Investigating the Contrastive Grammar Problems EFL learners Encounter in Arabic-English Translation

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Abstract

The continuous development of science, culture, and technology has increased the need for translation in modern life. The importance of the translation process should not be ignored because it always involves the translation texts from one language into another. English and Arabic share some similarities and differences, so we must keep this in mind. Many linguistic problems arise during the translation process. Accordingly, this study aims to identify the grammatical problems that EFL learners face when translating from Arabic into English as a target language; design and implement a test to find out such grammatical problems that fourth year students face when translating from Arabic into English; and provide solutions for these problems that Iraqi EFL learners encounter in Arabic-English translation. This study hypothesizes that the interference of the mother tongue and literal translation lead to incorrect translation; the most frequent problems in Arabic-English translation are those related to tenses, nominal vs verbal sentences, and word order; and problems that learners do not suffer from in Arabic-English translation are adjectives and negation. The test is taken by the morning and evening participants at the Dept. of English, College of Education for Humanities, University of Thi-Qar, 100 students (morning and evening) take the test throughout the academic year (2022-2023). The test consists of 20 Arabic items and the students are required to translate them into English. The research concludes that the greatest problematic areas for both morning and evening participants are: the past participle, the conditional sentences, the nominal vs. Verbal sentences, the word classes, and the tenses.

Keywords: translation, contrastive grammar, Arabic-English, problems/difficulties, solutions, morning studies, and evening studies

1. Introduction

1.1 Introduce the Problem

Translation has served and continues to serve as a link between cultures and other communities around the world. Since translation is a very subtle and sensitive job of language studies, there are some serious issues to deal with. The present study investigates the following questions: what are the most common contrastive grammatical problems that Iraqi EFL learners face in Arabic-English translation? are there areas constitute less difficulty for EFL learners than others? and what are the solutions provided for such problems? Therefore, the study aims at identifying the contrastive grammatical problems that Iraqi EFL learners encounter when translating from Arabic into English; designing and implementing a test to find out these grammatical problems that fourth year students at English department, college of Education at University of Thi-Qar suffer from when translating from Arabic into English; and providing solutions for these difficulties and problems by contrasting what is a problem in translation from Arabic into English. After implementing the test of translation on the participants of the morning and evening studies, the first hypothesis is verified which states that the interference of the mother tongue and literal lead to incorrect translation; hypothesis (2) which states that is partially accepted because among the other major problems in Arabic-English translation are the direct and indirect objects, past participle, conditional sentences, word classes, and adverbs; the learners do not suffer from the word order in Arabic-English translation. The third hypothesis is partially accepted because among the other major problems in Arabic-English translation are auxiliary verbs such as be and have, modal auxiliaries, and word order.

1.2 Literature Review

1.2.1 Translation

Translation is necessary for transforming information, ideas, knowledge, science, and ideas across the world.

1.2.1.1 Definition of Translation

According to Newmark (1981), translation is "a craft consisting in the attempt to replace a written message and/or a statement in one language by the same message and/or statement in another language". Nida and Taber (1982) also believe that" translation is concerned with the reproduction of the closet equivalent of the source language text (SL) in the target language (TL) that means translation is based on equivalence not on transference". A Similar definition is presented by Abdul-Raof (2023), translation is "an act of communication bridging different nations and cultures. It is a process in which a text in one language is replaced by a functionally equivalent text in

another".

According to Munday (2008, p.5) ,the word "translation" alone has numerous meanings": it can refer 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 translator transforms an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language during the translation process between two separate written languages. Nida (1964) also sees that "translation is the interpretation of verbal signs of one language by means of verbal signs of another".

1.2.1.2 Theories of Translation

There are various theories of translation of which are the following:

1) Catford (1965)

According to Catford (1965), the types or categories of Translation are classified in terms of the extent, levels, and ranks of translation:

i) Full vs. partial translation

The distinction between full and partial translation relates to the extent (in a syntagmatic sense) of SL text which is provided for translation. In a full translation, the entire text is put through the translation process, meaning that all SL text is completely replaced with TL text. In a partial translation, portions of a text are only partially translated, they are merely transferred to and incorporated into the target language (TL) text (Catford, 1965).

ii) Total vs. restricted translation

The distinction between total and restricted translation relates to the levels of language. Total translation is defined as the process of replacing every level of the source language's text with translation-level content. On the other hand, restricted translation means: "replacement of SL textual material by equivalent TL textual material, at only one level, that is translation performed only at the phonological or at the graphological level, or at only one of the two levels of grammar and lexis" (Catford, 1965).

ii) Rank of translation

A third type of differentiation in translation relates to the rank in a grammatical (or phonological) hierarchy at which translation equivalence is established. The translation could be rank-bound translation or could be of the popular terms free, literal, and word-for-word translation (Catford, 1965).

2) Newmark (1988)

Newmark (1988) categorizes translation into:

i) Word-for-word translation

This is sometimes shown as interlinear translation, with the TL words appearing just under the SL words (Newmark, 1988).

ii) Faithful translation

Within the boundaries of the TL grammatical structures, a faithful translation tries to capture the exact context of the original (Newmark, 1988).

iii) Semantic translation

  The only way semantic translation varies from "faithful translation" is that it must consider the aesthetic value more (Newmark, 1988).

iv) Adaptation

This type of translation is the "freest" one (Newmark, 1988).

v) Free translation

The topic or the content of a free translation is reproduced without the manner or the form of the original (Newmark, 1988).

vi) Idiomatic translation

The message of the original is reproduced through idiomatic translation (Newmark, 1988).

vii) Communicative translation

Communicative translation aims to convey the full context of the source content (Newmark, 1988).

Then, Newmark (1988) adds other procedures that are used for translating sentences and small units of language. Unlike the above methods that are dealing with texts: transference, naturalisation, functional equivalent, descriptive equivalent, synonymy, through-translation, shifts or transposition, modulation, recognised translation, translation label, compensation, componential analysis, reduction and expansion, paraphrase, couplets, notes, additions, and glosses.

1.2.2 Contrastive Grammar

The relationship between contrastive linguistics and translation is acknowledged by Hatim (1997). His book makes an effort to prove this connection. He endorses Reinhard Hartmann's position that translation is "an optimum applicable framework within which the entire

activity of languages in contrast may be productively dealt with," and that discourse analysis and contrastive linguistics are intertwined. Aziz (1989) defines contrastive grammar as a "part of the larger field of contrastive linguistics. The latter field of study has been known by other names: confrontational linguistics, comparative linguistics, besides contrastive linguistics". The goal of contrastive grammar is to highlight the similarities and variations between the grammatical structures of two or more languages

The most common grammatical problems in Arabic-English translation that EFL learners face, as available in the literature, are reported below.

1.2.2.1 Most Common Contrastive Grammatical Problems in Arabic-English Translation

According to Ghazala (1995), a translation problem is any difficulty or challenge we encounter while translating, that invites us to stop translating in order to check, recheck, or use a dictionary, or a reference of some kind to help us overcome it and translate it correctly. Arabic and English belong to two different and distant language families: Semitic and West Germanic. As a result, their grammars are dissimilar. Different Arabic translation issues are brought on by a number of English grammatical features. One of the most common errors made by translation is the assumption that English grammar and Arabic grammar can be easily translated into one another (Ghazala, 1995).

1.2.2.1.1 Verb to Be

The verb '*be*' can function as a main verb or an auxiliary:

Problem: the omission of نيكون in English-Arabic translation causes erroneous translation. Al-Khuli (2000) states that "Many Arab students remove the word "is" in translating from Arabic into English. . Al-Shehab, (201) provides the following examples:

1-a. أخي في المطبخ ~ *My brother in kitchen.

2-a. عمان والزرقاء مدينتان في الأردن ~ *Amman and Al-Zarqa two cities in Jordan.

Solution: the verb ''be'' should appear in English sentences because Englishdoes not have a nominal sentence:

1-b. أخي في المطبخ ~ My brother is in the kitchen.

2-b. عمان والزرقاء مدينتان في الأردن ~ Amman and Al-Zarqa are two cities in Jordan.

1.2.2.2 Auxiliary *Do*

Do as a main verb does not cause any grammatical difficulty. In negative, *do* and its past form *did* are meaningless in Arabic, they just indicate the tense. However, it presents a number of problems when used as an auxiliary (Ghazala, 1995).

Problem: Arabic has the negative particle لا for negation. Otherwise, in English, the verbs *do/does/did* (with *not*) should be used as an auxiliary verb to make negation. Since these auxiliary verbs are meaningless in Arabic, students may not add them when translating into English.

Solution: these auxiliaries (do/does/did) have the function of referring to the tense of the verb. For example, if there is لا (i.e., present tense), the equivalent is *do not* and for ما/لم (past tense) is *did not* (Ghazala., 1995):

3- بعض الناس لا يبتسمون ~ Some people do not smile.

4- لم/ ما أكلتْ كثيراً ~ She did not eat much.

لم أأكل كثيرًا/ما أكلتْ كثيرًا

1.2.2.3 Verb to *Have*

Have functions both as an auxiliary and as a main verb. As an auxiliary for perfective aspect, have is combined with an -ed participle to form complex verb phrases (Quirk et.al., 1985).

Problem: the students may believe that the verb *have* is used only for "يملك" ignoring the other meanings it does have (Ghazala, 1995).

Solution: the verb *have* as a main verb has various meanings, as in the following example:

5- (هي) تملك /عندها / في حوزتها/لديها/معها نقوداً ~ She has money.

1.2.2.4 Modal Verbs

English has modal verbs, whereas Arabic has particles, prepositional phrases, uninflected verbs, and ordinary verbs that used to indicate modal meanings (Khalil, 1999).

Problem: in translation can/may/must from Arabic into English, it is not easy to translate two Arabic words by one modal verb "the problem becomes clearer when the students translate them from Arabic into English" (Ghazala, 1995).

Solution: two or more Arabic words can be rendered into one modal in English:

6- يلزمنا أن نمشي ~ We must walk

1.2.2.5 Adjective Positions

The majority of English adjectives come before the noun they modify while Arabic adjectives always come after the noun they modify

(khalil, 1999).

Problem: in Arabic, the adjective is usually added to modify/describe the noun which it follows. Arabic adjectives follow the noun in their order in the sentence while the well-known rule in English is the adjectives proceed the noun (Al-Hawary, 2016).

Solution: while rendering into English, the adjective is transformed to proceed the noun (Ghazala, 1995):

7- تحب الزميلات المهذبات ~ She likes polite female colleagues.

1.2.2.6 Personal Pronouns

English has a more straightforward pronoun system that distinguishes between gender, case, and number (Al-Jarf, 1994).

Problem: sometimes a third personal pronoun is inserted between the subject and the predicate. It is used to link between these two parts of the sentence and in this case, it is called a copula. Such using of personal pronoun in English (Ryding, 2005).

Solution: in English, the copula is the verb *to be.* In this case, the verb *be* serves the purpose when translating into English:

8- المهم هو العودة ~ The important (thing) is to return.

9- الشيء الوحيد المزعج هو الأسعار ~ The one disturbing thing is the prices.

1.2.2.7 Articles

One of the challenging aspects of syntax, grammar, and translation is the study of definite and indefinite articles. The challenge is to identify the type of reference (e.g., specific, generic, unique, etc.). There is no doubt that the articles system differs greatly from one language to another (Al-Sulaimaan & Al-Sinjari, 2018).

a. Problem: in translating from Arabic into English, Jabak (2019) states that because of the absence of other articles in Arabic, students use only the definite article *the* for almost every noun in English. Sometimes, the English translations of the Arabic sentences that the students produced sounded grammatically incorrect because of the overuse or unnecessary employing of the article 'the'. According to Jabak (2019), the overuse of *the* is because of the fact that ال التعريف is equivalent to *the* in English. So, students may have been tempted to add the definite article *the* before all nouns in the source phrases that begin with ال التعريف :

10-a. الإنجليزية سهلة الفهم ~ *The English is easy to understand.

11-a. في العراق، الشاي هو المشروب الأكثر شعبية ~ *In the Iraq, tea is the most popular drink. (Al-Sulaimaan & Al-sinjari, 2018).

Solution: students should not overuse the definite article. *The* is not used with generic, proper and non-countable nouns (Jabak, 2019):

10-b. الإنجليزية سهلة الفهم ~ English is easy to understand

11-b. في العراق، الشاي هو المشروب الأكثر شعبية ~ In Iraq, tea is the most popular drink.

(Al-Sulaimaan & Al-sinjari, 2018)

b. Problem: translating   articles from Arabic into English, student omit the indefinite article *a* or *an* where it had to be used. The absence of the indefinite article in Arabic may have prevented the students from using one in their translations into English (Jabak, 2019):

12-a. أنا طالّب ~ *I am student.

13-a. غادر الرجل غرفته قبل ساعة ~ *The man left the room before hour. (Al shehab, 2013)

Solution: student should be aware of using the indefinite article *a (n)*, i.e., it is used only with count nouns in the singular (Al-Sulaimaan & Al-sinjari, 2018).

12-b. أنا طالّب ~ I am a student.

13-b. غادر الرجل غرفته قبل ساعة ~ The man left the room before an hour.

1.2.2.8 Nominal vs Verbal Sentences

Here, the focus will be on the difficulty in translating nominal and verbal sentences.

Problem: English sentences should include verbs in their structure. Arabic sentences are of two types: nominal and verbal sentences. So, translating Arabic nominal sentences may lead students to use an Arabic structure in translating the sentence into English.

Solution: in translation into English, nominal sentence is changed to verbal sentence (Ababneh & Al Rousan, 2020).

14- الجو بارد ~ The weather is cold

1.2.2.9 Word Order

Word order in English and Arabic is different between English and Arabic. This difference makes the process of translation more complicated (Al-Azab & Al-Misned, 2012, p.45). The normal order of the elements of the sentence in English is S V C/O/A, whereas the normal order for the same elements in Arabic is V S C/O/A or SVO (Aziz, 1989).

Problem: literal translation for Arabic order VSO is not possible in English (Aziz, 1989):

15-a. كتب صديقي قصة قصيرة ~ *Has written my friend a short story.

16-a. وصل أحمد المطار بسرعة ~ *Arrived Ahmad airport quickly. (Al-Shehab, 2013)

Solution: the translation into English is occupied in the order SVO:

15-b. كتب صديقي قصة قصيرة ~ My friend (S) has written (V) a short story.

16-b. وصل أحمد المطار بسرعة ~ *Arrived Ahmad airport quickly. (Al-Shehab, 2013)

1.2.2.10 Tenses

Tense is one of the prominent grammatical problems in translation since English and Arabic have quite different system of tenses, for example, the word يشتري can mean both 'buys' and 'is buying' (Abulhassan, 2014).

a. Problem: in transition from Arabic to English, students prefer the past continuous rather than the past perfect. They rarely distinguish between the concepts of the past simple continuous and the past perfect continuous tenses (Alfadly & AldeibaniFull, 2013):

17-a. كانت عيونها محمرة لأنها كانت تبكي~   * Her eyes were red because she was crying.

Solution: thetranslation above is considered not only incorrect but also odd. The correct translation should be as follows:

17-b. كانت عيونها محمرة لأنها كانت تبكي ~ Her eyes were red because she had been crying.

b. Problem: the past tense in Arabic can be rendered into different aspects in English based on the context. This highlights the problem of translating the past tense from Arabic to English. For example, the following sentence can be translated into (Abdelaal, 2020):

18- ذهب أحمد الى المدرسة ~ Ahmed went to school.

<div align="center">

Ahmed had gone to school.

Ahmad had been to school.

Ahmad has gone to school.

</div>

Solution: the translator has to choose from these options based on the meaning intended in the SL.

c. Problem: the particle قد is ambiguous in translation from Arabic to English. It is typically acknowledged in traditional literature to favor the perfect reading. It is usually as equivalent to 'already' and 'just' (Fehri, 2012):

19-a. قد أتى ~ He has just come.(present perfect)

Solution: sometimes it is interpreted as *indeed* or *in fact*. In this sense, it is used to stress the factual certainty of the event. The above sentences can be translated as

19-b. قد أتى   ~ He did came. (Past tense)

d. Problem: both in English and Arabic, the present tense may indicate the future. This use is highly restricted in English to the verbs of motion and a few other verbs. Thus, sometimes English equivalent is unacceptable: (Aziz, 1999)

20-a. تمطر غداً ~ * It rains tomorrow.

Solution: in such case, normally the modal *will* or even *going to* is used:

20-b. تمطر غداً ~ It will rain tomorrow/ It is going to rain tomorrow

1.2.2.11 Prepositions

The main problem is the fact that students are not familiar with using the prepositions in both languages (English and Arabic) (Al Yaari & Almaflehi, 2013)

Problem: Arabic prepositions may have a zero equivalent when translated into English. Thus, the following sentence may be translated literally into an incorrect one in English (Khalil, 1989):

21-a. أطلع على الجريدة ~ *He perused on the newspaper.

Solution: translation of such sentences is by omitting the prepositions:

21-b. أطلع على الجريدة ~ He perused the newspaper.

22- اهجموا عليهم ~ Attack them. (Al Yaari & Almaflehi, 2013)

1.2.2.12 Questions

Because making questions in English is not the same in Arabic, there may be various problems when translating the various question (Ghazala, 1995.

a. Problem: the question in Arabic maintains the same syntactic structure as the declarative statement. This may lead the students to translate the question into English incorrectly. (khalil, 1999).

Solution: while there is no verb-subject inversion, in English there is verb-subject inversion:

23- كَتَبَ الوَلدُ الدَرْسَ~ The boy wrote the lesson.

هل كَتَبَ الوَلَدُ الدَرْسَ؟ ~ Did the boy write the lesson?

b. Problem: The Arabic كَمْ is followed by a singular noun. While, English *How many* is followed by a plural noun and this may confuse students. (Khalil, 1999).

Solution: while translating into English the interrogative word *how many* should be followed by a plural noun:

24- كَمْ ولداً جاءَ؟ ~ How many boys came?

1.2.2.13 Negation

Negation in English includes words like *not*, *do not*, *does not*, *never*, *neither*, *nor* and *no*.(Ghazala, 1995).

a. Problem: the students may face difficulty in translating the negative copula لَيْسَ which is counted among the sisters of كان. It is inflected only for the perfect tense but with the meaning of the imperfect tense.

Solution: in English, the verb is not/are not is used to convey the verb لَيْسَ (Abu-chacra, 2017):

25- لسنا مسرورين من أعمالك ~ We are not happy with your work.

26- ليسوا ناجحينَ في حياتهم ~ They are not successful in their life.

27- القاضيُ لَيْسَ عادلَ ~ The judge is not fair.   (Kebbe, 2000)

b. Problem: if the particles ما, لا, or لم precede يَزالَ/زالَ (one of the sisters of كان), they may become difficult to render (Abu-Chacra, 2017).

Solution: in such case, they are rendered into *still* in English. This construction implies that the action has not ended or has not changed:

28- لَمْ يَزَلْ/ لا يَزَالُ /مَا زَالَ يَدْرُسُ في الْجَامِعَةِ ~ He is still (lit. did not cease) studying at the university.

29- لَمْ يَزَلْ / لَا يَزَالُ/مَا زَالَ حَيًّا ~ He is still alive. (lit. He did not cease being alive)

1.2.2.14 Word Classes

The word class is changed when a noun is translated into a verb, an adjective into a noun, an adverb into an adjective, and so on. For students, this causes a few problems (Ghazala, 1995).

Problem: certain types of objects in Arabic such as المعفول المطلق (the cognate object) and المفعول فيه (the elative object) have no equivalents in Arabic. They are called object in Arabic because they are placed in the object case and they belong to the construction which is termed circumstantial accusative (Aziz, 1989).

Solution: they are translated into adverbial constructions in English:

30- ضربه ضربا ~ He hit him violently.

31- وصل الضيوف مساءأ ~ The guests arrived in the evening.

1.2.2.15 Sentence connectors (Conjunctions

Because of the different functions that each connective has, students face difficulties in translation (Hamdan & Fareh, 1999).

a. Problem: at the beginning of the paragraphs and also, after the introductory sentence, sentences in expository texts frequently begin with وَ (and), or another connective expression. In Arabic, to start a sentence with وَis regarded as a good style, but it is rarely used in English. (khalil, 1999 and Ryding, 2005).

Solution: the general recommendation for English style is to avoid beginning sentences with "and". (Ryding, 2005):

32- وغادر القاهرة أمس مساعد وزير الدفاع ... ~ The assistant minister of defense left Cairo yesterday…

33- ووصل الرئيسان إلى العاصمة أمس... ~The two presidents arrived in the capital yesterday ...

b. Problem: it is not always the connected expression وَ in English is translated into *and*, although *and* is the first dictionary meaning of وَ (Wortabet, 1993; Cowan, 1980 as cited in Hamdan&Fareh, 1999).

Solution: the Arabic وَ may be translated into *while* or *zero* in English. In the following examples, وَ signals a different type of meaning relationship between the events:

34- دخل سمير وأغلق الباب ~ Sameer entered and closed the door.

35- دخل سمير وهو يبتسم ~ Sameer entered (while) smiling.

1.2.2.16 Conditional Sentences

There are three types of conditional sentences in English, whereas, there are two types in Arabic. (Ghazala, 1995).

a. Problem: the Arabic particles لَوْ, إِنْ, and إِذا are all translated into *if* in English, but they all have distinct functions and meanings. This may pose difficulty for the students.

Solution: the particle لَوْ denotes something that is unreal and untrue. The particle إِنْ implies a conditional if-clause without referring to possibilities. The third particle إِذا suggests a potential to some extent. While Arabic emphasizes the changes of conditional particles with the same verb, English focuses on the verb with the same conditional particle *if* (Abu Anzeh, 2006 as cited in Hammadi, 2019):

✓   لَوْ ذَهَب means (If he had gone) which means he didn't go.

✓   إنْ ذَهَب means (if he goes) which means he might go.

✓   إذا ذَهَب means (if he goes) which means he might go.

b. Problem: one of the difficulties that learners face is that the conditional particle لَوْ is followed by لَـ which does not exist in English. (Hammadi, 2019).

Solution: the particle لَـ is replaced by *would* in translation from Arabic into English. At the same time, it disappears in the past. (Ghazala, 1995):

36- لو (أنك) أنهيت العمل باكراً، لزرتك / لكنت زرتك (Impossible unreal past)

If you had finished work early, I would have visited you

1.2.2.17 Direct and Indirect Objects

According to Ghazala (1995), translating the direct (O_d) and indirect objects (O_i) is one of the minor problems in translation.

Problem: in Arabic, the pattern which has two objects has only one passive transformation. While in English, it can be transformed into two patterns in English (Aziz, 1989).

Solution: in translation into English, it can be rendered into two patterns (Aziz, 1989).

37- سوفَ يُعطى زيد هدية ~ Zayd will be given a present /A present will be given Zayd (or to Zayd)

1.2.2.18 Adverbs

Another minor grammatical problem is translating adverbs. English adverbs of time, place and frequency have their equivalents in Arabic. Other types of Adverbs cause a problem in English- Arabic translation. (Ghazala, 1995).

a. Problem: the adverb أمس (yesterday) in Arabic may receive ال (the). That does not exist in English (Mehdi & Jaradat, 2021, p.96).

Solution: the adverb الأمس does not mean specifically the last day, but it indicates any previous day. In translation into English, *the* is not added to yesterday.

 b. Problem: the adverb قَطُ which is an adverb of time used after questioning and negation to indicate the negativism of all the parts of the past. قَطُ comes at the end of the sentence. The equivalent word in English is *never*. It comes within the sentence (Mehdi & Jaradat, 2021).

Solution: when translating this adverb into English, the equivalent (never) is used within the sentence.

1.2.2.19 Present Participle vs Gerund

The present participle and gerund have the same form in English (v+ing), but the former is a verb, and the latter is a noun. (Ghazala, 1995).

There are different patterns for المصدر (verbal nouns) in Arabic such as سياحة , دعوة and تعاون (Ryding, 2005):

Solution: the verbal noun is translated into a gerund or an infinitive while translating into English (Ryding, 2005):

38- سأحاول القاء ضوء ~ I shall try to shed/shedding light.

39- حاول إنقاذ حياة رجل ~   He tried to save/saving a man's life.

40- دعا الى تعزيز التعاون ~ He called for strengthening cooperation.

1.2.2.20 Past Participle

Problem: Arabic participles are derived from verbs (Ryding, 2005).

Solution: in translating from Arabic to English, اسم المفعول corresponds to an English past/ passive participle (e.g., مكتوب (written)) (Ryding, 2005):

284- هناك جهود مبذولة ~ There are efforts exerted.

285- جاءتْ في الميعاد المحدد ~ She came in the designated time. But it can be translated into: she came on time. So, there is no need for the one-to-one equivalent.

2. Method

The study deals with important issues highlighting some of the most contrastive grammatical difficulties that Iraqi EFL students in the department of English, College of Education, encounter in Arabic-English translation. Since there are grammatical difficulties and problems that Iraqi EFL learners face while translating from Arabic into English, the present study is designed to recognize the areas in which EFL learners get difficulty and problems and the solutions for such problems and difficulties.

2.1 Objectives of the Test

The objective behind adopting such a test is to see to what extent EFL learners face grammatical difficulties through the process of

translation from Arabic into English.

2.2 Participants

The participants of the study are one hundred students selected randomly from the morning and evening studies of the fourth year of English department, College of Education, University of Thi-Qar for the academic year 2022-2023. All students are native speakers of Arabic, and they live in Al-Nasiriya,Iraq.

2.3 Test Description

In the test, students are asked to translate the sentences from Arabic into English. It is stated as follows: please translate these Arabic sentences below into English:

1. الطفلُ في الحديقةِ

This sentence is related to the problem of translating the nominal and verbal sentences into English. Literally, EFL learners may translate this sentence into *the child in the garden*. English sentences should contain a verb in the sentence. The students should take into consideration turning the type of the sentence from Arabic nominal sentence into a verbal one in English, as in 'the child is in the garden'.

2. كانت المشكلة صعبة

This sentence is related to the problem of translating the past form of the verb *be* in English and Arabic. The students may delete the past form of the verb *be* كانin their translation from Arabic into English. This sentence may be translated by the informants into *the problem difficult.* The correct English translation of this sentence is 'the problem was difficult'.

3. لديها نقود

This sentence is related to the problem of translating the Arabic possession into the English verb *have*. Since EFL learners always translate the verb *have* into يملكin Arabic, they face difficulty in translating لديها, as in this sentence, into English. The expression لديهاis one of the meanings that is expressed by the verb *have*. Thus, the above sentence is translated in English into 'she has money'.

4. يقرأ صديقي الرواية الآ ن

This sentence is related to the problem of translating the Arabic tense into English. There are just two tenses مضاري)perfect (and مضارع (imperfect). As a result, EFL learners translate this sentence into *my friend reads the novel now*. The adverb *now* refers to the present progressive in English which consists of *S be v(ing)*. Thus, this sentence is translated correctly into 'my friend is reading the novel now'.

5. الإنجليزية سهلة الفهم

This sentence is related to the problem of translating the Arabic articles into English. EFL learners literally use *the English* as equivalent to الانجليزيه. In Arabic, general and abstract nouns are used with the article (ال), but in English they are used without articles. Thus, the correct English translation of the above sentence is as 'English is easy to understand'.

6. سَكَنَ برلين

This sentence is related to the problem of using propositions in English. EFL learners may translate this sentence literally into *lived Berlin*. While rendering this sentence into English, a preposition (i.e., *in*) should be added before *Berlin*. Thus, the correct English translation of the above sentence is 'he has lived in Berlin/he lived in Berlin'.

7. بعض الناس لا يبتسمو ن

This sentence is related to the problem of translating the verb *do*. EFL learners translate لاinto *not* only without an auxiliary. They may translate the above sentence into *some people not smile*. This sentence is in the present tense; thus, the auxiliary *do*. As a result, the correct English translation is ''some people do not smile'.

8. المهم هو العودة

This sentence is related to translating personal pronouns in Arabic into English. A third personal pronoun may be inserted between the subject and the predicate as a way of linking these two parts of the sentence and the verb *be* has such in English. Thus, the sentence المهم هو العودةis translated into 'the important [thing] is to return'.

9. ينبغي أن تبقى هُنا

This sentence is related to the problem of translating modal auxiliary verbs. It is not easy to translate verbs such as ينبغيinto English. In Arabic, there are no equivalents for modal verbs. So, modal meanings are realized by particles or lexical verbs such as قد, ربما, ينبغيand so on. Thus, the correct English translation of the sentence above is as 'you must stay here'.

10. أكل الولدُ التفاحةَ

This sentence is related to the problem of word order in translation. The sentence أكل الولدُ التفاحة)(VSO) is translated by EFL learners literally into *ate the boy the apple*. The normal order of English sentence is SVO. Thus, the sentence above should be rendered to 'the boy ate the apple'.

11. اشترى عليّ سيارة جديدة

This sentence is related to the problem of translating adjectives and their order in English and Arabic. In Arabic, the adjectives follow the nouns, whereas in English, the adjectives precede the nouns. The mother tongue may lead EFL learners to translate the above sentence into *Ali bought car new*. The correct translation of the sentence اشترى عليّ سيارة جديدة is 'Ali bought a new car'.

12. هنالك جهود مبذولة

This sentence is related to the problem of translating اسم المفعول (past participle). The students may translate مبذولة, in the sentence above, into verb in English. The past/ passive particle corresponds to اسم المفعول. Thus, the correct translation of this sentence is: 'there are efforts exerted'.

13. كَمُ ولدا جاء الى المدرسة ؟

This sentence is related to the problem of translating the questions. EFL learners may literally translate ولدا, which is after كم, into *boy* not *boys*, ignoring that Arabic كَمُ is followed by a singular noun. Whereas in English, *how many* is followed by a plural noun. Thus, the sentence كَمُ ولدا جاء الى المدرسةِ؟ is translated into: 'how many boys came to school?'.

14. ما زالَ أحمَدُ يدرسُ فيْ الجامعةِ

This sentence is related to the problem of negation in translation. EFL learners face difficulty in translating negation. يَزالُ /زالَ is one of the sisters of كان. When it is preceded by لا or لم, they (ما زالَ/ لا يَزالُ/ لم يزل) are translated into *still* in English. This construction implies that the action has not ended and that the activity or state has not changed. Thus, the correct translation of this sentence is: 'Ahmed is still studying at the university'.

15. لوْ ذَهَبْت، لقابلته

This sentence is related to the problem of translating the Arabic conditional sentences. English equivalent of this Arabic particle (i.e., لـ) is 'would' in Arabic-English translation. Thus, the correct English translation of this sentence is: 'if I had gone, I would have met him'.

16. ضربه ضَربا شديداً

This sentence is related to the problem of changing the word classes in Arabic-English translation. The word ضربا in the above sentence is a cognate object (مفعول مطلق). In translation into English, it is rendered into an adverb. Thus, the correct translation of the sentence ضربه ضربا شديداً is: 'he hit him violently'.

17. وتشيرُ مصادرُ كرديةٌ إلى أن ...

This sentence is related to the problem of translating sentence connectors. EFL learners may literally translate the above sentence into *and Kurdish sources indicate that….* In Arabic, to state a sentence or paragraphs with و is regarded as a good style, but it is rarely used in English. Thus, this sentence is translated into 'Kurdish sources indicate that...'.

18. سَوف يُعطى زيد هدية

This sentence is related to the problem of translating the direct and indirect objects. It is confused to EFL learners to render this passive sentence into English because there is one passive transformation for the pattern which has two objects in Arabic. Thus, this sentence is translated into 'Zayd will be given a present'.

19. مافعلته قط

This sentence is related to the problem of adverb equivalents in Arabic-English translation. *Never* is the equivalent to the adverb قط. In translating into English, the adverb *never* should come within the sentence. Thus, the correct English translation of the sentence and *never* comes within the above sentence is: 'I never did it'.

20. حاول إنقاذ حياة رجل

This sentence is related to the problem of the verbal noun (gerund) in translation. EFL learners face difficulty in translating the Arabic verbal noun into English. The verbal noun 'إنقاذ' in the sentence above is translated into gerund or an infinitive in English. Thus, the correct English translation of this sentence is: 'he tried to save/saving a man's life'.

2.4 Validity and Reliability of the Test

Validity is one of the factors that enables the researcher to yield healthy results. Al-Juboury, N. (1999, p.24) defines validity as " the degree to which a test measure. what it is supposed to measure or can be used successfully for the purpose for which it is intended". According to him, two questions must always be considered: What does the test precisely measure? and how well does it do it?

Livingston et al., (2018, p.6) explains that "reliability is the extent to which test scores are not affected by chance factors—by the luck of the draw". It refers to the degree to which a test taker's score is independent of the test's date and time. Test scores are reliable to the extent that they are consistent under all occasions.

The questions of the current test are high reliable and high validity because each item involves only one correct answer. It is not affected by the testee's personal impression. This means it is an objective test. To ensure the validity and reliability of the test, it is evaluated by the jury members [1] that consist of several experts in linguistics or EFL instruction.

2.5 Test Implementation

Two important issues which are the pilot study, and the original test administration are discussed in this section:

2.5.1 Piloting

The pilot study is conducted on fourth-year students who are randomly chosen from the University of Thi-Qar, College of Education for Humanities, Department of English. It is conducted before one week of the test date. The pilot study is important to discover the problems, if any, that we will face in the process of implementing of the test and to know how much time is required.

(1) The Jury Members are:

1. Asst. Prof. (Dr.) Ahmed R. Salman, College of Education, University of Babylon.

2. Prof. (Dr.) Ali M. Gharab Al-Majdawi (ph.D) Dept. of English, College of Education for Human sciences, Wasit University.

3. Prof. (Dr.) Aoda K. Abid. Dept. of English, University of Al-Muthanna.

4. Prof. (Dr.) Chassib F. Abbas Al-Jubori. Open Educational College, Al- Diwaniyah.

5. Prof. (Dr.) Fatima R. Raheem Abdul Hussein, Basic Education College, University of Misan.

6. Asst. Prof. Khalidha H. Addai Al Gezzy, English Dept., College of Education for Humanities, Wasit University.

7. Prof. (Dr.) Khalil I. Rijiyya, College of Education, University of Diyala.**2.5 Implementing of the Test**

Two important issues which are the pilot study, and the original test administration are discussed in this section:

2.5.2 Administration of the Test

The test is taken by the morning and evening participants on May 26, 2023, Saturday. At the Department of English, College of Education for Humanities, University of Thi-Qar, 200 students in total take the test throughout the academic year (2022-2023). All test items are required to be translated by the participants. They are also urged to raise any queries that would prevent them from giving their responses. The 20 items could all be translated by the pupils in one hour.

3. Data Analysis and Discussion

This section covers the practical aspect of this study. It deals with the data analysis and discussion of the morning and evening participants' responses to the test of this study. Tables and percentage are used to display the findings. The methods, which are used in analyzing correct and incorrect answers, reflect a quantitative method because the study uses numerical data.

3.1 Morning Studies

This section presents and discusses the morning participants' frequency and percentages of the correct and incorrect responses of Arabic-English translation:

Table 1. EFL Morning Participants' Correct and Incorrect Responses

No. Of item	Correct	%	Incorrect	%
1	19	19	81	81
2	79	79	21	21
3	68	68	32	32
4	25	25	75	75
5	58	58	42	42
6	46	46	54	54
7	70	70	30	30
8	69	69	31	31
9	74	74	26	26
10	80	80	20	20
11	75	75	25	25
12	13	13	87	87
13	63	63	37	37
14	48	48	52	52
15	14	14	86	86
16	20	20	80	80
17	62	62	38	38
18	9	9	91	91
19	21	21	79	79
20	58	58	42	42

Table (1) reveals that **the highest correct responses** of the morning students in Arabic-English translation revolves around the discussion of the problem of word order (80%):

10. أكلَ الولدُ التفاحةَ

This sentence proves that since English and Arabic are different in their word order, most morning participants (80%) succeeded while translating this sentence and translated it into the normal order of English sentence (SVO).

The second highest correct answers are represented by item (2):

2. كانتْ المشكلةُ صعبةً

This sentence reflects that the majority of the informants (constituting 79%) could use the verb *be* in the past as equivalent to كان when transferring this sentence into English. They realized that English sentences should have a verb and they rendered the above sentence into the *problem was difficult*.

The **other high correct occurrences** of the morning participants are represented by items (11), (9) and (7):

11. اشترى عليٌّ سيارةً جديدةً

For this item, most EFL morning informants (75%) in this study could use the adjective in its correct order although the system is different in English from Arabic.

9. ينبغي أنْ تبقى هُنا

This item reveals high correct answers which constitutes 74%. In this sentence, most morning EFL learners translated ينبغي أن correctly into the modal auxiliary verbs should/have/ must.

7. بعض الناس لايبتسمون

This sentence represents that 70% translate this negative sentence into English correctly. Those learners acceptably used (do not) as equivalent to the Arabic particle لا, as in *some people do not smile*.

Then, translating the personal pronouns (item 8) in Arabic-English translation comes with 69% correct occurrences of the morning participants:

8. المهمُ هو العودة

The third personal pronoun (هو) in this sentence received 69% correct translation. The morning students were aware that the personal pronoun in this sentence is used as linking devise and they translated it correctly into the English linking verb *be* as in *the important (thing) is to return.*

There are some other areas in which above the average of the morning students made correct occurrences which are represented by items (3), (13), (17), (5), and (20):

Item (3) represents 68% of the morning participants translated لديها correctly. They did not find difficulty in rendering it in the sentence لديها نقود into the verb (have) as in *she has money*.

Item (13) proves that 63% of the morning participants made no errors while translating the question كَمْ ولداً جاء الى المدرسةٍ؟. Those learners acknowledged to use plural noun after (how many) as in *how many boys came to school?*

Likewise, item (17) reflects that 62% correct responses of the morning students who could translate the sentence وتشير مصادر كردية الى ان... correctly into *Kurdish sources indicate that…*. Those learners have the knowledge that in Arabic such a sentence is used for example after the introductory sentence, but in English, it is unacceptable to use (and) at the beginning of the sentence.

For items (5) and (20), 58% of the morning learners answered correctly. Those learners could use the articles correctly in Arabic-English translation. They translated the Arabic sentence الانجليزيةُ سهلةٌ للفهم into *English is easy to understand*. The same with item (20), 58% of the morning students had no difficulty while translating the Arabic verbal noun (انقاذ) in the sentence حاولَ انقاذ حياة رجل into English gerund or to-infinitive as in *he tried to save/saving a man's life*.

In respect of **the morning participants' incorrect answers**, item (18) represents **the highest incorrect occurrences** of students' morning studies (91%):

18. سوفَ يُعطى زيد هدية

This sentence reveals that translating the O$_d$ and O$_i$ is the first problematic area for almost all the morning participants (91%). Most of them translated the above sentence into *Zayd will give a present* and others translated it into *he will give Zayd present*.

The **second highest incorrect occurrences** are represented by (item 12):

12. هنالك جهود مبذولة

The second problematic area is translating the past participle. This sentence reflects that it is difficult to translate مبذولة (اسم المفعول) to English for 87% of the morning participants. Most of them left the sentence without translation as in: *there are efforts*. They faced difficulty to use the past/passive participle as equivalent to اسم المفعول in English.

Item (15) has **high incorrect answers** of the morning participants:

15. لَوْ ذهبتُ، لقابلته

This sentence reveals that the third problematic area is the conditional sentences. 86% got difficulty to find an equivalent (i.e., would) to the Arabic particle لـ. Most of them rendered it into *if I go, I will meet him* and others into *if you went, you meet him.*

Items (1) and (16) also reflects high incorrect occurrences:

1. الطفلُ في الحديقةِ

It reveals that 81% of the morning participants are unable to translate this nominal sentence. They translated it as *the child in the garden* (without a verb). The students did not realize that English has no nominal sentences.

16. ضربه ضرباً شديداً

The majority of the morning learners (80%) failed to translate the cognate object (ضرباً). They did not change the word class of the cognate object into an adverb in English.

As also available in Table (3), most of Iraqi EFL learners failed in putting the adverb in the correct place. This problem is represented by item (19):

19. ما فعلته قط

Most of the morning participants (79%) failed to put the adverb *never* in its suitable position. They translated the adverb قط in this sentence into *never*, but very few of them put *never* in the suitable position. They put it at the end of the sentence, i.e. *I didn't do it never.*

Tense also represents a big problem for EFL learners in Arabic-English translation (item 4). The majority of morning participants (75%) failed to translate of the correct tense in English for the sentence يقرأ صديقي الرواية الآن. They could not recognize that الآن (now) is used in the present progressive aspect. This is related to the interference of Arabic, their mother tongue, in which there are only two tenses, the perfect one (الماضي) and imperfect (المضارع). Most learners use only past and present tenses in translating into English and ignore the other tenses.

For items (6) and (14), the percentage of wrong answers is more than half of the morning total answers (54%) and (52%) respectively. In item (6), these morning participants face difficulty in the translation of the sentence سكَنَ برلين because of the different systems of using the prepositions in English and Arabic. Most of the participants translated the above sentence without a preposition as in: *(he) lived Berlin / he has /had lived Berlin,* ignoring that they should add *in* before *Berlin* in English language.

In addition, in item (14), the morning students (52%) could not translate the sentence مازالَ أحمدُ يَدْرسُ في الجامعة. Most of the morning participants failed in translating زالَ into *still* in English and others used *still* as equivalent to زال, but they used it in an incorrect way. In other words, some of them added *not* with *still*, believing that the negative particle ما is replaced by *not* and زالَ is rendered into *still*. But in this latter case, the informants changed the meaning of the sentence.

Some morning participants have challenges in Arabic-English translation in the following areas:

- ✓ Item (5) reveals that 42% of the morning students used the English definite article 'the' with generic nouns (*the English is easy to understand).
- ✓ Item (20) also represents 42% had difficulty in rendering the gerund (*he tried *save* the man's life).
- ✓ Item (17) proves 38% unacceptably rendered the sentence connectors (*and Kurdish sources indicate that…).
- ✓ Item (13) represents that 37% faced difficulty in translating the questions (*how many *boy* came to school?).

To sum up, the most occurring problems (with high incorrect responses) in Arabic-English translation of the morning participants are as follows:

1) The O_d and O_i (91%). (Item 18)

2) The past participle (87%). (Item 12)

3) The conditional sentences (86%). (Item 15)

4) The nominal and verbal sentences (81%). (Item 1)

5) The word classes (80%). (Item 16)

6) The adverbs (79%). (Item 19)

7) The tenses (75%). (Item 4)

Only the minority of the morning participants suffer in other areas (with low incorrect responses), while translating from Arabic into English, which are:

1) The word order (20%). (Item 10)

2) The verb *be* (21%). (Item 2)

3) The adjectives (25%). (Item 11)

4) The modal auxiliaries (26%).   (Item 9)

5) The negation (30%). (Item 7)

3.2 Evening Studies

This section presents and discusses the evening participants' correct and incorrect occurrences of Arabic-English translation:

Table 2. EFL Evening Participants' Correct and Incorrect Responses

No. Of item	Correct	%	Incorrect	%
1	6	6	94	94
2	77	77	23	23
3	62	62	38	38
4	23	23	77	77
5	49	49	51	51
6	34	34	66	66
7	58	58	42	42
8	48	48	52	52
9	70	70	30	30
10	82	82	18	18
11	80	80	20	20
12	6	6	94	94
13	40	40	60	60
14	41	41	59	59
15	9	9	91	91
16	16	16	84	84
17	33	33	67	67
18	7	7	93	93
19	38	38	62	62
20	30	30	70	70

As shown in Table (2) above, **the highest evening participants' correct answers** are represented by item (10), which constitutes 82%, that discusses the word order in translation:

10. أكلَ الولدُ التفاحةَ

The majority (82%) of the evening informants translated this sentence correctly by putting its words in the correct English order. They recognized that the normal order of English sentence is VSO.

Item (11), which discusses the problem of translating adjectives to English as a result of dissimilarity in structure between English and Arabic, **comes second** in the order of correct occurrences (80%):

11. اشترى عليٌ سيارةً جديدةً

The majority (80%) of the morning participants correctly translate this sentence correctly into *Ali bought a new car*. The realized that the adjective precedes the noun in English as in *Ali bought a new car*.

Moreover, in item (2), which deals with the problem of translating the verb *be* (particularly the past form), the evening EFL participants translated the sentence correctly (77%):

2. كانتْ المشكلة صعبة

This sentence is related to the problem of translating the past form of the verb *be* in English and Arabic. The majority of the evening participants (77%) could translate the Arabic verb (كان) into *was*.

In item (9), ينبغي ان تبقى هنا, the majority of the informants (70%) translated ينبغي أن into one of the modal auxiliary verbs *should/have/ must*:

Moreover, items (3) and (7) represent more than a half of the correct responses that repent (62) and (58) respectively:

Item (3) represents (62%) correct occurrences of the evening participants. Those informants translated (لديها) in the sentence لديها نقود *into* the verb (have) as in *she has money*.

Item (7) represents that (58%) of evening participants translated the negative sentence بعض الناس لا يبتسمون into English correctly. Those learners used 'do not' as equivalent to the Arabic particle لا, as in *some people do not smile*.

As for the evening participants' incorrect responses, the most dominant difficulties that the majority of the evening students faced while rendering the Arabic sentence into English are represented in items (1), (12), (18), and (15):

1. الطفلُ في الحديقةِ

The first problematic area is related to translating the nominal vs verbal sentences. Most of the evening students (94%) translated the nominal sentence above into *the child in the garden*. They did not realize that they have to put a verb to the sentence. The interference of the first language is clear when the students translated this sentence without a verb.

The second difficulty that the majority of the evening students faced while rendering the Arabic sentences into English is item (12):

12. هنالك جهود مبذولة

This sentence proves that the second problematic area is translating اسم المفعول (past participle) into English. There are 94% incorrect answers of translating the Arabic word مبذولة into past participle in English. Most of them left the word without translation and others translated it incorrectly as in *there are efforts/ there are good efforts.*

The third problematic area that 93% of the students faced while transferring from Arabic into English the translation of O_d and O_i (item 18):

18. سوف يعطى زيد هدية

Most of evening learners (93%) could not recognize that this sentence is passive and *Zayd* is an indirect object. Thus, most of them translated the sentence above into *Zayd will give a present* or *he gave Zayd (a) present.*

A high percentage (91%) is also registered by the errors involving the use of conditional sentences (item 15):

15. لو ذَهَبْتُ، لقابلته

A weak translation is reflected by this sentence when the evening participants translating the particle لـ in the conditional sequence above. They did not realize that *would* is used as equivalent to this Arabic particle. Most of the participants translated the sentence above into *if I went, I met him* and others translated it into *if he goes, he will meet him.*

The other dominant problem (of the evening participants) appeared in the result of Arabic-English translation is item (4):

4. يقرأ صديقي الرواية الآن

This sentence reveals that 77% incorrect responses of the evening participants use only the past simple or present simple tenses, ignoring the other ones as in translating the above sentence into *my friend reads a novel now*. They did not take into consideration the existence of now (الآن) which refers to the present continuous in English.

Item (20) also represents high incorrect responses of the evening participants:

20. حاول انقاذ حياة رجل

In translating into English, the verbal noun (اسم الفعل i.e., انقاذ) in this sentence made difficulty to the evening participants, 70% of them translated it into a verb without using to-infinitive or present participle as in *(he) tried save man's life.*

Moreover, item (17) comes with 67% incorrect answers. This item (وتشيرُ مصادرُ كرديةُ الى ان...) reflects that most evening learners failed in using the conjunctions in a suitable way when translating them into English. In Arabic, the conjunction (و) at the beginning of the sentence or paragraph as in the above sentence, but in English, it is not so. Most of the participants used the conjunction *and* at the beginning of the English sentence, as in *and Kurdish sources refer/indicate that….* Such a problem refers to literal translation and inadequate knowledge of the grammar of English.

Item (6) reveals that 66% of the evening participants suffer from translating the prepositions in Arabic-English. In the sentence سَكَن برلين , the learners did not add the preposition *in* to the sentence when translating into English, they translated it literally into *lived Berlin.*

In item (19), 62% of the evening participants translated the sentence ما فعلته قط into *I didn't never/ I didn't do it never* rather than *I never did it*. In item (13), 60% of the evening participants translated the question كَمْ ولداً جاء الى المدرسةِ؟ into *how many boy came to school?*

For the following areas, little above the average of the evening students have incorrect responses: item (14) in which 59% of the evening students could not provide the correct English equivalence for the negative sentence مازالَ أحمدُ يَدْرسُ في الجامعةِ and they translated it into *Ahmed is not still study at the university*. The students should find the most appropriate form without changing the original meaning. Translating personal pronouns (item 8) reflects that (52%) of the evening participants translated the personal pronoun هو in the sentence المهم هو العودة into *the important to return/ the important (thing) to back*. They did not realize that the personal pronoun هو should be substituted by the linking verb *be*. Item (5) reveals that (51%) of Iraqi EFL learners failed in using the articles. They added *the* to the word *English* when translating the sentence الإنجليزيه سهلة الفهم into English.

There are no big problems for the evening participants in Arabic-English translation in the following areas:

- ✓ Item (7) reveals 42% made errors in negation (*some people not smile).
- ✓ Item (3) proves that 38% faced difficulty in using the verb *have* when translating into English (she wants money/*she *have* money).
- ✓ Item (9) represents that 30% faced difficulty in using the modal auxiliaries (*you must *to be stay* here).

To sum up, the most common problems in Arabic-English translation encountered by Iraqi EFL evening participants are as follows:

1) The nominal and verbal sentences (94%). (Item 1)

2) The past participle (94%). (Item 12)

3) The O_d and O_i (93%). (Item 18)

4) The conditional sentences (91%). (Item 15)

5) The tenses (77%). (Item 4)

6) The gerund (70%). (Item 20)

7) The sentence connectors (67%). (Item 17)

Only the minority of the evening participants face challenges in the other areas (with low incorrect responses) which are:

1) The word order (18%). (Item 10)

2) The adjectives (20%). (Item 11)

3) The verb *be* (23%). (Item 2)

4) The modal auxiliaries (30%).   (Item 9)

3.3 Comparison Between the Responses of the Morning Studies and the Evening Studies

Table (3) below presents comparison between the occurrences of both morning and evening participants of Arabic-English translation:

Table 3. The Morning and Evening Students' Occurrences of Arabic-English Translation

No. of item	Morning Studies		Evening Studies	
	Correct	Incorrect	Correct	Incorrect
1	19	81	6	94
2	79	21	77	23
3	68	32	62	38
4	25	75	23	77
5	58	42	49	51
6	46	54	34	66
7	70	30	58	42
8	69	31	48	52
9	74	26	70	30
10	80	20	82	18
11	75	25	80	20
12	13	87	6	94
13	63	37	40	60
14	48	52	41	59
15	14	86	9	91
16	20	80	16	84
17	62	38	33	67
18	9	91	7	93
19	21	79	38	62
20	58	42	30	70

In **Arabic -English translation**, it has been observed from Table (3) that the major problems for both morning and evening participants are:

i) The problem of translating the O$_d$ and O$_i$ (item 18):

This makes (91) incorrect responses vs (93) ones in the morning and evening students respectively. The reason why this problem occurs is that EFL learners could not recognize the O$_d$ and O$_i$ in the English passive sentence.

ii) The problem of translating the past participle (item 12)**:**

This makes (87) vs (94) incorrect responses in the morning and evening participants in Arabic-English translation respectively. The reason behind this is that Iraqi EFL learners have no knowledge that اسم المفعول in Arabic is translated into past participle in English.

iii) The problem of translating the conditional sentences (item 15):

This makes respectively (86) vs (91) incorrect answers in both the morning and evening participants. In Arabic-English translation, EFL learners could not realize that *would* is used as equivalent to the particle ﻟ in the conditional sentences.

iv) The problem of the nominal vs. verbal sentences (item 1):

This represents (81) incorrect answers vs (94) ones in the morning and evening studies respectively. The interference of the first language causes this problem when the students translated this Arabic nominal sentence into an English one without a verb.

v) The problem of the word classes (item 16)**:**

This represents (80%) vs (84%) incorrect responses in both the morning and evening studies respectively. Iraqi EFL learners failed in transferring the cognate object in Arabic into adverb in English and this is resulted from the negative transfer of the mother tongue.

vi) The problem of the tenses (item 4):

It occurs (75) incorrect times vs (77) ones respectively in both the morning and evening studies. This is the result of interference which happens because Arabic has only two tenses, the perfect (الماضي) and the imperfect (المضارع).

vii) The problem of the adverbs (item 19):

This occurs (79%) vs (62%) respectively in the morning studies and the evening ones.

Some problems occur in the morning studies but do not occur in the evening ones: the questions (item 13), the sentence connecters (item 17), and the gerund (item 20).

It is concluded that the majority of Iraqi EFL learners suffer from O_d and O_i, past participle, conditional sentences, nominal vs. verbal sentences, word classes, tenses, and adverbs in Arabic-English translation.

The less effective problems which occur in both morning and evening studies are: the past form of the verb *be* (item 2), verb have (item 3), negation (item 7), modal auxiliaries (item 9), word order (item 10), and adjectives (item 11). All these problems represent less than (30) incorrect responses in both the morning and evening studies. This means that the minority of Iraqi EFL learners do not suffer from these problems in Arabic-English translation.

4. Conclusions

Depending on the data analysis and discussion, the study confirms numerous conclusions:

1. Some learners fail to spot differences between English and Arabic. They do not follow the grammar norms of each language when translating from Arabic into English.

2. Some of these areas pose a big problem and others are simple for both the morning and evening participants.

3. Each problem of translation from Arabic into English has its own way to be solved.

4. English sentence has fixed word order that it begins with the subject followed by the predicate. Any violation of the order of the word brings about a change or distortion of the meaning. Whereas, Arabic has flexible word order that the sentence can begin with a subject or verb.

5. Both languages differ in terms of tenses, namely English has twelve tenses whereas Arabic has only two, the perfect (الماضي) and imperfect (المضارع).

6. Personal pronouns are translated according to its function in the sentence, for example, it can be used for linking the subject and the predicate in Arabic. In this case, it is substituted by the copula (to be) when translating into English.

7. The difference of the two languages in terms of article system leads students to incorrect use of these articles when translating into English.

8. Arabic has no auxiliary verbs, but it has verbs, particles, and expressions that conveyed the meaning of these auxiliaries.

9. This research states that some of these errors and difficulties are due to the mother tongue interference.

10. The most occurring problems (with high incorrect responses) in Arabic-English translation of the morning participants are O_d and O_i and past participle.

11. The minority of the morning participants suffer in some areas, in Arabic-English translation, which are word order and verb *be*.

12. The most common problems in Arabic-English encountered by Iraqi EFL evening participants are nominal vs verbal sentences and past participle.

13. Only the minority of the evening participants suffer in the other areas (with low incorrect responses) in Arabic-English translation which word order and adjectives.

14. At Arabic-English translation, the greatest problematic areas for both morning and evening participants are: the past participle, the conditional sentences, the nominal vs. Verbal sentences, the word classes, and the tenses.

15. The simplest problematic areas for both the morning and evening students are word order, past form of the verb *be*, and adjectives.

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Appendix: The Test

Translate the following Arabic sentences into English:

1	الطفلُ في الحديقةِ
	…………………………………………………………………………

2	كانتْ المشكلةُ صعبة
	…………………………………………………………………………

3	لديها نقود
	…………………………………………………………………………

4	يقرأ صديقي الرواية الآن
	…………………………………………………………………………

5	الإنجليزية سهلة الفهم
	…………………………………………………………………………

6	سَكَنَ برلين
	…………………………………………………………………………

7	بعض الناس لا يبتسمون
	…………………………………………………………………………

8	المهمُ هو العودةِ
	…………………………………………………………………………

9	ينبغي أن تبقى هُنا
	…………………………………………………………………………

10	أكلَ الولدُ التفاحةَ
	…………………………………………………………………………

11	اشترى عليٌ سيارةً جديدةً

	……………………………………………………………………
12	هنالك جهود مبذولة ……………………………………………………………………
13	كَمْ ولداً جاء الى المدرَسةٍ؟ …………………………………………………………………
14	مَا زَالَ يَدْرُسُ أحمدُ فِي الْجَامِعَةِ ………………………………………………………………
15	لو ذَهَبْتُ، لقابلته …………………………………………………………………
16	ضربهُ ضرباً شديداً …………………………………………………………………
17	وتشيرُ مصادرُ كرديةُ إلى أن … …………………………………………………………………
18	سوفَ يُعطى زيد هدية …………………………………………………………………
19	ما فعلته قطُّ …………………………………………………………………
20	حاولَ انقاذ حياة رجلٍ …………………………………………………………………

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