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**Ahmad Garba**

*Impact of Al- Mahfuzat (Memorized Materials) towards  
Developing a Speaking Skills to a Students in Junior Secondary Schools*

**St. Aisyah, Ahmad Munawwir**

*Pengaruh Penerapan Model Pembelajaran Cooperative Type Quick  
on The Draw terhadap Hasil Belajar Bahasa Arab Peserta Didik Kelas VII  
MTs Hj. Haniah Maros*

**Asrullah, Muhammad Yaumi, M. Yusuf T**

*Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi  
Bagi Siswa Kelas VII Pondok Pesantren Darul Ishlah Bulukumba*

**Ahmad Musyarraf Irfam**

*Bahasa Arab dan Perkembangannya di Sudan*

**Elnour Sabit Abdelkarim Hadi**

*The Influence of Mother Tongue Interference on the Translation Process*

## The Influence of Mother Tongue Interference on the Translation Process

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***Abstract:** This paper aims to investigate the problems of translation encountered by ESL learners when translating texts i-e English to Arabic language and vice versa. Translation problems can be divided into linguistic problems and cultural problems. The solutions proposed to translation problems are based on the types of text, the minor linguistic context, possibility of saying something in the target Language. Some considerations follow this process, which is mainly related to the accuracy, clarity, and naturalness of the meaning, ideas, or messages of the translation. Knowledge of the target culture is crucial for successful translation. To understand this interference in detail, the research shed the light on this problem. The research deals with the significance of the study in the field of second language learning and theoretical reviews of second language acquisition. The researcher used a specific methodology in this study to discuss the collected data and analyze it statistically to reach the main findings in the conclusion.*

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***Keywords:** Mother Tongue, Interference, Translation*

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## INTRODUCTION

Translation is considered to be a very important tool in all fields of knowledge, communication, and education. It is used to convey and share information between different cultures with different backgrounds and it is considered a means of communication between people around the world. It gives them the ability to communicate their thoughts, ideas, feelings, cultures, and notions. Newmark claimed that translation is the rendering of the meaning of a text from the source language into another language (target language) in the same way that the writer intended it.<sup>1</sup> Following his steps, many other researchers investigated and studied this field, such as Lederer said that translation is the process that is set to establish equivalence between two texts in two different languages.<sup>2</sup> These equivalents depend on three main factors, the nature of the two texts, their objective, and the relationship between the two cultures involved.

The issue of the influence of the first language on the second language is discussed by various researchers who concluded that interference is one of the most influential reasons for the errors that occur in translation. Maier addresses this issue and explains that the influence of the source text may lead to problems in translating any text.<sup>3</sup> Therefore interference is studied as one of the major problems that result when students learn a second language where they tend to mix aspects of the second language with aspects of their language. This happens because the sound systems, the meaning of words, structures, and styles are different. According to Mitchell & Myles, the interference that occurs between two languages is mainly linguistic that is affected by speakers' or writers' knowledge and perception of one language or another.<sup>4</sup> Benson states that transfer between languages can be either positive or negative. The positive transfer may help facilitate the process of communication in the target language whereas negative transfer may become an obstacle or lead to errors in (L2).<sup>5</sup> Similarly, Bose mentions that one of the most influential reasons for learners' errors is the interference of their mother tongue (L1). It is described as the negative and positive transfer that occurs between the mother tongue (L1) and the target language (L2). The negative transfer appears when the forms of (L2) and (L1) are different from each other while positive transfer occurs when these forms are similar.<sup>6</sup>

Second language learners always commit mistakes when they translate from English to Arabic or vice versa as a result of mother tongue interference. Therefore, Interference is classified as one of the main reasons that cause students' mistakes, not only in spoken and written English texts but also in translating different texts from Arabic into English or vice versa. Because of this problem in the translation process, the researcher decides to investigate it and propose suggestions to overcome this problem in the field of lexical semantic, grammatical and cultural levels.

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<sup>1</sup>Newmark, *A Textbook in Translation* (Hartford- shire: Prentice Hall, 1988).

<sup>2</sup>L Venuti, *The Translation Studies Reader*, ed. L Venuti (London and New York: Routledge, 2004).

<sup>3</sup>R Maier, "Structural Interference from the Source Language: A Psycholinguistics Investigation of Syntactic Processes in Non-Professional Translation" (University of Edinburgh, 2008).

<sup>4</sup>R Mitchell and F Myles, *Second Language Learning Theories* (London UK: Hodder Arnold, 2004).

<sup>5</sup>C Benson, *Transfer Cross-Linguistic Influence: Key Concepts* (Oxford: Oxford University Press, 2002).

<sup>6</sup>M Bose, *English Language Teaching (ELT) for Indian Students* (Chennai: New Century Book House, 2005).

This study is highly significant because it tends to investigate the difficulties behind ESL learners in translating texts from English to Arabic or vice versa, the researcher provided some suggestions to solve this problem. To achieve the set goals of proficiency and fluency, also the researchers observed the practice of translation depends on knowing vocabulary and grammar to form sentences as well as knowing the appropriate use of words within their correct cultural context.

This study aim to investigate the interference that ESL learners encounter in translating spoken and written texts, and to study the main reasons stand behind students' failure to translate from English to Arabic and vice versa correctly, and to find out some suggestions to solve such types of problems among ESL learners while translating texts.

The following part will be devoted to a literature review about translation from the English language and vice-versa among ESL learners. It deals with theoretical literature related to the translation process, besides shedding light on empirical studies that discuss the importance of translation for ESL learners.

According to Catford, translation is the replacement of textual material in one language (SL) with equivalent textual material in another language (TL), (p 20).<sup>7</sup> This definition shows that translation is a process in the sense that is an activity performed by people through the time when expressions are translated into simpler ones in the same language (Rewording and para-phrasing). It can be done also from one language to another different language. The translation is, on the other hand, a product since it provides us with other different cultures, ancient societies, and civilization life when the translated texts reach us.<sup>8</sup>

Linguistic theories of translation, according to Nida (1976:69), are based on a comparison of the Linguistic structures of the STs and TTs, rather than a comparison of literary genres and stylistic features of the philological theories. Their development is due to two factors: first, the application of the rapidly expanding linguistics, the scientific study of language, to several fields such as cognitive anthropology, semiotics, pragmatics, and teaching translation/interpreting skills; and second, the emergence of Machine Translation (MT) which has provided significant motivation for basing translation procedures on linguistic analysis as well as for a rigorous description of SL and TL (Nida, 1976: 70).

Nida and Taber (1969:134) claim that "it is only a linguistic translation that can be considered faithful", because it "is one which only contains elements that can be directly derived from the ST wording, avoiding any kind of explanatory interpolation or cultural adjustment which can be justified on this basis." Nida (1976:75) suggests a three-stage model of the translation process. In this model, ST surface elements (grammar, meaning, connotations) are analyzed as linguistic kernel structures that can be transferred to the TL and restructured to form TL surface elements. His linguistic approach bears a similarity to Chomsky's theory of syntax and transformational generative grammar.

The history of translation studies and the prevalent approaches from antiquity to the present in the West, in the form of a historical survey in which key theoretical developments are taken into account, concentrating on approaches that have emerged during the twentieth century.

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<sup>7</sup>J Catford, *A Linguistic Theory of Translation* (London: Oxford University Press, 1995).

<sup>8</sup>Yowell & Muftan, *Principles of Translation* (Cairo: Dar Annahda Alarabiya, 1999).

The initiative paper “the name and nature of translation studies” written by James Holmes, draws up a disciplinary map for translation studies and serves as a springboard for researchers with its binary division of translation studies into two sections “pure” and “applied”. Its growth as a discipline goes back to the 1980s. As time elapses, translation studies by achieving a certain institutional authority and coalescing with many are souring disciplines and trends as cultural studies, linguistics, literary theory, and criticism, bring renewed aspects to translational theory.

Walter Benjamin in his theme 1923, “the task of the translator” claims that the aim of a translation should not be to grant to the readers an understanding of meaning or information context of the original, it is the indication of bad translation. A translation exists divisibly but in conjunction with the original, coming after it, giving the original “continued life (Benjamin:2000:16).

During the period 1900 -1930, in translation theory, the imperative directions are rooted in German literary and philosophical customs and allegorical. It is assumed that language is not communicative, but constitutive in its representations of ideas and reality. Translation, considering this, is looked at as an interpretation that necessarily reforms and transfers the foreign text. For scholar as Schleiermacher and Bolt, translation is an innovative effort in which specific translation strategies serve a diversity of cultural and social tasks paving the way for the construction of nations, literature, and languages.<sup>9</sup>

Chaim Robins, confirms in his article “ the linguistics of translation” that translation encompasses two distinguished factors, a “meaning” or reference to some section of reality, and the variation between two languages in indicating that reality”(1958:123).

The term translation has many meanings: it can denote the general subject field, the product (the text that has been translated), or the process (the act of producing the translation, what is a so-called translation). The procedure of translation between different languages includes the translator changing an authentic written text (the source text or ST) into the authentic verbal language (the source language SL). This sort concede with “inter-lingual translation”, which is categorized by Roman Jakobson as follows Jeremy Munday.<sup>10</sup>

1. Interlingual translation, or “re-wording” an interpretation of verbal signs through the same language.
2. Interlingual translation, or “translation proper”, an interpretation of verbal signs using some other language.
3. Intersemiotic translation, or (transmutation), is an interpretation of verbal signs through signs of non-verbal systems. Inter-lingual refers to translation between two different written languages. Jakobson examines the main theme of this sort of translation particularly linguistic meaning and equivalence. He traced the plan of Saussure between the signifier (the spoken and written signal) and the signified; both the signifier and the signified form the linguistic sign. He then goes on to consider the thorny issue of equivalence in meaning between words in various languages. He denotes that (1959/2004:139). There is no ordinarily full equivalence between code units, in his description of inter-lingual translation includes” substituting” messages

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<sup>9</sup>Venuti, *The Translation Studies Reader*.

<sup>10</sup>J Munday, *Introducing Translation Studies: Theories and Applications* (London and New York: Routledge, 2001), p. 22.

in one language not for separate code units but full messages in some other languages. "The translators recode and transmit a message received from another source. Thus translation covers two equivalent messages in two different codes" (Jacobson, 1959/2004:139). Nida another theorist in the field of translation, Eugene Nida who tends to develop his theory in his practical work when he translated the Bible he wrote two concrete books in the 1960s: *Toward a Science of Translating* (1964), and the other book co-authored with Taber: (*The Theory and Practice of Translation*).

Nida, in his book *toward a science of translating* tries to move away from the old idea that an orthographic word has a fixed meaning; he concentrates on a functional definition of meaning in which a word acquires meaning through its context and can produce varying responses according to culture. The old terms such as "literal", "free" and "faithful" translation are described by Nida as a sort of equivalence

1. Formal equivalence: formal equivalence concentrates on the message itself, in both form and context, the message in the receptor language should match as closely as possible the different elements in the source language, formal equivalence or "formal correspondence" (Nida and Taber:1969:8), is thus strongly directed towards the source text culture.
2. Dynamic equivalence: Dynamic, or functional, equivalence is founded on what Nida calls the principle of equivalent effect, where the relationship between receptor and message should be ultimately the same as that which existed between the original receptors and the message; it aims at complete naturalness of expression. Naturalness is a master key requirement for Nida. He defines the aim of dynamic equivalence as seeking the closest natural equivalent to the source language message. Nida says that the success of translation depends on achieving an equivalent response. It is one of the four basic requirements of translation, which are:
  - a. Making sense.
  - b. Conveying the spirit and manner of the original.
  - c. Having a natural and easy form of expression.
  - d. Producing a similar response.<sup>11</sup>

Translations errors are defined differently depending on translation theories and norms (Hansen, 2010). Based on the projects of this study, the concept of translation errors adopted in this study is stated by ATA Framework. According to ATA, translation errors reflect negative impacts on the understanding or use of a target text.

## **METHOD**

The researchers used the descriptive analytical approach with statistical analysis to investigate the influence of the mother tongue in the translation process from English to Arabic and vice versa among ESL learners. The study is conducted to o serve the students of English language at Jazan University, Addarb College, Department of English.

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<sup>11</sup>Eugene A Nida, *A Framework for the Analysis and Evaluation of Theories of Translation* (Brislin, 1976), h. 164.

To collect the required data a questionnaire consisting of 15 items has been designed by the researcher for the English language teachers who teach the English language to ESL learners in different colleges at Jazan University

This study is prepared to serve both English language teachers and students who take the English language as a major field at Jazan University in the academic year 2022 – 2023.

The researcher identified the hypotheses of the research and selected the data instrument which is represented in a questionnaire; which is distributed among English teachers, then collected, analyzed, and discussed.

The population of this study is a group of English language teachers who have great experience in teaching English to ESL learners. The sample number is [40] male and female teachers, all of them are teaching the English language at different academic levels.

The prepared questionnaire contains [15] statements with five options to be checked by the subjects. It is designed to investigate the influence of the mother tongue in the translation process and also to provide students with different benefits in practicing translation with appropriate techniques to avoid interference in translation from English to Arabic and vice versa.

Many scholars claim that validity is an important quality to be considered in the development, interpretation, and use of language tests. Therefore, to ensure the face validity of the questionnaire, certain procedures were followed, first, the prepared version of the questionnaire was presented to specialize people in the field of teaching English to ESL learners, second, the questionnaire was modified with wording, and the number of items and restatement of certain items. Finally, the questionnaire was collected, analyzed, scored, and tabulated.

Regarding many studies, it appeared that ESL learners' performance may be affected by different factors in testing conditions such as fatigue, anxiety, and carelessness, thus, they may obtain scores, which are inconsistent from one occasion to the next. A reliable questionnaire should have the same scores if it is given at a future time to the same group of subjects.

The following steps were followed by the researcher to prepare the questionnaire:

1. First, the first version of the questionnaire is designed by the researcher.
2. Second, the questionnaire is given to experts to check its face validity.
3. Third, corrections were made to the final version of the questionnaire.
4. Fourth, the questionnaire consists of five options, so the respondent has to tick the suitable one.
5. Fifth, the questionnaire is distributed among [40] teachers of the English language.
6. Finally, the questionnaire is collected analyzed, and statistically tabulated using the SPSS program.

## **DATA ANALYSIS AND DISCUSSION**

The following part will be devoted to presenting, analyzing, and discussing the results of the collected data through the questionnaire as a tool for data collection. The data is calculated statically with a specialized program then presented, discussed and, interpreted in detail. The researcher reports on the main findings of the questionnaire papers survey that was

checked by teachers of English language at different levels. The researcher used SPSS' Statistical program to analyze the collected data, the data shows the following results.

To analyze the questionnaire, the Statistical Package for Social Sciences (SPSS) program is used, and several tools were used in measuring the questionnaire, which is a percentage, mean, standard deviation, descriptive statistics results, a single group test, a (T-test) for the difference between the groups, one-way analysis of variance, Duncan's dimensional analysis, (Alpha Scale) and correlation coefficient.

**A. Questionnaire Reliability**

**Table 1**

No. of candidates	No. of items	Cronbachs Alpha	Validity
40	15	0,984	0,991

Concerning the above table (Alpha value = 0,984) is so high, that means the prepared questionnaire is characterized by high reliability and validity.

**Table 2  
One Sample T-test**

No.	Test Value	Mean	Std. Deviation	T	Df.	sig	Decision
40	45	64,7	10,92	11,4	39	0,000	significant

The above table statistics reflect the result of the 'One sample T-test that was used to test one group of candidates to recognize their opinions and it appears that there is statistical significance because the calculated level is 0.000 less than the standardized level of 0.05 and that means it is significant to the benefit of those who strongly agree.

**B. Level of Agreement Percentage**

**Table 3  
Item 1**

ESL learners encounter mistakes in translating texts because of the interference between L1 and L2.					
Agreement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
No.	24	13	1	1	1
Percentage %	60	32,5	2,5	2,5	2,5

**Table 4  
Item 2**

ESL learners face difficulty in translating texts because of the lack of vocabulary knowledge.					
Agreement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
No.	25	10	5	-	-
Percentage %	62,5	25	12,5	-	-



**Table 5**  
**Item 3**

For ESL learners the differences between Arabic and English structures create difficulty in the translation process.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	19	17	3	1	-
<b>Percentage %</b>	47,5	42,5	7,5	2,5	-

**Table 6**  
**Item 4**

Most ESL learners' mistakes in translation come as a result of cultural differences between the source language and the target language.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	27	9	3	1	-
<b>Percentage %</b>	67,5	22,5	7,5	2,5	-

**Table 7**  
**Item 5**

ESL learners tend to translate texts by thinking about the meaning in their mother tongue.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	26	14	-	-	-
<b>Percentage %</b>	65	35	-	-	-

**Table 8**  
**Item 6**

ESL learners have to know that it is essential for a translator to understand the exact meaning before translating texts.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	13	16	7	4	-
<b>Percentage %</b>	32,5	40	17,5	10	-

**Table 9**  
**Item 7**

ESL learners face problems in recognizing the differences between Arabic and English structures in the translation process.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	12	11	9	8	-
<b>Percentage %</b>	30	27,5	22,5	20	-

**Table 10**  
**Item 8**

ESL learners know that having a good command of the source and the target language helps to overcome translation difficulties.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	12	19	7	1	1
<b>Percentage %</b>	30	47,5	17,5	2,5	2,5

**Table 11**  
**Item 9**

ESL learners cannot translate properly because they do not have enough understanding of English grammar.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	12	21	6	1	-
<b>Percentage %</b>	30	52,5	15	2,5	-

**Table 12**  
**Item 10**

ESL learners cannot translate properly because they do not have enough understanding of Arabic grammar.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	30	9	1	-	-
<b>Percentage %</b>	75	22,5	2,5	-	-

**Table 13**  
**Item 11**

ESL learners face a problem in translation because of the ignorance of non-equivalence meaning in the Arabic Language.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	23	12	5	-	-
<b>Percentage %</b>	57,5	30	12,5	-	-

**Table 14**  
**Item 12**

ESL learners face a problem in translation because of the ignorance of non-equivalence meaning in the English Language.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	16	18	3	3	-
<b>Percentage %</b>	40	45	7,5	7,5	-

**Table 15**  
**Item 13**

ESL learners' misunderstanding of the grammar of both languages affects the quality of translation.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	19	16	2	3	-
<b>Percentage %</b>	47,5	40	5	7,5	-

**Table 16**  
**Item 14**

Having a good mastery of the source and the target language helps to facilitate translation difficulties.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	19	14	4	3	-
<b>Percentage %</b>	47,5	35	10	7,5	-

**Table 17**  
**Item 15**

Having a good knowledge of both languages helps to overcome translation difficulties.					
<b>Agreement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>No.</b>	28	9	3	-	-
<b>Percentage %</b>	70	22,5	7,5	-	-

**C. T-test and Descriptive Statistics**

**Table 18**

1. ESL learners encounter mistakes in translating texts because of the interference between L1 and L2.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,45	0,87	89%	10,5	0,000	Strongly Agree
2. ESL learners face difficulty in translating texts because of the lack of vocabulary knowledge.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,50	0,71	90	13,25	0,000	Strongly Agree
3. For ESL learners the differences between Arabic and English structures create difficulty in the translation process.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,35	0,73	87	11,6	0,000	Strongly Agree
4. Most ESL learners' mistakes in translation come as a result of cultural differences between the source language and the target language.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>

4,55	0,74	91	13,1	0,000	Strongly Agree
5. ESL learners tend to translate texts by thinking about the meaning in their mother tongue					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,65	0,48	93	21,6	0,000	Strongly Agree
6. ESL learners have to know that it is essential for a translator to understand the exact meaning before translating texts.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
3,95	0,95	79	6,26	0,000	Agree
7. ESL learners face problems in recognizing the differences between Arabic and English structures in the translation process.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
3,67	1,11	73	3,81	0,000	Agree
8. ESL learners know that having a good command of the source and the target language helps to overcome translation difficulties.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,00	0,90	80	6,98	0,000	Agree
9. ESL learners cannot translate properly because they do not have enough understanding of English grammar.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,10	0,74	82	9,35	0,000	Agree
10. ESL learners cannot translate properly because they do not have enough understanding of Arabic grammar.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,73	0,50	95	21,6	0,000	Strongly Agree
11. ESL learners face a problem in translation because of the ignorance of non-equivalence meaning in the Arabic Language.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,45	0,71	89	12,83	0,000	Strongly Agree
12. ESL learners face a problem in translation because of the ignorance of non-equivalence meaning in the English Language.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,17	0,87	83	8,5	0,000	Agree
13. ESL learners' misunderstanding of the grammar of both languages affects the quality of translation.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,27	0,87	85	9,19	0,000	Strongly Agree
14. Having a good mastery of the source and the target language helps to facilitate translation difficulties.					
<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,22	0,91	84	8,42	0,000	Strongly Agree
15. Having a good knowledge of both languages helps to overcome translation difficulties.					

<b>Mean</b>	<b>St. Deviation</b>	<b>Ratio</b>	<b>T - value</b>	<b>P - value</b>	<b>Decision</b>
4,62	0,62	92	16,36	0,000	Strongly Agree

The above table reflects the result of 'the descriptive statistics which used to recognize the responses of candidates and the benefit was for two options (i-e strongly agree and agree), these decisions reflect the questionnaire reliability and validity.

## **CONCLUSION**

This part is devoted to the overall summary of the study and then presents the main findings of the study as well as offers some suggestions and recommendations for further studies. The Main Findings are:

1. The errors encountered by ESL learners in translating texts as a result of the interference between first and second languages.
2. The errors committed by ESL learners in translation come as a result of the non-equivalence between the source and target.
3. ESL learners make mistakes in the translation process because of cultural differences between the source language and the target language.
4. The main problem behind ESL learners' mistakes in translation refers to their thinking about the meaning in their mother tongue.
5. Most ESL learners face problems in recognizing the differences between Arabic and English structures in the translation process.
6. ESL learners face a problem in translation because of their ignorance of non-equivalence meaning in the Arabic Language.
7. Misunderstanding of the grammar structure of both languages affects the quality of translation.

## **RECOMMENDATIONS**

1. Additional studies in the field of translation are needed to overcome the problems and difficulties in Translating texts from English into the Arabic language and vice versa.
2. It is strongly recommended that more studies in the field of translation for ESL learners context to overcome errors committed, source of errors, and approaches to avoid these errors.
3. ESL learners as translators should know the differences between the source language and the target language to achieve effective translation.
4. ESL learners and translators should be aware of registers, dialects, and socio-lect which create problems in translation.
5. ESL students and translators should be careful in bringing the target equivalent of the same meaning and keeping the cultural form as much as possible.
6. ESL students and translators should read more books, magazines, and newspapers, and watch English series and films to be in touch with the English culture.

The translation process is not an easy task to do as it is not merely the substitution of words in one language by another language, but the transfer of meaning and sense that the author wants to convey most naturally. Therefore, it requires the training of prospective translators is done carefully to produce efficient translators. In the teaching and learning of translation, errors play a crucial role as they form part of the student's learning experience, suggesting that they are actively trying out and experimenting with linguistic structures in the

foreign language. Error analysis has been an effective tool to assess the translations performed by students. The more errors the students commit in translation, the worse their translation product is. Identifying the errors committed by the translation learners is very important since errors reflect the quality of a translation and they tell something about the translation training process. Therefore, it is important to study the translation errors and find solutions for these errors to produce a good translation.

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