

EFL University Students' Errors in Translating Arabic Literary Texts into English

A case Study of EFL University Students . Faculty of Education Elhasahisa . University of Gezira

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Abstract

Translation is a branch of contrastive and applied linguistics since it is concerned with the knowledge of relations between languages and the application of this knowledge in communication. The importance of errors lies in the fact that it is evidence of students' performance in the TL. This study aimed at investigating the nature and the most frequent type of errors made by EFL university students in translating Arabic literary texts into English. The descriptive and analytical method was adopted for conducting the study. A questionnaire and a diagnostic test were chosen as tools for data collection. The SPSS programme (Statistical Package for Social Sciences) was used for data analysis. The statistical analysis for the results of the questionnaire showed that (81.8%) EFL lecturers strongly agreed that EFL students at university level make all kinds of errors in translating Arabic literary texts into English. All EFL lecturers strongly agreed that the most frequent type of errors were due to syntactic, semantic and cultural differences between the two languages. The study come up with the following findings :errors are made in word order (79.9%), spelling mistakes (79.1%), choice of word (74.5%), punctuation marks, articles and references. Based on the findings, the study recommended that EFL students should be exposed to varieties of language through literary texts. The number of assignments in translating Arabic literary texts into English should be increased. The number of the credit hours for the prescribed courses should also be increased, and a third course on translation should also be added.

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INTRODUCTION

Background

English language is the most commonly used language all over the world. It is an international language used as a language of communication between different nations. English is now considered the vehicle of the present scientific, industrial and technological revolution particularly in the design and operation of information system, in the computer industries and in electronics. Translation is a human activity that plays a major role in the development of the world. Without a language, people become unable to communicate. It is a vital means of communication. Translation is an activity that comprises the understanding of a text in one language and the production of a new, equivalent text in another language. The fundamental goal of translation is to establish a relationship of equivalence between the source and the target language. It is clear that translation can be a highly effective way to draw students' attention to the linguistic, semantic and pragmatic features of the target language. It is commonly believed that students are better at translating into their native language than into a foreign language. Translation into the first language provides the students with an in-depth knowledge of the various aspects of their culture because most of the texts include cultural elements. Coming to literary translation, it has been held that it is a key to cross-cultural communication, it enables literature to cross linguistic borders and facilitate inter-cultural exchange and understanding.

Statement of the Problem

It has been noticed that EFL university students make many errors when they translate Arabic literary texts into English and vice versa. The errors made by EFL students in the translation of Arabic literary texts into English are considered the most noticeable ones. The study is an attempt to investigate these errors to find out their nature and frequency and hence suggest solutions for this problem.

Objectives of the Study

1. To investigate the nature of the errors made by students in translating Arabic literary texts into English.
2. To explore the most frequent types of errors in students' literary translation.
3. To find out to what extent does mother tongue interference lead to errors.
4. To suggest some solutions for correcting these errors

Questions of the Study

1. What is the nature of the errors that are made in translating Arabic literary texts into English?
2. Which are the most frequent type of errors that exist in EFL students' translation from Arabic into English?
3. To what extent does mother tongue interfere with the target language in translating Arabic literary texts into English?
4. What are the most appropriate techniques for avoiding these errors?

Significance of the Study

The study is particularly significant to EFL lecturers since it will provide an analysis of students' errors in translation from Arabic into English, so as to discover the nature and the most frequent types of errors made by EFL students, and to recommend solutions for them.

Translation from Arabic into English and the types and sources of errors committed in order to provide useful information is focused on.

Limits of the Study

The study is confined to EFL lecturers , faculties of education, University of Gezira, Holly Quran, and Al-Butana. Beside (67) EFL students of Batch (36) Department of English, Faculty of Education , Al-Hassehisa.

LITERATURE REVIEW

Concept of Translation

Translation is a system of transferring 'meaning' from one set of language into another one. The target text, which necessarily has to work within the target culture is ,therefore, not just the replacement of textual material in one language (SL) by equivalent textual material in another language (TL), but the expression of new ideas, new concepts and culture for the target readership. The passage from one culture into another incorporates and characterizes the translation process. The word " Translation" has numerous definitions and meanings. All of them are almost the same to some extent. Translation as defined by Catford (1965: 20) as "*the act of replacing a text material in the source language (SL) by an equivalent text material in the target language(TL)*", where not superficial semantic equivalents are sought but also a maximum of implied meanings, emotional and aesthetic effects are transferred. Translation is defined by Bell (1991:6) as" *the replacement of a representation of a text in one language by a representation of an equivalent text in a second language*". Translation means the transference of meaning from one language to another. Brislin (1976:1) defines translation as the process by which thought and ideas are transferred from one language to another. For Savory too (1968 : 34) translation involves the conveyance of meaning and style of the SL. text into the TL text. Tweny and Hoemann(1976 :138) define translation as the process in which meaningful utterances in one linguistic system are converted into related meaningful utterances in another system. Translation means substitution of a sequence of symbols from one language by a sequence of symbols in another entailing the transference of SL meaning into the TL symbols.

Transforms from source into target language indicates that the source language text is not completely subjected to translation i.e. not every item of it can be replaced by a target equivalent. In the translation process, sometimes there is no replacement at all, but simple description , interpretation and incorporation of SL material into TL text. The word "culture" implies that the SL material can be transferred into the TL culture in the way people understand and use it. The word "intended" represents the intention of the author who writes the text in his/her own culture that should be considered when transferring the text into foreign culture.

Specialists differ in classifying the nature of translation. Abdellah (2000:2) stresses that : "in the final analysis, translation is a science, an art and a skill. It is a science in the sense that it necessitates complete knowledge of the structure and make-up of the two languages concerned. It is an art since it requires artistic talent to reconstruct the original text in the form of a product that is presentable to the reader who is not supposed to be familiar with the original. It is also a skill because it entails the ability to smooth over any difficulty in the

translation, and the ability to provide the translation of something that has no equal in the target language. Translation as such can be defined to be the interpretation of the meaning of a text in one language and its production in another language into an equivalent text, communicating the same message.

Importance of Teaching Translation

Steiner (1975) cited in Newmark (1986:10) emphasizes the importance of teaching translation as a key to the understanding of thought, meaning, language, communication, and comparative linguistics. Translation plays a vital role in the development of world culture, and no study of comparative literature is possible without translation.

To emphasize the importance of translation, Lefevere stated that:

*" Translation introduces innovation into a literature.
It is the main medium through which one literature
influences another it can tell us about the self-image
of culture at a given time, and the changes that
self-image undergoes." (Lefevere:1990:12)*

Criteria of Good Translation

A good translation is the one that carries all the ideas of the original as well as its structural and cultural features. Massoud (1988:19-24) mentions that a good translation is:

- a/ easily understood.
- b/ fluent and smooth.
- c/ idiomatic.
- d/ conveys ,to some extent, the literary subtleties of the original.
- e/ distinguishes between the metaphorical and literal.
- f/ reconstructs the cultural/ historical context of the original.
- g/ will convey as much as possible the meaning of the original context.
- h/ makes explicit what is implicit in abbreviations and allusions to sayings, songs, and nursery rhymes.

Types of Translation Texts

Newmark (1993:36-37) mentions three types of translation:

- a/ A scientific technological texts which are usually handled by the translation department of a public corporation, multi-national and government departments;
- b/ Institutional cultural texts (culture –social science commerce), handled in particular international organizations.
- c/ Literary texts: normally handled by freelance translators.

In practice, translators are concerned with Catford's category of total translation. They, furthermore, make a distinction between literary and non- literary translation. This distinction is based on the degree to which content or form is dominant factor. Whereas literary translation is much concerned with both form and content. Non- literary translation puts more emphasis on content. According to Savory (1968:22), literary translation comprises the translation of all forms of writing in which the form is as important as content and may surpass it including the translation of prose into prose, poetry into poetry, and poetry into prose.

Nida (1964:156), on the other hand, considers form and content as inseparable bond especially in religious texts, but in some messages in content is of primary consideration

while in others form is given a higher priority ,namely in poetry, where content is constricted into certain formal molds.

Brislin (1976:4), follows Casegrandein calling literary translation as aesthetic-poetic translation in which the translator has to take into account the effect and emotions of the original text, the aesthetic form used by the author whether a sonnet, couplet, dramatic dialogue, etc..., in addition to the content of the message.

Importance of Literary Texts

Literary texts can be a powerful and motivating source for improving EFL university students' performance. Hedge (1985:64) suggests that literary texts can develop the students' knowledge of language at the levels of vocabulary and structure and at the level of textual organization. Duff (1996:82) believes that meaning in literary texts bring out different understanding, reaction and interpretation. This means variety in opinions and this variety inspire discussion and sharing feelings, all these mean that literary texts encourage reaction. Literary texts can also be a powerful and motivating source for writing in English. Literary texts help students to write more creatively and to build new vocabulary as well as they expand their understanding of words they already knew. In literary texts, different cultural environment and background are expressed. Bianco (2003:16)claims that literary texts allow students to become intercultural travelers. It is the invisible culture in language that students are expected to discover and notice the complication between language form and meaning and share their language experience . ErKay (2005:65) claims that literature with its extensive and connotative vocabulary and its complex syntax can expand all language skills. Literary texts provide students with variety of language practice such as revising vocabulary and grammar.

Translation Problems

A translation problem is any difficulty that makes translators stop translating to think about it or use a dictionary to check the meaning. Among the problems in the translation process are problems of ambiguity, problems of structural and lexical difference between the two languages and multi word units like idioms and collocations. Another problem is grammar in the sense that what rules should be used. The words which are difficult to translate are those which their meaning depend on the context. The importance of English language in global communication and, its dominance on science and technology, translation continue to play a vital role in human interaction and the transference of knowledge. While translating a text from one language to another, difficulties arise due to the differences between the two languages. Translation involves many problems, Abdellah (2000:3) summarizes them as divided into linguistic problems and cultural problems. The linguistic problems include grammatical different situational features and the cultural features which constitute a major problem that faces translators. A bad model of translated pieces of literature may give misconception about the original. In the art or skill of translating, students are going to come across several obstacles. Delisle (1995:38), states that 'translation is an arduous job that mortifies you, puts you in a state of despair at times, but also an enriching and indispensable work that demands honesty and modesty".

One of the most difficult problems in translation can be referred to the cultural differences between the SL and TL. There are differences in the geography, beliefs, politics, etc..

between Arabic and English. When the cultures are similar, there will be less difficulty in translation because both languages will contain terms that are in the end equivalent for the different aspects of culture. When cultures are very different, it is often really difficult to find equivalent lexical items, and the translator will then encounter translation problems for the reason that "where the linguistic and cultural distance between source and receptor codes are least, one should expect to encounter the least number of serious problems". (Nida, 1964:160).

Cultural problems of literary translation arise because there is a vast difference between English and Islamic (Arabic) culture in the aspects of ecology, political culture, social culture and religious culture. Whenever there is such a difference, the TL culture has to be transferred to the TL text with explanatory notes so that there exists little vagueness as a result of unusual collocations in the TL. Sometimes translators may be obliged to omit one SL text that contradicts with the TL religion and social norms.

Difficulties Encountering When Translating Literary Texts

English and Arabic are belong to different language families. English is Germanic while Arabic is a Semitic one. So, they are supposed to have more differences between them than similarities. These differences would be on different levels: phonological, grammatical, lexical, cultural, stylistic and so on. When an Arab student tries to translate any written text, s/he is expected to find more difficulties due to the differences between the two languages. Dollerup (2000:9), states that grammar, vocabulary and style are important in translation since they affect the meaning, and meaning is the soul of translation. He draws the attention to the equal importance of the grammar, vocabulary and style of the target language. He believes that the meaning of the source text is only preserved through correct use of these language components.

Newmark (1993:32) states the following about interference:

*"interference takes place when apparently in appropriately
Any feature of the source or a third language notably,
a syntactic structure, a lexical item, an idiom, a metaphor
or word order, is carried over or literary translated as the
case may be into the target language text".*

Ghazala (2008:250), points out that most problems of translation for the EFL students are lexical. Words are often given the first importance. In spite of that, the students commit a lot of errors as a result of their poor word for word translation and ignorance of equivalence. Although any language has a number of words used together in particular combination, texts and contexts. For that reason, literal translation is a problem. Many authors like Nida (1974:5), asserts that the translated message has to be modified to suit the needs and cultural expectation of the audience, and that the new text should sound as natural as possible.

A considerable part of lexical problems of translation is caused by lack of equivalence for many words. Equivalence is very crucial and considered as the basis for translation. Nida and Taber (1969:74), state that translation means reproduction of the closest equivalent of the source language. Baker (1992:4) hold the opinion that the first thing the translator should take into account is words as single units, and then to consider a number of factors like tense and gender. After all this, it is too difficult to find equivalents for all words in any two languages.

Smith (1992:22), states that "complete correspondence of lexical units of two languages can rarely be found". He adds that when translating, only particular correspondence is seen between the words, and that the main reason for this problem is that most of the words in a language have more than one meaning. However, a solution for this problem is offered by Smith. He suggests that while translating and when there is a lack of equivalent words, the translator can fill this gap by using borrowed words, new meaning of an existing words, or by using many words to express the meaning of the lacking word. The lexical problem of translation also persists in idioms, metaphors, proverbs and synonyms.

Context is one of the problems that confront the translator. It is sometimes very difficult to find an equivalent for a word in the target language since that word has different meanings in the source language itself according to the context. At the same time, a word from the SL can have different equivalents in the TL also according to the context. The function of contrastive study is stated by Wilkins as:"to predict the likely errors of a given group of learners and thereby to provide the linguistic input to language teaching material". It is always necessary for teaching languages to have systematic comparison of languages and cultures. "The most effective materials are those that are based on scientific description of the language to be learned carefully compared with parallel description of the native language of the learner. It is also proved that the elements which are similar to the learner's native language will be simple and easy and those which are different will be difficult. So, the comparison between the native and foreign language helps to know the real learning problems, diagnose the errors and analyze the causes of errors. Actually, words are not always substitutable for one another in all contexts without distinction of meaning. Students should be trained to interpret the meanings of sentences in terms of what the speakers intended to convey.

Error Analysis

Error analysis in SLA was established in the 1960s by Stephen Pit Corder and colleagues. Error analysis was an alternative to contrastive analysis, an approach influenced by behaviorisms through which applied linguists sought to use the formal distinctions between the learner's first and second language to predict errors. Corder (1976) defined error analysis as a type of linguistic analysis concentrating on the errors learners make in the process of language learning and comparing the errors made in the TL with the TL itself. Corder believed that systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching. Errors are defined as a flawed sides of the learners speech or writing. They are those parts of conversation or composition that deviate from the selected norms of the native language performance. Thus, error identification is not easy because it is norm referenced and norms are dependent on amongst of these:

- (a)The social context (formal-informal).
- (b)The relationship between the speaker and hearer.
- ©The context situation.

In 1994, Gass and Selinker defined errors as '*red flags*' that provide evidence of the learner's knowledge of the SL. At the level of pragmatic classroom experience, EA will continue to provide one means by which the teacher asses learning and teaching and determines priorities for future effort. The investigation of errors can be at the same time

diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of language (Corder:1967) at a given point during the learning process, and prognostic because it can tell course designers how to reorient language learning materials on the basis of learner's current problems. AbiSamara (2003). Today, error analysis is used with a variety of techniques for identifying, classifying and systematically interpreting the mistakes made by language learners and has helped support hypotheses such as the natural route of development as well as identifying the weakness and /or disproving theories of language learning like contrastive analysis throughout the last few decades. Khodabandeh (2007).

In order to analyze learners' errors in a proper way, it is crucial to make a distinction between mistake and error. According to Brown (2000), a mistake refers to a performance error in that it is a failure to utilize a known system correctly, while an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. The difference between them can be described as:

- 1/ errors are result of ignorance while mistakes are result of stress.
- 2/ errors of the learner has a definite pattern whereas mistakes do not occur in pattern.
- 3/ errors cannot be rectified by its doer, mistakes can be.

Problems of Errors

Whenever one learns or acquires L2, the problem of errors would certainly exist. Errors are thus inevitable feature in the process of L2 learning. Errors in fact are part of learning and expose the strategies that learners use to learn L2. Therefore, provide valuable insights into the language learning process. Errors help teachers infer how much students have learned and give indication to whether students are ready to learn. Thus, lack of appropriateness between the learner's need and the items taught could be avoided.

Significance of Errors

Many scholars in the field of error analysis have stressed the significance of SL learner's errors. Corder, 'father' of error analysis wrote an article entitled "The significance of learner errors " from which EA took a new turn. Corder in his influential article (1976), remarks that errors are significant in three different ways. First to the teacher, in that tell him if he undertakes a systematic analysis towards the goal the learner has progressed. Second, they provide the researcher evidence of how language is learnt or acquired. Thirdly, they are indispensable to the learner because making errors is a device the learner uses in order to learn. In other words, it is the way in which the learner tests hypotheses about the nature of the language being learned. (Corder:1976). That is why in 1994, Gass and Selinker defined errors as 'red flags' that provide evidence of the learner's knowledge of the second language.

METHODOLOGY

The Sample

The sample of the study was composed of sixty seven EFL students chosen randomly from a population of (112) EFL students of Batch (36) semester seven, department of English, faculty of education – Hassehisa, University of Gezira. The students finished two semesters studying translation in semester six and in semester seven. They were, therefore, expected to translate from and into Arabic and communicate the ideas in a way that reflects their actual performance in all aspects of the language. Moreover, the same sample studied a course on contrastive and error analysis in semester seven. A questionnaire for (33) EFL lecturers is

used as another tool for data collection to ensure the most frequent types of errors that exist in students' written translation from Arabic into English, and to know the lecturers own point of view towards students' errors in translation of Arabic literary texts from Arabic into English. Both percentage and frequency are used to analyze the responses of the respondents to the questionnaire and the test. In addition to this, the ranks and mean for each statement in both the questionnaire and test are used.

Tools for Collecting Data

The data for the present study were collected by a diagnostic test submitted by the study sample. The diagnostic test for translation from Arabic into English and the frequent types of errors that existed within the translation were focused on. The students were assumed to show a higher degree of the application of theories and methods of translation and fully correct forms of sentences. The topics for translation involved expressions of students' knowledge in the foreign language both semantic, and syntactic, aspects. The errors that existed in the translation of every individual will be classified according to the nature and type of errors and its deviation from the norms of language used in writing whereas the questionnaire (Appendix 1) consisted of ten (10) multiple choice items and two open-ended questions. Each item was accompanied by a Five-point Likerts' scale options (strongly agree, agree, to some extent, disagree, strongly disagree) and two (2) open-ended questions for EFL lecturers own points of view, the aim of the questionnaire was to serve the purpose of the present study. The questionnaire was distributed to (33) EFL lecturers in faculties of education, Universities of Gezira, Al-Butana and Holly Quran, in addition to the faculty of educational Sciences at the University of Gezira.

Validity of the Questionnaire

Face validity has been used to validate the statements of the questionnaire. This has been carried out by representing the items of the questionnaire to five EFL lecturers in faculties of education at Universities of Gezira, the Holly Quran and Al-Butana. The researcher identified the purpose of the study. The lecturers checked and revised the items, the researcher reconstructed the items according to the lecturers' guidance and advice. All lecturers agreed that the test is valid.

Content of the Test

A diagnostic test from a short story was given to students of Batch(36), Faculty of Education, Al-Hassehisa, entitled 'رسالة الى جيني'.

Validity of the Test

Face validity was checked by five EFL lecturers Faculties of Education, Universities of Gezira, Butana and Holly Quran. All lecturers agreed that the test is valid.

Reliability of the Test

Reliability concerned with the results of the stability of the test scores as stated by Lado (1957:330). This statement indicated that if the scores of the students are stable, the test is reliable. The students are given the diagnostic test and a poem to investigate the nature and frequent types of errors. The SPSS programme was used to calculate this correlation. The reliability obtained was (0.99) which indicated that the test is very reliable.

Instruments for Data Analysis

The researcher used SPSS programme (Statistical Package for Social Sciences) for data analysis using percentages, frequency, mean and rank.

RESULTS AND DISCUSSION

Analysis of the Questionnaire

The subjects who participated in the questionnaire were (33) EFL lecturers. They read, checked and chose the appropriate options freely. The lecturers expressed their own point of view and suggested suitable solutions. The items of the questionnaire will be analyzed, interpreted, and discussed. Each statement will be treated separately in a table and graph and given an independent title according to its content. The tables below present rank and mean according to the items of the questionnaire.

Rank and Mean of Items on the Questionnaire

Item No.	Statements	Rank	Mean
1	S1	1	4.76
6	S6	2	4.48
2	S2	3	4.24
4	S4	4	4.55
5	S5	5	4.33
8	S8	6	4.61
3	S3	7	4.06
10	S10	8	4.27
9	S9	9	4.09
7	S7	10	4.12

The above table (4:11) illustrates the rank and mean of items on the questionnaire. It is clear that students commit nearly all types of errors in translation from Arabic into English (statement 1). The most frequent types of errors are due to syntactic, semantic and cultural differences between the two languages (statement 6), in addition to mother tongue interference (statement 2). It is well known that translation requires careful selection of vocabulary items and structure for the intended meaning (statement 8). SPSS program (Statistical Package for Social Sciences) is used to analyze the items of the questionnaire. The final analysis for the general results is shown in table (4.12) below.

Data analysis for the General Results of the questionnaire

Statement	No.	DF	Mean	Std. Deviation	T	Sig. 2-tailed	Result	Report
S1	33	32	4.76	.561	18.007	.000	Sign	SA
S2	33	32	4.48	.834	10.231	.000	Sign	SA
S3	33	32	4.24	.751	9.500	.000	Sign	A
S4	33	32	4.55	.794	11.179	.000	Sign	SA
S5	33	32	4.33	.816	9.381	.000	Sign	SA
S6	33	32	4.61	.609	15.143	.000	Sign	SA
S7	33	32	4.06	1.144	5.326	.000	Sign	SA
S8	33	32	4.27	.839	8.710	.000	Sign	SA
S9	33	32	4.09	.678	9.238	.000	Sign	A
S10	33	32	4.12	.740	8.706	.000	Sign	A

According to the statistical analysis, it is clear that EFL students at university level commit nearly all kinds of errors in translating Arabic literary texts into English. The mean (4.76) as shown in the table. The most frequent types of errors are due to syntactic, semantic and cultural differences between the two languages as the mean is (4.61). The result of the whole statements is significant and the report strongly agree for the majority of the statements.

Rank and Mean of Items on the Test

Item No.	Statements	Rank	Mean
1	Articles	4	2.40
2	Prepositions	7	2.28
3	Verbs to be	4	2.40
4	Word order	1	2.58
5	References	7	2.28
6	Choice of word	3	2.49
7	Capitalization	4	2.40
8	Spelling	2	2.58
9	Punctuation	9	2.19

The above table (4.22) illustrates the rank and mean of items of the test. The table reveals that most errors are committed on *word order*. In addition to, *choice of words* and spelling mistakes. Students follow the same order of Arabic language to construct English sentences. Words are written as they are pronounced. Students lack stock of vocabulary to form correct meaningful sentences. *Articles, verb to be, capitalization, prepositions and references* are also areas for committing errors. Mother tongue interference and differences between the two languages are the major causes for committing errors.

Summary of Students' Errors in Percent

Types of errors	passed students %	failure students %
Articles	(30%)	(70%)
Prepositions	(35%)	(65%)
Verb to be	(30%)	(70%)
Word order	(20%)	(80%)
References	(35%)	(65%)
Choice of word	(25%)	(75%)
Capitalization	(30%)	(70%)
Spelling	(21%)	(79%)
Punctuation	(40%)	(60%)

The above table (4.23) summarizes the percent of the students who passed and those who failed the items on the test based on the statistical analysis carried out from the students translated work. It is clear that word order (failure 80%) spelling (failure 79%) and choice of word (failure 75%) constitute most of the errors committed in translating Arabic literary texts

into English. All the responses of the lecturers support this fact. Other types of errors such as *articles*, *verb to be* and *prepositions* are also committed to a large extent. All lecturers strongly agree that semantic and syntactic errors are due to differences between the two languages and overgeneralization of rules of the native language. They add that exposure to the target language is one of the most important factors that will help students to improve their performance.

CONCLUSION AND RECOMMENDATIONS

Conclusion.

The present study is an attempt to investigate the nature and frequent types of errors made by EFL students in translating Arabic literary texts into English and to suggest suitable ways to correct such errors. The study reached the findings below:

- 1/ EFL students made nearly all kinds of errors in translating Arabic literary texts into English (81.8%).
- 2/ Nearly all students made errors in *word order*.(79.9%)
- 3/ Students generalize the rules of their native language in the TL.(66.7%)
- 4/ The majority of EFL university students ignore the phonological differences between the two languages hence, they write words as they pronounce them so, they commit errors in spelling.(79.1%)
- 5/ Nearly all students lack stock of vocabulary to form correct meaningful sentences for the intended meaning thus, they fail in the choice of appropriate words.(74.6%)

Recommendations

- 1/ EFL students should be exposed to intensive practice on varieties of language through literary texts.
- 2/ Special attention should be given to syntactic, semantic and cultural differences between the two languages.
- 3/ Being aware of the linguistic differences between the two languages helps in reducing mother tongue interference.
- 4/ Lecturers should encourage students to check up to date dictionaries in order to consider the text in which the word is used.
- 5/ Lecturers need to ensure that the types of texts used for translation are relevant to students level of proficiency and cultural background.

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