the test is 100 marks.

The scores of question one is ranged as follows:

- 20 marks for meaning
- 20 marks for style
- 20 for grammar
- 20 for spelling
- 20 marks for organization of the ideas.

4.3.2 Administration of the Test

. The test was administrated on the 16 of November, 2016. The researcher had explained the instructions and told the students to answer all questions. The aim of the test was to see the errors that the students did in their translation.

Chapter Four: Results, Conclusion, Recommendations and Suggestions

4.0 An Introductory Note

This final chapter is devoted to the presentation of the results, conclusions made on the basis of the results, recommendations that are found appropriate, and finally suggestions for further studies.

4.1 Results

In this section, results are introduced according to the hypothesis of the study. The main aim of the current study is that Iraqi EFL college students are moderate in translation.

4.1.1 Results related to the hypothesis

The hypothesis of the current study states that there is no statistically significant difference between the performances of the college students in translation. The t-test formula for one sample has been used to determine

whether the students are moderate in translation or not. As shown in table (4-1). The mean scores of the sample is 44 (i.e., default mean), whereas the mean scores of the students on the test is 38, 50. The calculated T value 2.048 and the tabulated value 1.994 at 0.05 level of significance and a df 69. Therefore,, the null hypothesis is rejected . The alternative hypothesis should be read. There is a statistically significant difference between the default mean of the students and the mean scores of the students on the test. The results of the current showed that calculated value is higher than the tabulated value and the default mean of the students is not equal to the mean scores of the students on the test.

Table (4.1) The Score of the Subjects on The Test

<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>SD</i>	<i>Computed t-value</i>	<i>Tabulated t-value</i>	<i>df</i>	<i>Level of significance</i>
Subjects	70	38,50	2.840	2.048	1.994	69	0.05

4.1.2 Results related to the aim of the Study

The major aim of this study was to examine errors of EFL learners who studying translation at college of Basic Education y reviewing their answers in order to determine what the teacher of English should do to help learnersto minimizetheir errors. The results reveal that these errors were multiple types. It seems that learners tended to translate the text from English into Arabic word by word.

In order to find out whether there were errors of the students in translation. The results showed that there was a clear certification of the students' errors in translation. The current study was used astatistical tools to analyze the results. So, it was conducted on 70 students. The students were asked to translate texts and sentences from English into Arabic. According to descriptive analysis, the students made errors and faced some difficulties in their translation. The results of the first question showed(a) Weak translation, there were (40) answers incorrect out of (70) answers, where the text was translated and added to it more information than required from the original text. (b) Complete translation: There were (12) answers correct out of (70) answers, where the students did not add or delete any information from the original text. (c) Under translation, there were (18) answers incorrect out of (70) answers, where the students deleted some information from the original text.

The results of the second question showed (a) complete answer: There were (29) correct answers out of (70) answers, where the students translated the sentences with clear order and sequence. b. Unclear answer: There were (31) answers incorrect out of (70) answers, where the students did not commit to translation of the sentences. (c) Weak answer: There

were (10) answers correct out of (60) answers, where the students translated the sentences incorrectly.

In general, the results showed that there were 40 of students were made errors in meaning and 15 of them are also made errors in grammar, and style while the other 15 student were made errors in meaning, grammar, spelling and organization the ideas in their translation. These results were statistically analyzing by using frequency of errors and t-test. The first aim of the study has showed in general that the students were awkward in their translation and the second aim of the study showed that the students were weak in their translation.

4.2 Conclusions

Based on the findings of the current study, the following conclusions are drawn:

- 1- In general, Iraqi students can be considered rather poor when they came to translate any passage or text or any idioms
- 2- Translation can be very helpful in increasing students' knowledge about grammatical structures. This conclusion is based on the fact that students' performance when doing the exercises.
- 3- In general students enjoy doing translation exercises and feel a sense of accomplishment when they are informed that they have translated a certain passage or sentence correctly.
- 4- Students have a tendency to translate everything. In other words, they over-rely on translation, which as such can hinder their progress in the TL. Such a tendency can be attributed to the little exposure students have had to the TL since they first started to learn it.

4.3 Recommendations

The current study is recommended the following:

1. Communicative and authentic translation exercises in class are recommended as they generate more interest amongst students and give them the opportunity to feel a sense of achievement or fulfillment when they do them correctly.
2. Teachers should avoid overusing translation for it can be counterproductive, especially when presenting a reading passage, as students tend to stop being attentive to what is said in the TL and only wait for the native version to come.
3. Teachers should encourage to translate from Arabic into English since this makes students think directly in the target language as far as lexicon and syntax are concerned.
4. Adopting and composing courses for translating of different kinds of translation such as tenses law, proverbs, and newspapers. Etc. The

teachers should encourage students to write essays and paragraphs and discuss the committed errors in the essays and paragraphs with students to let the students be acquainted with their errors immediately after use. Such thing will improve the writing of the students and translation.

5. Teaching the students the principles of translation from English into Arabic.
6. Teaching the students all kinds of techniques of translation.
7. Students should write composition according to English mentality and culture so as to avoid the interference of first language i.e. Arabic Language.
8. Giving more attention for English style and Arabic style.
9. Teaching aspects of each type of translation such as tenses, vocabulary, sentence etc..

The Test

Q1 (A) Translate the following passages into Arabic ?

The Legend of Shakespeare

“No household in the English speaking world is properly furnished unless it contains a copy of Holy Bible and the works of William Shakespear. It is not necessary that these books should be read in mature years, but they must be present as symbols of religion and English culture”.

“Shakespear has not always been so symbolic a figure. He was once an actor and a playwright, when neither across nor the stage were regarded as respectable or of any importance. The notion that he was the supreme genius of the English race did not begin until he had been dead more than a century; but since then it has become so firmly accepted that no schoolboy can avoid a detailed study of at least one of his plays”.

(B)

Commerce

Commerce is the backbone of modern life, the productions of goods is not divided equally among nations. Nations cannot live lonely without the help of other. So, it is necessary to exchange goods and production. This process gives a great importance to commerce. So, we have nations that export goods and other that import them and this carried out by men called traders.

Q2 Translate the following idioms, expression and proverbs into Arabic?

1. We must respect others' privacy
2. To establish peace in the region
3. Go to his last resting place
4. He is as brave as lion

5. Every literary work has its own culture
6. The boy who discovered the treasure was living in Aswan which lies in South Egypt.
7. As work is honor, all people should work to earn living
8. Although she was not beautiful, she married a smart man
9. Rain is surly fall, for the sky is covered with thick clouds
10. Goodness is virtuous plant; it flourishes in a good soil.

س1

أسطورة شكسبير

لا يكون أثاث إي بيت في عالم يتحدث اللغة الانكليزية لائقا ألا اذا احتوى على نسخة من الإنجيل المقدس أو أعمال وليام شكسبير , ليس هن الضروري ان تتم قراءة هذه الكتب في سنوات النضج , ولكن يجب أن تكون موجودة كرموز للدين والثقافة الانكليزية .
لم يكن شكسبير أبدا شخصية رمزية . فقد كان يعمل ممثلا وكاتبا مسرحيا في الوقت الذي لم يكن فيه الممثل ولا خشبة المسرح يحظيان بالاحترام أو الأهمية , ولما يترسخ الاعتقاد السائد ان شكسبير هو اعظم عبقرى أنجبها الشعب الانكليزي في الأذهان ألا بعد وفاته بأكثر من قرن . ولكن منذ ذلك الحين أصبح من المقبول جدا ان كل طالب مدرسه لا يستطيع أن يتجنب دراسة تفصيلية لإحدى مسرحياته على الأقل.

التجارة

تعد التجارة العمود الفقري للحياة الحديثة, حيث ان منتجات السلع لم تكن مقسمة بشكل متساوي بين البلدان, لا تستطيع البلدان العيش لوحدها بدون مساعدة الدول الأخرى لذلك انه من الضروري تبادل السلع والمنتجات بين تلك البلدان , حيث ان هذه العملية تعطي اهمية كبيرة بالنسبة للتجارة , لذلك نجد البلدان تصدر السلع والمنتجات وأخرى تستوردها. وأن هذه البضائع والسلع تورد من قبل اناس يطلق س2

1. يجب ان تحترم خصوصية الآخرين
2. تأسيس السلام بالمنطقة
3. رحل الى مثواه الأخير
4. شجاع مثل الأسد
5. لكل عمل ادبي خصوصية ثقافية
6. الصبي الذي اكتشف الكنز كان يعيش في مدينة اسوان والتي تقع في جنوب مصر
7. يجب ان يعمل الناس لأجل الحصول على قوتهم لان العمل شرف
8. تزوجت رجل جميل بالرغم أنها ليست جميلة
9. من الموكد ان المطر سوف يسقط لان السماء مكسوة بسحب كثيفة
10. الخير نبات طيب يزدهر بالتربة الطيبة

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Appendix A

The Scores of the Students in the Test

N.	Q1	Q2	Total mark
1.	10	10	20
2.	23	12	35
3.	33	12	45
4.	34	23	57
5.	22	22	44
6.	11	23	34
7.	34	11	45
8.	34	34	68
9.	0	12	12
10.	12	12	24
11.	33	11	34
12.	0	0	0
13.	44	34	78
14.	33	33	66
15.	22	21	43
16.	40	23	63
17.	40	40	80
18.	44	34	78
19.	23	23	46
20.	44	44	88
21.	23	11	34
22.	10	10	20
23.	20	10	30
24.	20	11	31
25.	20	12	32
26.	0	12	12
27.	12	0	12

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28.	0	11	11
29.	11	11	22
30.	0	0	0
31.	0	23	23
32.	12	45	57
33.	33	11	44
34.	33	10	43
35.	22	11	33
36.	22	33	55
37.	34	34	68
38.	44	13	57
39.	23	23	46
40.	12	12	24
41.	44	44	88
42.	45	34	78
43.	32	32	64
44.	12	12	24
45.	12	45	57
46.	32	42	74
47.	44	22	66
48.	10	7	17
49.	10	12	22
50.	22	10	32
51.	12	23	35
52.	23	23	46
53.	12	12	24
54.	23	12	35
55.	12	10	22
56.	12	44	56
57.	33	23	56
58.	22	22	44
59.	11	23	34
60.	0	10	10
61.	10	20	30
62.	30	10	40
63.	22	10	32
64.	11	22	33
65.	11	33	44
66.	10	10	20
67.	0	0	0
68.	0	0	0
69.	2	5	7
70.	6	9	15

Appendix B
Frequency of Errors in first and second questions

No.	Meaning	Style	Grammar	Spelling	Organization of Ideas
1	3	4	4	6	3
2	4	7	6	10	8
3	5	7	5	14	14
4	10	12	10	12	13
5	8	10	10	8	8
6	6	6	5	10	7
7	10	10	9	9	7
8	16	13	12	14	13
9	2	3	2	3	2
10	4	5	3	8	4
11	4	8	7	10	5
12	0	0	0	0	0
13	15	15	13	18	17
14	10	15	12	16	13
15	8	7	7	10	11
16	12	14	13	15	11
17	15	17	13	18	17
18	11	16	12	17	17
19	8	15	8	7	8
20	16	18	16	20	18
21	7	6	8	6	7
22	4	6	4	3	3
23	5	7	6	7	5

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24	5	7	6	5	8
25	5	7	7	6	8
26	2	4	2	2	2
27	2	4	2	2	2
28	2	3	2	2	2
29	4	4	3	5	6
30	0	0	0	0	0
31	4	4	4	5	6
32	7	12	11	13	15
33	10	12	8	9	9
34	9	12	8	9	9
35	6	6	7	9	5
36	10	11	10	10	14
37	12	14	12	14	16
38	10	12	13	12	10
39	8	10	8	12	8
40	4	7	4	4	5
41	17	18	16	18	18
42	13	12	16	13	14
43	10	13	13	12	16
44	4	4	8	4	4
45	10	10	14	13	10
46	16	16	12	14	16
47	10	12	14	17	13
48	5	5	2	2	3
49	5	5	5	5	2
50	6	7	7	6	6
51	10	7	5	6	7
52	10	8	10	10	8
53	4	8	4	4	6
54	8	8	7	7	5
55	4	4	4	6	4
56	12	12	12	16	14
57	12	12	16	12	14
58	10	8	10	8	8
59	5	6	8	10	5
60	2	2	2	2	2
61	7	8	4	6	5
62	6	10	10	7	7
63	5	7	7	7	4
64	6	8	6	8	5
65	9	12	5	8	10
66	5	5	4	3	3
67	0	0	0	0	0
68	0	0	0	0	0
69	2	1	1	2	1
70	3	3	4	3	2

تحليل اخطاء الطلبة في الترجمة - دراسة تحليلية

لقد اصبحت الترجمة من اللغة الانكليزية الى اللغة العربية من اكثر المواضيع المهمة وذات تزايد وكذلك اهتماماً واسعاً والى يومنا هذا

تهدف هذه الدراسة الى تميز وتحديد الاخطاء الطلاب في ترجمته حيث قام الباحث باجراء هذه الدراسة على عينة من الطلاب المرحلة الرابعة الذين يدرسون اللغة الانكليزية في الجامعة المستنصرية - كلية التربية الاساسية وتتألف عينة هذه الدراسة من 70 طالب وطالبة وذلك لغرض البحث على الاخطاء والمشاكل التي يقع فيها الطلاب عند الترجمة , حيث تم اجراء اختبار على مجموعه من الطلاب واعطائهم نصوص ومجموعة من الجمل لترجمتها من اللغة الانكليزية الى اللغة العربية وبعد اجراء الاختبار على العينة تم تحليل التراجم التي قام بها الطلاب وفق مخطط خاص للتصحيح وضع من قبل الباحث . كل هذه البيانات تم تحليلها بيانين من خلال النكرارات وقد اوضحت النتائج ان الطلاب يواجهون بعض من المشاكل والصعوبات في الترجمة من اللغة الانكليزية الى اللغة العربية حيث ان البعض منهم يترجم النص حرفياً وفي نهاية الدوايه وضع الباحث مجموعة من التوصيات والاقتراحات للدراسه اخرى