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Translation Problems Faced by Saudi EFL Learners at University Level

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Abstract: The aim of this paper is to identify some of the problems faced by Saudi learners of English at Taibah University when translating from Arabic into English. Also, this paper discusses the reasons why these errors are attributed to. These students commit different types of errors, such as spelling, lexical errors, and errors of synonymy, syntactic errors, and finally, the cohesion errors. The committed errors are due to linguistic and non-linguistic factors. This study, as well, identifies the main functions served by the topics discussed by the researcher and determines that the most predominant function is the promotion of understanding between cultures.

Keywords: Translation; Errors analysis; Types of errors; Linguistic and non-linguistic factors of errors.

1. Introduction

Before the word, there was the reality behind the word. As soon as that reality was named, it became the word. Now it is very hard to perceive that reality outside its name. Accordingly, Adam was asked by God to name all things. In a more modern interpretation, man is born with the ability to create language and use it to make sense of the world around him.

Translation equivalence is a crucial problem that students face when they go beyond the linguistic and semantic levels. The primary aim, at this point, is to make students aware of the theory of equivalence which “is usually intended in a relative sense – that of closest approximation to source text meaning” (Hatim and Mason, 1990).

Translators are in a unique position to act as ambassadors among cultures because they have knowledge and understanding of both the source and target cultures of the works they translate. This study identifies the main functions served by the topics discussed by the researchers and determines that the most predominant function is the promotion of understanding between cultures. The next most served function is that of promoting understanding of the translator’s role and intervention in the text. Although translators’ prefaces are relatively uncommon today, they have an important role to play as the voice of the translator—the key figure in promoting better understanding among peoples and nations.

Language is a bridge, but also a barrier. The problem is that we seem to forget that language is only a means, and not a purpose in itself. If we do not learn to see beyond it, to recreate the portion of reality that has been pinned down in a word, we are going to miss the deepest and most subtle layers of existence.

1.1. Statement of the Problem

Many Saudi EFL learners face problems when practicing written English, so they make poor English texts by committing certain errors. These errors tend to be indications of severe learning difficulties that reflect bad performance of the English language. As a result, the researcher in this study is going to investigate, identify and classify the English translation equivalence made by Saudi students at tertiary level when translating from Arabic into English. In addition, this study is expected to reveal how competent are Saudi learners in handling English translation equivalence and the problems that these learners encounter in practicing translation.

1.2. Data Gathering Techniques

Once the textual analysis is necessary to study how contextual translation equivalent is expressed by the Saudi learners, the researcher should ask the subjects to translate certain topics into English, because translation is the useful tool in such studies. Arabic written texts were distributed to the subjects. Then the subjects were asked to translate these texts into English.

Errors were classified into categories. Also within each category sub-classifications were made; for example, sub-classifications within the syntactic errors such as: article errors, tenses errors, preposition errors...etc.

2. Material Analysis

2.1. Translation Errors

When learners have difficulties in finding the Target Language (TL) lexical equivalence, which may convey the intended meaning, they resort to the translation of the equivalent item from their mother tongue (MT) and use it in the (TL) context. If the rules governing the item in the MT and TL are different, the use of the translated item will result in either a clear cut error or in an expression which sounds odd to native speakers, though fulfilling the purpose of communication. One type of the committed errors is errors of paraphrasing (circumlocution) [Tarone \(1983\)](#) define the strategy of paraphrasing as “The rewording of the message in an alternative acceptable construction in order to avoid a more difficult form or construction”. The term ‘circumlocution’ is also used by [Tarone \(1983\)](#) and [Varadi \(1983\)](#), to refer to ‘paraphrase’. Here, a learner normally gives a description of the intended lexical item or a definition of it in other words when he fails to produce the proper lexical item to use in a certain context as in the following examples from the present study:

- a. *Saudi federation sport (Saudi football Association)*
- b. *It's the sport most for the rest of the federation games. (Football sport, in Saudi Arabia, is the most famous sport)*
- c. *Sooocar in KSA it is the sport viemosmoer about different. .(Football sport, in Saudi Arabia, is the most famous sport)*
- d. *So it's be more famous. (So, it has become the most famous)*
- e. *The foot bool in Al-suodi she the moor fomas plays. Football is the most famous sport in Saudi.*
- f. *Some football Saudi Arabia a one sport of world years yet.*
- g. *Football in Saudi Arabia she sport more femos sports diffirint in years, she develop femos in media world.*
- h. *The football is importon and it famous of a different game in the last years.*

The above sentences may be understood by the native speaker; however, the paraphrase in each of them is not an acceptable English usage. In this case, learners had recourse to elaborate descriptive paraphrasing where the speakers of the TL would prefer a single lexical item to capture the meaning of a high level word. A characteristic feature of such a paraphrase is the introduction of separate words to specify some semantic features of the defined word.

2.2. Errors Resulting From False Analogy

Another area of errors can be seen in errors resulting from false analogy. Analogy is used by learners from different backgrounds. The learner coins new verbs, nouns, adjectives and other parts of speech along the lines of existing TL rules. According to [Tarone \(1983\)](#), “the learner resorts to analogy in situations where the intended lexical item is known. It is the learner's desire to communicate a certain concept that presses him to adopt his strategy.” However, the use of terms in analogy to others shows the active involvement of the learner in the process of learning the language. Also, it can be a good indication of the creative use of language. In this respect, students made errors like the following:

- a. *The football in Saudi Arabia he is very famous sport.*
- b. *It have Saudi sport many compition*
- c. *in the light of modern means in world meby playing Saudi Arabia go to oruba.*
- d. *The sport of football in KSA is a sport of football is very famos from other sports in last years football has more love from the people in KSA from souial media.*

Such errors are referred to by [Corder \(1967a\)](#) as “developmental errors” which “illustrate that the learner is attempting to build up hypotheses about the English language from his limited experience in the classroom or the textbook.” This definition indicates that the learners’ problems are the result of the limitation in exposure to TL. Errors could be attributed to wrong selection of words, when the students tend to communicate the intended meaning. This process of selection is a result of direct translation from MT. It becomes clearer if one views the equivalents of the examples mentioned. Sometimes, literal translation brings wrong collocations. The wrong collocation can be attributed to the lack of extensive reading in English, where students may acquire and build up competence to use the lexicon of the language.

2.3. Errors of Synonymy

English is said to be very rich in synonyms because of the French, Latin, and Greek influences on the language and also due to the extensive number of loan words from other languages. A synonym, as defined by [Corder \(1967a\)](#) is “a word which has the same, or nearly the same meaning as another word.” For example, in English ‘hid’ and ‘concealed’ in:

- a. Sami hid the money under the table.
- b. Sami concealed the money under the table.

Here, it is important from the foreign language learning point of view to know whether TL learners maintain the differences that do exist between synonyms. The difference in meaning among synonyms may be a difference in style, geographic distribution, formality, attitude of speaker, connotation, collocation and possibly some other ways. In an immense number of cases these differences can be specified in terms of features which tend to be more

language specific than universal; as a FL learner might assume. If one takes the words “important”, “popular”, “famous”, “significant”, “move”, “remove”, “go”, “navigate”, and “association”, “union”, “league”, “federation” for example, these might have different meanings to the native speaker. On the other hand, these words are used by learners in a study as though they have one and the same meaning as in:

- a. *Football is the most important sport, (famous, popular).*
- b. *It is a famous sport of another sports. (among other)*
- c. *The Saudi united of football is the manager of this sport in Saudi Arabia.*
- d. *Ittehad Saudi football. (Saudi Football Association)*
- e. *The itihad of Saudi organized the soccor for many msabgat.*
- f. *the plaaers Saudi go to Urob.*
- g. *Someplayrs move to Europe.*
- h. *Some Saudi players navigate to Europe.*
- j. *some Saudi players remove to Europe.*

An FL learner tends to assume that a number of related words are synonyms to the extent that they can be used interchangeably. This view is confirmed by Hornby (1965), who states that “There are few real synonyms in English. So, circular definitions are dangerous, especially in a dictionary intended for users to whom the language is foreign”. He adds that a monolingual dictionary is unsatisfactory. This tendency is reinforced by the fact that in a greater number of words the difference in meaning is fine and subtle, or such differentiation is not made in the MT. This becomes a serious problem in the case of words which Palmer (1974), calls “loose sense of synonymy.”

A translator should be able to identify the degrees of similarity between the source language (SL) synonymous items. If it is very high, it is advisable to render them by one item in the TL. However, if the items of (SL) are only near-synonyms, the translator might translate them separately in order to preserve the function of such repetition, e.g., Arabic *as-silmuwa-l-amnu* (peace and security). There are typical differences between most synonymous couplets, which the translator should convey in the TL.

Palmer (1981) explains that true synonyms are mutually interchangeable in all their environments, or they are the same opposites. One can say, few words are completely synonymous in the sense of being interchangeable in any context without the slightest alteration in objective meaning, feeling tone, or emotive.

Finally, it can be said that virtually no true or real synonymy exists in a language, and if it is there, it is very rare. The errors in most cases can be attributed to the use of bilingual dictionaries where FL learners tend to assume that there is a number of related words. This view is confirmed by Hornby (1965), who states that: “There are very few real synonyms in English, so circular definitions are dangerous, especially in a dictionary intended for users to whom the language is foreign.”

2.4. Syntactic Errors

This section is devoted to identifying, describing, and explaining syntactic errors made by learners in this study. According to English syntax, these errors are categorized into six categories; namely, article errors, tenses and verb errors, preposition errors, concord errors, pronominal errors, and other errors.

2.5. Types of Article Errors

Article errors have been classified under three main headings; namely, omission of article, redundancy of article, and wrong choice of article as shown below:

Article Omission

The possible explanation for omission of articles' errors is MT interference as in the following examples:

- a. The football is (...) important sport.
- b. Football is (..) best sport.
- c. ... like (..)cup of king

However, in Arabic, as no form of indefinite article exists, indefiniteness is expressed by the absence of the definite article ‘*al*’ meaning ‘the’ and the use of zero morpheme instead. So, students transfer this Arabic rule to English and, in effects, making mistakes. Another possible explanation of this is the irregularity of the English article system which hinders the formulation of a generalized rule. This means that, if we regard the generalization rule which says that the indefinite article is used with singular countable nouns, and should not be used with uncountable nouns, it is found that a number of non-confirming examples as:

- a. As painter, he is not well-known.
- b. It is a pleasure to see you. Where the singular countable noun ‘painter’, in example (a), lacks the indefinite article and the uncountable noun ‘pleasure’ in (b), takes the indefinite article. In examples (a) and (b), above, learners adopted the strategy of simplification, deleting the indefinite article to reduce the linguistic burden of the TL, because they had not as yet arrived at firm generalizations in the use of indefinite article. Carelessness may also contribute to the occurrence of indefinite article omissions. This claim can be justified by the fact that the occurrence of such errors is inconsistent. Concerning redundant articles, one can say this type of errors could be attributed to MT interference on the one hand and to ignorance of the rule restrictions of the TL itself on the other hand. English does not use the definite article with mass/uncountable nouns with generic reference. Arabic, on the other hand,

selects the definite article as such usages. For example: a- ?Ima'umuhimonlilhayati. *The water in necessary for the life. It should be Water is necessary for life. Redundant use is, also, observed with geographical names as in the example below: b- Alkhartoum University. *the Khartoum university It should be Khartoum University. Finally, errors committed by the wrong choice of articles resulted mainly from the interchange of the definite and indefinite articles. Here, students replace the definite article 'the' by the indefinite article 'a/an' in places which require the definite article. So the students ignore the rule that if a noun is preceded by a modifier and an indefinite article 'a/an', the article comes before the modifier only not after it. So, this error is due to ignorance of rule restrictions.

2.6. Tense & Verb Errors

Tense and verb errors have been classified according to usage into wrong choices of tenses, wrong formation of tenses, verb '(to) BE' errors as shown below. For wrong choice of tense, one gives the two following examples:

- a. Last year football has more love from the people in KSA.
- b. Some Saudi players is go to Europe.

Wrong choice of tense could be due to the fact that students were probably incapable of selecting the appropriate tense form for the appropriate context. They wrongly broke the sequence of tenses, by shifting the tense from past to present, while the proper sequence of tenses has to be used in both English and Arabic. The omission of the past marker -ed could be attributed to the learning strategy of simplification stemming from the learner's tendency to reduce certain grammatical performatives such as the past tense forms. It could also be explained as Corder (1967a) maintains: "The -ed marker in narrative or in other past contexts, often appears to carry no meaning, since pastness usually can be expressed equally well in the present." He argues that this kind of errors is 'developmental'; i.e., it is made by anyone learning English and it is not derived from transfer. This type of errors could be attributed to poor training of students with regard to proper selection of tenses so as to suit proper contextual situations. Also the ignorance of the rules of conjugation of verbs plays a great role, when students fail to produce the right form of the verb. Students try to extend the use of the verb by over-generalizing the general rule of conjugation (-ed addition to the base form), of English regular verbs to the irregular ones as well. This claim is supported by Selinker (1972), who says that "the past tense form morpheme -ed is extended to an environment in which to the learner, it could logically apply, but just does not (sic)." Other reasons that play a great role in this area can be maintained as: overgeneralization, carelessness, learning chunks or teaching strategies. The last ones increase the frequency of over-generalization structures; e.g. He talks to the responsible people. This example is over-generalized to: *He is talks to the players. Concerning the verb "(to) be" errors, it is obviously found that MT interference plays a great role in this area. This is because the verb 'be' when used in the present has no corresponding verbal form in Arabic; e.g. the Arabic equivalent of the English sentence: ?abishafoqundjiddan. My father--kind very. However, in Arabic when the context implies a past event, the insertion of 'be', is possible, e.g. Alhakomatumashgholaton. The government was busy. Burt and Kiparsky (1972), state that omission of (to)be "seems to be typical errors to many EFL learners with different language backgrounds." It is not detected to be a strategy of simplification on the part of the learner, but as stated by Cohen (1998), "it seems to be an instance of language interference from the MT form languages is no copula element." On the other hand, linguistic simplification is clearly applied by learners in the omission of 'be' as an auxiliary. As for the justification of the omission of 'be' as an auxiliary, it could be due to a strategy of simplification whereby the learner reduces his/her linguistic burden. According to Dulay *et al.* (1982), "Learners try to eliminate those semantically redundant items." For these areas on most of the grammatical morphemes such as auxiliary verbs, articles, prepositions and most of nouns and adverb inflections are subject to omission. This type of 'be' is termed by Ellis (1985), as "linguistic simplification." Once there is an omission of the verb 'be', there should be redundant use of verb be. This redundant could be attributed to faulty comprehension of distinctions in the TL; such as in the following example: He is talks with the players.

2.7. Analysis of Preposition Errors

These errors revealed that students made mistakes in choosing the correct prepositions as shown in e.g.: *.... from social media. (by). *famous from other sports. (among).

The reason of such errors could be attributed to the lack of practice on the part of students which is initially attributed to ignorance of the rule restrictions concerning the use of prepositions.

2.8. Concord Errors

Concerning the concord errors, the students made errors of subject-verb agreement, particularly the omission of the 3rd person singular. Data also showed that many errors were made by the students in the omission of the plural -s marker. This type of error could also be attributed to MT interference, where English requires an -s, with present simple verbs, when the subject is one of the 3rd persons.

- *This sport go to ittihad.
- *The fun make it is important.
- *Last year football has more ...
- *Many other competition.

On the contrary, Arabic requires no -s marker in equivalent English constructions e.g.:

- a. abeeya' malumu' aliman.

- b. father my work teacher
- c. My father works as a teacher.

The errors could be attributed to the carelessness of students and their lack of practice.

2.9. Pronominal Errors

It is commonplace knowledge that English shows concord in number, gender and person between a pronoun and its antecedent. English distinguishes several types of pronouns: personal pronouns, relative pronouns, demonstrative pronouns, possessive pronouns, and reflexive pronouns. These errors of wrong selections could be attributed to the differences between English and Arabic pronouns. In English, six of its pronouns show differences in form for certain syntactic positions. In English correlation of the pronouns with the different kinds of noun words referring to humans and non-humans, and animate and inanimate things, is not always easy to make because both humans and non-humans (such as: child, enemy, dog, etc.), may have the following correlation forms: 'he', 'she', and 'it'. Noun words, such as group, nation, family, class... etc., may have correlation forms; namely, they or it. The FLs of English have difficulty in choosing the correct correlation form.

*He is sport.

*Football in Saudi Arabia she sport more famous.

2.10. Cohesion Errors

Cohesion is the glue that holds a piece of writing together. In other words, if a paper is cohesive, it sticks together from sentence to sentence and from paragraph to paragraph. Cohesive devices certainly include transitional words and phrases, such as therefore, furthermore, or for instance, that clarify for readers the relationships among ideas in a piece of writing. However, transitions are not enough to make writing cohesive. Repetition of key words and use of reference words are also needed for cohesion.

Repetition of key words sentences or paragraphs can be tied together by repeating certain key-words from one sentence, or paragraph, to the next. This repetition of key-words also helps to emphasize the main idea of a piece of writing. For example, in the following paragraph, from James Michener's, *The Covenant*, one is to note how many times the words owned and ownership are repeated: "Nobody owned any part of the land. Sotopo's father owned many cattle, and if the cows continued to produce calves, he might as well become the next chief. Old Grandmother owned the beautifully tanned animal skins she used as coverlets in winter. And Sotopo owned his polished hardwood assegais. But the land belonged to the spirits who governed life; it existed forever, for everyone, and was apportioned temporarily according to the dictates of the tribal chief and senior headman. Sotopo's father occupied the hillside for the time being, and when he died the older son could inherit the loan -- land, but no person or family every acquired ownership". By repeating the words owned and ownership throughout the paragraph, the writer has tied each sentence to each other and has clearly indicated what the main idea of the paragraph was. In this case, the main idea is ownership of something. And what exactly is being (or not being) owned? By repeating the word land, the author shows that the entire main idea is ownership of land. The learners in this study tend to be weak when they want to tie sentences and paragraph to indicate what the main idea of the paragraph is.

2.11. Use of Reference Words

Another way of tying sentences and paragraphs together involves using reference words that point back to an idea mentioned previously. Among the many reference words that can be used to tie one sentence to another or one paragraph to another are words like this, these, those, such, and that. These reference words should not be used by themselves, but should be combined with important words and phrases from previous sentences or paragraphs. In the following paragraphs, we can see how reference words are used not only to tie sentences and paragraphs together, but also to emphasize the main idea in a paragraph. Writing about a topic is often difficult. On the other hand, it can be rewarding. First, I do not always know what to write about, so I often need to research, talk to people, and think about what I know before I come up with a strong topic. In addition, the writing process itself takes time and energy. Time is needed to select and narrow a topic, to generate information and structure ideas, to knock out draft after draft, and to edit for my usual typos and mechanical errors. Besides the time involved, energy (and lots of food to produce it) is needed so that I may produce my best work. Although writing is sometimes difficult, it can be very rewarding. Somebody may enjoy seeing words which say exactly what he/she wants them to. He/she also feels proud when everything "clicks." Finally, knowing that he/she has done his/her best work and earned a good grade, too, are strong personal rewards.

It can be said that reference is a problematic cohesive device for students as seen in the following students' excerpts:

- a. *Some football Saudi a one sport of world years yet, can fomis twitter or facebook, and some play sport Saudi to Eourpe, Saudi football sport pasic sport in Saudi Arabia.*
- b. *The footbool sport in Saudi it's Thesoptr most for the rest of the different games in the last years increased fame in shade moarn means in the world of socal media some Saudi players.*

Lack of cohesion in writing is a problem that plagues many ESOL students. How to help students overcome the problem has long been a challenge to ESOL teachers and researchers alike. Yet in dealing with this complex task, many teachers continue to focus mostly on teaching the use of functional connectives, such as conjunctions and conjunctive adverbs, overlooking another important element responsible for basic text cohesion; namely, content

lexical ties. Many studies have shown that these ties, which involve the use of repetition, synonymy/antonym, and superordinates/hyponymy among other tools, are an essential cohesive device in native speakers' speeches and writing. However, studies seem to have failed to produce much impact on ESOL writing instruction on cohesion. The author's search has yielded no direct studies on the teaching and use of content lexical ties in ESOL, and most ESOL writing textbooks have either totally neglected the subject or merely mentioned it in passing. Reid (1971) while rendering a four-page detailed discussion on connectives, offered only a sketch of less than one page on repetition and synonyms as cohesive devices. This absence of content lexical ties in ESOL writing textbooks might partially explain the failure of classroom teachers to address cohesion issue from this important perspective.

Studies have demonstrated that content lexical ties are an important cohesive device in writing and that insufficient use of lexical cohesive ties by ESOL students contribute to the lack of cohesion in their writings. Yet so far, ESOL educators seem to have overlooked the issue. More attention should be paid to this topic in research and classroom teaching. Many more teaching and learning activities in this area need to be developed to help students write more cohesively.

In the following example, we can see a conjunction error as a sample of the cohesion errors:

- a. And Saudi united for soccer is min umprella for it in Saudi Arabia.

It is clear that this sentence does not need to start with the additive coordinator 'and', for it is the first sentence of a paragraph. This concurs with the conclusion that Arab EFL learners' overuse of English 'and' seems to play a central role in the formulation of the contrastive rhetoric hypothesis. It is commonly known that the Arabic language is characterized by a series of parallel constructions which are connected by coordination. Generally, argued that parallel construction forms the core of paragraphs in some Arabic writings as well.

3. Conclusion

Studying the results of this investigation, it is found that there are certain areas that are problematic to Saudi students. These areas are lexical errors, errors of synonymy, syntactic errors and, finally, cohesion errors. It can be said that lexical errors in this study are confidential into: literal translation from Arabic, paraphrasing, false analogy and synonymy. It is found from the analysis undertaken, that MT interference is the major variable in the choice of lexical items. It was also found that overgeneralization of TL rules predominates. Tense errors were the results of students' incapability of selecting the right tense as well as the learning strategy of simplification and the false analogy, while MT interference is a main source of error apparent in the wrong formation of tenses. Concerning preposition errors, these are due to MT interference where students literally translated Arabic prepositions into English, lack of practice, and ignorance of rule restrictions. Concord errors could be attributed to overgeneralization of TL rules and MT interference. Students make pronominal errors in the wrong choice, redundant use and omission of pronouns as a result of differences between English and Arabic pronouns on the one hand, and MT interference, on the other hand. Students also make other errors such as the positioning of adjectives and adverbs. The MT is the main source of adjective errors. Generally, most of the errors revealed could be attributed to two major sources: inter-lingual (MT interference), and intralingual (i.e. overgeneralization of TL rules, simplification, false analogy, ignorance of rule restorations and incomplete application of rules.). In addition, they could be also attributed to such other non-linguistic sources, as methods of teaching, lack of training teachers, and ineffective curricula.

At the end, the findings showed that learners made errors because of their lack of appreciation of the various ways of word application. They should know the applicability and usage of words and structures in a language. For such knowledge no fixed rules are available, due to continuous change in languages. Moreover, it can be said that the practice of continuous translation is indispensable, since it is the only best way for one to become a good practitioner. Practice should be combined with love of the profession of translation and dedication to it; efficient translators who love their profession. Learners should be exposed to translate texts in both the SL and TL. They should read these texts carefully with a decisive eye, and adopt the best of them as models to imitate.

4. Implications

It is hoped that the present study will be of value to Saudi learners of English in general in explaining, and diagnosing learners' written performance when translating from Arabic into English and vice-versa. It is also hoped that the findings of this study will be useful to teachers of English and to curriculum designers to know exactly where to expect areas of difficulty and plan a curriculum in a way that could help their students avoid making errors.

The possibility of ensuring an adequate mastery of a language to guarantee a good level of written structures is examined by many educationalists through error analysis. Errors made by learners of a foreign language have, for a long time, attracted the attention of many teachers, researchers and linguists. This attraction straightens the belief that a systematic study of written structures may lead to improve teaching methods and increase the awareness of the nature and causes of second language (L2) learner's errors. It is thought that one of the effective tools where learners' performance of translation can be examined and analyzed is the written structures. This is why it is strongly believed, in this study, that an examination of the learners' translation through error analysis approach is useful.

5. Recommendations of the Study

The following recommendations are made in a hope that they will be taken into consideration for at least reducing the occurrence of errors as well as creating better circumstances in the field of language learning, translation, teaching methodology, course-books preparation, teacher training, and testing. In accordance with our observations, the following measures could be recommended to teachers and curricula compilers as an attempt to avoid potential mistakes in translation:

1. As the students make step-by-step advance in mastering the linguistic specificity of the TL and move slowly from the initial to the final stage of the studying process, focus should be gradually shifted from the first translation stage to the last one, i.e. to the translation result. This should of course be done primarily in class, to form a habit of viewing the result as a self-sufficient and self-valuable utterance in the native language, of which linguistic specificity should not copy the source language. A fine support here is perhaps an increase (or at least a "non-decrease") of the time devoted to written translation from a foreign language into a native one, as compared to oral translation.

2. Adding, within the curriculum of the undergraduate students, one more, final, phase to the above-shown three-stage translation scheme, which may be named "result editing," i.e. bringing the native-language utterance into complete accord with the standards of the vernacular.

3. As an essential basis of what was said in the previous item, greater attention should be given to, and focus be made on, the professional study of the native language within the general curriculum of those students who study foreign languages.

4. Teaching English vocabulary to improve the learners' vocabulary. It will help the learners to learn not only the meanings of words but also how these words are used. Learners ought to know that a word may have different meanings in different contexts. Immediate development of strategies for adequate expansion of vocabulary at the intermediate and advanced stages of language learning is most strongly recommended. Vocabulary should be recognized as a crucial element in language teaching/learning process from the beginning stages.

5. Teaching grammar for students or teachers needs little creativity and productive lessons that teach grammar inductively to cheer up the process for both teachers and learners.

6. Writing should be given its own status in the ELT course. There are a number of reasons for this. One is that linguists have become interested in studying the characteristics of written as well as spoken language. It is now sufficiently clear that writing is not simply a poor relative of speaking, or that speaking is merely a sloppy version of writing. Another reason is that teachers of English have become increasingly concerned with the need to teach writing to students whose proficiency with the spoken language may be secondary or even irrelevant. Finally, coinciding with the increased interest in the written language by both linguists and ELT teachers has been a considerable growth in the study of language beyond the sentence; that is, in discourse.

7. Learners should always know that good translators do not only share worthwhile ideas with their readers but they also express those ideas in the source text in the best possible way.

8. Any course-book should be carefully planned to introduce students to all of the main elements of the taught subject in a simple, step-by-step fashion. Students begin by being made to discover the value and fascination of studying the subject, and move on. The course-book should also meet the needs of those who genuinely wish to teach themselves.

9. Learners should be aware of the differences between English and Arabic in terms of structures and their intended meanings. 10. Models of language, text and translation to provide the background for empirical studies are now more needed than ever. It is recommended to formulate key requirements on a translation model as a text type. Such a model must be able to (a) relate (translated) texts to situations of production and reception, (b) provide an account of texture which goes beyond traditional grammatical categories, (c) provide a motivated notion of text type, and (d) provide a motivated relationship of these types to lexico-grammatical realization, so as to be amenable to empirical and corpus-based work. 11. Studying translation at university level is no longer useful for producing competent translators. It is better to concentrate on having a good proficiency with both Arabic and English at such a level. Afterwards, learners can be introduced to translation studies.

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