Faculty of Graduate Studies

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Lexical, Morphological and Syntactic Errors Committed by Translation Seniors at

Hebron University

By

Dounia Obaida Ashhab

Supervisor

Dr. Mahmoud Eshreteh

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This thesis was successfully defended on March 14, 2024 and approved by:

Committee Members: Signature

Dr. Mahmoud Eshreteh   Supervisor ....

Prof. Aziz Khalil   External Examiner ....

Dr. Hazem Bader   Internal Examiner ....

DEDICATION

In the hopes that this work may lead the minds to new knowledge and education.This is dedicated to all who have dreams and hopes in my land. I thank Allah who taught me what I didn't know. It's to my parents for their love, support and help throughout all of my educational stages. It's to my little family in number, big in hopes. It's to my ambitious husband and my tolerant and joyful son. It's to all who have motivated me to be in this degree of education. It's dedicated to my supervisor Dr. Mahmoud Eshreteh for his guidance and motivation throughout my study.

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LIST OF ABBREVIATIONS

Abbreviation	The word
EA	Error Analysis
CA	Contrastive Analysis
SL	Source Language
TL	Target Language
L1	First Language
L2	Second Language
L3	Third Language
HU	Hebron University
EFL	English as a Foreign Language
MA	Master Degree
MT	Machine Translation

Abstract in English

Error analysis is one of the linguistic fields. It focuses on analyzing errors in either written or spoken language. Some students commit errors while writing in a foreign language. Translation from Arabic into English needs a lot of competences in the source and the target language. Students may commit errors while translating from Arabic into English. This study provides a linguistic analysis of errors as suggested by Khalil (2000). Therefore, an adapted linguistic classification of errors by Khalil (2000) was adapted as a theoretical framework for data analysis. This study aimed to analyze lexical, morphological and syntactic errors in translation as committed by translation seniors at Hebron University. The study also aimed to investigate the factors that influence translating political and cultural texts. The researcher collected the data by analyzing 40 samples of students' translations from Arabic into English. Also, the researcher interviewed translation instructors to get their perceptions of translation students' common errors in translation and their recommendations for improving students' performance in translation. The researcher used qualitative and quantitative methods to analyze and identify students' errors. Moreover, the researcher focused on errors to give recommendations to the students and the instructors to help highlight their needs in the translation track at Hebron University. It has been found that translation students at Hebron University committed errors in different fields. In addition, it has been found that lexical errors are the most common errors among students. Syntactic errors and morphological errors come next. The analysis has shown that students' errors are varied between interlingual and intralingual errors. Also, it has been illustrated that students need to follow several important aspects in translation. Instructors have suggested many recommendations for students to develop their translation.

الملخص بالعربية

تحليل الأخطاء هو أحد مجالات علم اللغة. و يركز تحليل الأخطاء في اللغة على كل من اللغة المكتوبة أو المنطوقة. يرتكب بعض الطلاب أخطاء أثناء الكتابة باللغة الأجنبية. الترجمة من العربية إلى الإنجليزية تحتاج إلى الكثير من المعرفة في اللغة الأصلية و اللغة الأخرى. و بالرغم من ذلك قد يرتكب الطلاب أخطاء أثناء الترجمة من العربية إلى الإنجليزية. هدفت هذه الدراسة إلى تحليل الأخطاء المعجمية والصرفية والنحوية في الترجمة التي يرتكبها طلاب تخصص الترجمة في جامعة الخليل. تقدم هذه الدراسة تحليلاً لغوياً للأخطاء كما اقترحه خليل (2000). لذلك ، تم اعتماد هذا التصنيف اللغوي للأخطاء كإطار نظري لتحليل البيانات. كما هدفت الدراسة إلى التعرف على العوامل المؤثرة في ترجمة النصوص السياسية والثقافية. قامت الباحثة بجمع البيانات من خلال تحليل 40 عينة من ترجمة الطلاب من اللغة العربية إلى اللغة الإنجليزية.كما أجرت الباحثة مقابلات مع أساتذة الترجمة للتعرف على تصوراتهم حول الأخطاء الشائعة لدى طلاب الترجمة في الترجمة، بالإضافة إلى توصياتهم لتحسين أداء الطلاب في الترجمة. وقد أظهر التحليل أن أخطاء الطلاب تتنوع ما بين أخطاء بين اللغات وأخطاء داخل اللغة نفسها واستخدمت الباحثة الأساليب النوعية و الكمية لتحليل وتحديد أخطاء الطلاب. بالإضافة إلى ذلك ركزت الباحثة على هذه الأخطاء لإعطاء توصيات دقيقة لمسار الترجمة في جامعة الخليل للمساعدة في تسليط الضوء على احتياجاتهم في هذا المسار. تبين أن طلاب الترجمة في جامعة الخليل ارتكبوا أخطاء في مجالات مختلفة من اللغة الإنجليزية. كما تبين أن الأخطاء المعجمية هي الأخطاء الأكثر شيوعاً بين الطلاب، تليها الأخطاء النحوية والأخطاء الصرفية. . كما تم توضيح حاجة الطلاب إلى متابعة عدة جوانب في الترجمة. وقد اقترح الأساتذة العديد من التوصيات للطلاب لتطوير ترجمتهم.

INTRODUCTION

1.0 Introduction

Writing is one of the language skills that needs to be learned in stages to achieve an acceptable level in writing. Most people learn writing at schools and join universities to learn academic writing for specific purposes either to learn a foreign language or to translate into their first language. This gives them the ability to write readable and understandable written passages in different styles of writing. In translation, Arab students may commit language errors that are connected to their first language which is Arabic, or the foreign language which is English. These errors need to be analyzed to avoid commiting lexical, morphological and syntactic errors.

In writing academic English essays, Arab students may face many difficulties to produce sentences or paragraphs with correct grammar, meaning or form of L2. These difficulties might be influenced by many factors that are attributed to interference of L1 or to lack of knowledge of language errors. Most students may be influenced by the style of writing in L1. In fact, writing in English is totally different from writing in Arabic. Each language has its grammar, vocabulary and form of writing. Also, there are different stages to be followed in writing in these languages. This may make students confused about applying different rules of writing in the two languages. Bereiter & Scardamalia (1987) stated that learners' first language influences their writing skills in English because of their tremendous knowledge in their first language. Also, they are afraid of committing errors in writing paragraphs in English, so they find it difficult to write in their foreign language and that helps EFL teachers to explore their errors.

In connecting languages with each other, many notions depend on translation, so it became one of the most common specializations to be taught in many languages.

Translation helps people to communicate using different foreign languages. Any language has specific lexical, morphological and syntactic rules. This makes it difficult for people to write appropriately. Arab students who translate English may be confused between the two language rules. This leads to interference errors. Translation from the first language to the second language has many rules to follow when translating any piece of writing. However, there are many obstacles facing translation students while translating. This can be related to the native language or to the target language. Students' lack of knowledge of English linguistic rules affects their performance in translation. All these factors and others appear when students practice translation. In analyzing translation errors from Arabic to English, instructors choose specific processes to use while teaching translation to their students.

Analyzing errors in translation from Arabic to English is a complicated task that needs suitable translation strategies and a translator who can be a reader and a writer. Akan et al. (2018) pointed out that translation is a complex task and a complicated job, so translating from Arabic into English requires huge bilingual expertise. They added that checking errors among Arab students is posed by the grammar, word and style in the other language.

The aim of the present study is to analyze lexical, morphological and syntactic errors in translation as committed by translation seniors at Hebron University. The study also aims to investigate the factors that influence translating political and cultural texts. The researcher will analyze samples of translated texts from Arabic into English.

1.1 Statement of the problem

One of the applied linguistics' aspects is to conduct research which analyzes errors in different aspects in English. This study aims to improve teaching in specific fields that are connected to this language. Analyzing errors helps to explore students' levels in order to make changes that can affect their abilities positively in English and shed light on their needs, learning and performance. In fact, students commit different types of lexical, morphological and syntactic errors. This study can be helpful for instructors of translation in designing new material and course outlines to meet the needs of students. Moreover, their specialization has to be developed and designed according to research that focuses on students' errors and needs in English. Brown (1980) has stated that the process of error analysis is presented in observing, analyzing and classifying the deviations of rules of the second or the foreign languages than revealing the system operated by the learner to give an analysis for their errors and develop their skills. After looking into the academic outline of English Language and Literature, Translation Track at Hebron University, and consulting with the research supervisor, the researcher has been inspired by the problem of this research to conduct research to explore morphological, lexical and syntactic errors committed by translation students at Hebron University.

1.2 Significance of the Study

Translation students take Arabic and English courses during their study, so learning two languages may affect their performance in their foreign language which is English. In translation, students commit several errors that refer to specific reasons in their courses, abilities and use of the language. Therefore, the researcher believes that analyzing errors in translated texts can be an effective

way in examining students' needs at Hebron University. Up to my humble knowledge, this study could be the first on students' translation errors at Hebron University, which will hopefully add new results to this discipline.

The significance of this analysis can be presented in several points. This study is expected to analyze students' translation lexical, morphological and syntactic errors at Hebron University. Also, this study will help other Arab students to focus on their errors while translating Arabic texts. It will raise students' awareness of their unconscious language errors. Moreover, this study will inform translation instructors about the most common errors committed by students. Finally, this study is an attempt to improve the syllabus and students' writing skills in Arabic and English in the translation track at Hebron University.

1.3 Objectives of the study

The current study aims to:

1. Identify the lexical, morphological and syntactic errors committed by translation students at HU.

2. Classify the lexical, morphological and syntactic errors depending on the frequency of occurrence.

3. Find out the possible sources for committing such translation errors made by students at HU.

1.4 Research Questions

The current study aims to answer the following questions:

1. What are the main lexical , morphological and syntactic errors that are committed by translation students at Hebron University?

2. What are the sources for committing such errors in translation by students

at H.U?

3. What are the percentages of the errors as revealed in students' translations?

1.5 Limitations of the Study

This study focuses on senior students. Different results might be revealed with different subjects. The subjects of the study have studied many translation courses depending on the university plan of the translation track. Also, it's important to mention that it may not be generalized to students who are studying at other Palestinian universities. The study focuses on political and cultural texts; therefore different results might appear when studying other texts.

1.6 Design of the Study

This study consists of five chapters. Chapter one presents background about error analysis and translation in general and at HU in particular. It also presents the statement of the problem, significance of the study, limitation of the study, design of the study and definitions of key terms. Chapter two presents a theoretical background of error analysis, translation techniques, errors in translation, and related studies. Chapter three shows the methodology of the study including the participants, instruments, procedures, and statistical analysis. Chapter four shows the discussion of the findings of the study. Finally, chapter five presents a summary of the findings, recommendations and suggestions for further research.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.0 Introduction

Translating texts depends on several translation strategies to give the closest meaning to the source language. These strategies need to consider linguistic structures, cultural nuances, and the theme of the original text. They serve translators as guiding principles of translation techniques to avoid mistakes and to navigate translation challenges. These can help the translators to suit contextuality in the target language while translating a text. So, translation is a complex process that needs to keep up with cultural norms of the source and target languages. On the other hand, translators have to deal with tone, style and cultural resonance of the source language and not only focus on conveying the meaning.

Translation is a complex process and it needs specific translators' characteristics. There may be some errors that can be committed by translators. Also, it requires creativity and interprivity in its process. Any translated text may have lexical, syntactic or morphological errors because of several reasons that are related to either interlingual or intralingual reasons. As a result, analyzing errors in translation is a required systematic examination that improves translators' individual skills, and enhances the quality of translated texts.

Well translated texts should consist of the meaning, the style and the tone of the source language to give the same idea in the target language. Error analysis can explore, identify and categorize the source of errors and propose the solutions of them. Analyzing errors in translation contributes to the development of translation theories and enhances the cultural connection between the languages.

2.1 Historical Overview: Contrastive Analysis (CA)

In the 1950s, contrastive analysis emerged as a strategy for comparing specific language difficulties in students' learning. CA is an approach of acquiring and teaching second or foreign languages.

CA was a demand in the political situation for the USA to expand the English language in a wider range of countries. In order to develop English language teaching among its learners in different countries, the US allocated funds for governments to improve teaching methods and to ensure effective teaching for foreigners to learn English, so this would make English a worldwide language. As a result, Lado (1957) developed this theory of contrastive analysis in his book *Linguistics Across Cultures*. He believed that errors in second language acquisition could not be predicted by contrasting learner's errors in native language with the target language. In this point, contrastive analysis was used as a teaching method to examine learners' errors.

CA had several definitions that were connected to teaching approaches that were used in teaching English. For example, CA is concerned with solving problems that second language learners face in their learning. Fries (1952) connected CA with structuralism in teaching. He made significant contributions to contrasting language structures. He emphasized the importance of comparing the linguistic elements of different languages for identifying learners' difficulties in learning foreign languages.

Another definition of CA indicated the aim of this branch as a theoretical discipline for translation theory. James (1980) connected the studies of bilingual and interlingual errors to the contrastive studies. Also, he was concerned about the process of turning a monolingual to a bilingual. All these definitions enhance the importance of interlingual interference in learning L2 and the effect of L1 in the learning process for learners. Moreover, CA helped English teachers to focus on learners' difficulties in examining this approach as a pedagogical study to orient the idea of it on structuralism and behaviorism in the time of founding CA in the 1950s.

On the other hand, some linguists found that it's not enough to focus on learner's errors in their process of their second language acquisition. Corder (1967) argued that focusing on contrastive analysis could give insights about the learner's learning process, so he shifted the idea of using contrastive analysis into the idea of applying error analysis in understanding and analyzing learner's errors in a second or foreign language.

2.2 Error Analysis

In applied linguistics, error analysis is one of the most important disciplines in studying learners' acquisition of the second language. Khalil (2000) claimed that error analysis depends on actual collected data of learners' performance in L2. Richard (1971) explained that error analysis deals with the differences between learning a language and the way of speaking a language. Khansir (2012) defined error analysis as " the main topic in second language acquisition". And he added that its task is to examine learners' output about their language acquisition. Gonzalez et al. (2019) emphasized that error analysis is an approach that appeared in the sixties to differentiate between the learning of language and the knowledge of grammar. They added that error analysis is one of the learning strategies in the learning process.

Error analysis sheds the light on different issues in applied linguistics. It gives learning specific processes to apply in order to obtain specific learners' data. This data helps linguistics to highlight several processes in learning and acquiring the second language. Ellis (2015) stressed the benefits of Error Analysis in learning the second language by mentioning three main points. They are presented in identifying the reason for learners' errors in L2, helping teachers to identify the frequent errors among learners and giving learners the ability of self-correctness by making errors in L2. Also, error analysis is a research

approach in applied linguistics that focuses on learners' errors in languages. Corder (1981) claimed that the error analysis approach aims to identify, describe and analyze errors in order to understand why and how learners make errors in their target language.

Error analysis can be one of the teaching methods that some teachers apply among their students to evaluate their progress during L2 learning. By classifying errors, teachers can maintain students' development. Also, learners can benefit from their correction of their committed errors. Ellis (1997) emphasized that using the classification of the errors such as: omission, addition, selection and ordering, helps to diagnose learners' learning problems. However, Lengo (1995) stated that sometimes the teacher's false impression that output should be an authentic representation of input makes classifying errors more difficult. There is a difference between knowing the rule and misusing it. Corder (1973) agreed with Lengo and claimed that language is a 'self-contained system'. He means that each part in learning progresses is systematically related to another part. Moreover, he added that learning some new items requires the learning process to be for all items that are already studied.

2.3 Errors and Mistakes

In L2 writing, students might have several errors and mistakes. These two words are synonymous, but each one has its use in the context. Mistakes are usually consciously committed. The students know that they commit a mistake and they can be self corrected. Chomsky (1965) defined mistakes as unsystematic slips that learners do for several reasons that fail to use them, probably where they know the correct grammatical use. James (1998) agreed that mistakes are self-corrected because learners have awareness about the rule that they have broken

during using L2. Also, he stated that learners become capable of correcting their mistakes when they realize that these mistakes are referring to forgetting or insufficiently internalized rules.

On the other hand, many linguists emphasize that there is a difference between a mistake and an error. Brown (1994) differentiated between a mistake and an error. He defined a mistake as a misusing of the known grammar system, so it refers to learners' performance errors. While he defined error as a noticeable influence from the native speaker to learners' interlanguage competence. On the other hand, Corder (1978) distinguished between error and mistake by defining each one. He claimed that mistakes may be near to a slip of the tongue, and they occur once, but he added that errors occur systematically and repeatedly. They are not recognized by the learners.

Ellis & Burkhuizen (2005) suggested that there are four main strategies to distinguish mistakes from errors among learners. The first strategy can be applied by asking the learners if they are aware of the rule or not, or if they can correct themselves. This can help in distinguishing between errors and mistakes. The second strategy is asking the teacher about the approach that is used to teach the topic in the class. This encourages teachers to use a specific theory in teaching to facilitate students' differentiation between errors and mistakes. The third strategy is to examine errors and mistakes by looking at learners' essays and pointing to their use of specific rules in L2. This can help to identify whether they commit errors or mistakes.

On the other hand, there is another term which is error. It has definitions which are totally different from the term mistake. James (1998) defined an error as an unsuccessful bit of language. He added that defining error is challenging because it is not obvious whether it's connected to grammatical or acceptable

criteria in a language. Also, he divided errors into two types: overt and covert errors. When the error is detectable in the sentence , it's overt. A covert error needs analysis to be detected. However, Corder (1974) pointed out that errors referred to grammatical criteria in any language.

 Making errors in L2 has many reasons that are related to several types. Richard (2014) classified errors into two types: the first is linguistic errors that are connected to linguistic subsystems in a particular language. The second type is psycholinguistic which is divided into two types: interference and developmental errors. These errors occur because of overgeneralization, ignorance of rule restrictions, incomplete application of rules and false concepts hypothesized. Each one of these types has specific sources that learners do during the learning process.

Bhela (1999) believed that word by word translation is the main reason for committing several interlingual errors. He added that the way of thinking in L1 while using L2 affects the production of L2 in writing.

In addition, many linguists emphasize that there is a difference between mistake and error. Brown (1994) differentiated between a mistake and an error. He defined mistake as a misusing of the known grammar system, so it refers to learners' performance errors. He defined error as a noticeable influence from the native speaker to learners' interlanguage competence. On the other hand, Corder (1978) distinguished between error and mistake by defining each one. He said that " mistakes are near to be a slip of the tongue, and they occur one time", but he added that errors occur systematically and repeatedly. They are not recognized by the learners.

To sum up all the points that have been mentioned, identifying errors and mistakes is possible when the teachers or the students know the purpose of

applying several rules in the language. Ellis and Burkhuizen (2005) indicated that errors need frequent numbers of applying specific rules in an essay such as: tenses, pronouns and other L2 rules. The more frequent number of the errors they commit, it will be easy to classify the error. Mistakes need less frequent numbers of applying a rule. They noticed that committing errors required more candidates than mistakes' candidates because errors need specific instances of correctness in form or in meaning.

Abdullah & Mashoor (2020) differentiated between errors and mistakes depending on their study on Jordanian secondary school students which focused on analyzing errors of spoken English language. They found that students commit many errors in language. They claimed that errors are two types which are errors and slips. Errors can't be noticeable for students while slips are noticeable and they can correct them by themselves.

Buzder (2024) mentioned the importance of errors in the pedagogical process in learning the second language. She highlighted the procedures of analyzing errors of learners to find the roots of learners errors. It was shown in the study that information and communication technology (ICT) has effects on learners' level in writing. Using appropriate technology with policy makers makes students more aware about language errors in their different types. This can be seen by applying this approach in learners' language performance. Errors among learners' can be reduced by seeing multiple choices in the second language while using technology, so this has a positive effect on learners' committing errors. The definition of error was summarized in this study as flaws in learners' procedures in using their second language.

2.4 Classifications of Errors

2.4.1 Lexical Errors

Lexical errors refer to errors that are related to vocabulary or words individually in the text. These errors have occurred in several contexts. These contexts include lexical errors in writing , translation from a language to English, and language learning. Kizi (2023) listed several types of lexical errors in English, especially in translation. These errors are: errors in misinterpretation of words or phrases, lack of equivalents, register and tone errors, cultural and contextual misunderstanding, inconsistent terminology, omission and addition and mistranslation of proper nouns. Also, he believed that lexical errors among translation students are caused by machine translation, lack of editing and proofreading in translation texts and lack of research on translation issues.

Laufer (1997) claimed that learner's L1 may be a source of lexical errors. He added that these errors might occur because of difficulties in the words in foreign language itself. Moreover, Grosjean (1989) classified lexical errors into five categories: lexical errors as vocabulary, lexical errors in language acquisition, lexical errors in writing, lexical errors in speaking and lexical errors in bilingualism . He defined it as a type of error that refers to errors that are connected with inappropriate use of vocabulary in a language.

Lexical errors were categorized into several types according to studies in the applied linguistics field. Depending on several classification systems, Engber (1995) classified lexical errors into nine categories. These categories depended on complexity of lexis, learner's errors which could explain the results of lexical errors in learner's foreign language, and the ongoing problem in learning lexical errors. In addition, James (1998) added other classifications of lexical errors depending on his own theory which divided them into two categories: formal and semantic features.

Moreover, Richard (1971) suggested the idea about the existence of a word knowledge framework. He approved that there are seven types of knowledge necessary to know a word. These types include: pronunciation and spelling in morphology, syntactic behavior in phrase and sentence, semantic values in the words, functional or structural collocations, secondary meaning , words association and frequency of use.

Lexical errors were classified into three main categories: formal misselection, misformation and distortions. Schmitt (2006) conducted a study of four main types of formal misselection that are connected to lack of knowledge for L2 and the interference of L1. These types are tilted under the synforms type that share some phonemes and graphemes which are suffix type, prefix type, the vowel based type and the consonant based type.

Another type of lexical error is misformation which is defined as the effect of L1 on the words in L2. So the errors in the words from this type don't exist in L2. Also, this type of errors is called ' interlingual misformation errors' because the source of them is the learners' mother tongue. There are three main subtypes of misformation errors which are borrowing, coinage and calque. James (1998) defined borrowing as using words from L1 in L2 without any change in its style, grammatical form and meaning. While he defined coinage as inventing the words from L1 and inserting it in L2 sentences. Also, he defined calque as a translation of the words from L1 to L2. Therefore, all these types of lexical errors are interlingual errors when L1 affects L2 forms and meaning.

L1 is one of the sources that leads to lexical errors. This is the negative transfer of L1 which occurs in misapplication of target language or L2 rules. Distortions were classified by James (1998) to five types to facilitate identification of lexical errors.They are blending, misordering, misselection,

omission and overinclusion. Each type has a specific way to be committed in several words. However, interference of L1 isn't just the influential part of these errors but also intralingual errors in L2 may affect the performance of the learners in L2.

Alhaj (2020) found that Arab students commit errors in translation from Arabic into English because of their misunderstanding of English. They have problems in applying linguistic approaches in translating because they don't have a general idea about some equivalence in English lexis. On the other hand, he claimed that Arabic has synonyms in English, but students don't have an understandable view about transferring the message to the source language.

2.4.2 Morphological Errors

Morphology is known as a study that is connected to words in a language. Also, this field focuses on the parts of the words and how they combine in a sentence or a phrase. Aniuranti et al. (2023) found that there are six main types of morphological errors discovered in students' descriptive written texts. These are errors in omission or addition of possessive morphemes, third-person singular morphemes error, addition or addition of plural-noun and misplaced articles. They think that these errors are connected to interlingual errors, incompleteness or ignorance of the rule restrictions and carelessness of the second language linguistic system.

Arumi et al. (2024) emphasized that morphology plays an important role in linguistics, especially in learning English. He believed that using error analysis in this branch as a learning method helps the learners to enrich their information in all language skills. Also, analyzing morphological errors makes teachers aware of their students' level and needs. In addition, he claimed that analyzing morphological errors for university students majoring in English is a necessary

process to be taught in their courses because they are prepared to teach English. However, students are more interested in grammar courses than in morphology courses. According to Arumi's study, students commit morphological errors more than syntactic errors.

Crystal (1991) defined morphology as a study of words' structure and their modification. He added that morphology deals with word construction with stems, prefixes and suffixes. Moreover, some linguists connected morphology in a language with morphology in another language. Lieber (2009) defined morphology as a study of word formation, the way they are coined in other languages and how they are used in that language and its use in a sentence.

In addition, Richards & Schmidt (2002) claimed that analyzing morphological errors provides valuable information about learners' stage of language acquisition and their native language influence on the target language. They added that morphological errors refer to errors that are connected with misuse of the formation of morphemes.

Morphological errors focus on the use of morphemes in a word. They are found in free morphemes or in bound morphemes. Yakub (2018) emphasized the division of morphemes in linguistics by depending on them to analyze students' morphological errors in writing. They were divided into two types: inflectional suffixes and derivational suffixes, so they are a source of examining the committing of morphological errors.

Morphological errors among students have several types. Hassain (2018) analyzed students' errors in English according to four main types of morphological errors. Omission is a type of error which is committed when deletion of main items occurs. This type usually occurs in the early stages of learning a second language. Addition also is a common type in morphological

errors. It occurred by adding unnecessary items to the words. Misformation is another type that occurs in the misformation of the morpheme. These errors can be found in spelling, auxiliary, plural s, pronouns and other related errors to morphology. In addition, misordering is one of the morphological errors which occurs in misordering the places of morphemes in a sentence.

Analyzing morphological errors is a significant process for three groups in learning a foreign language. Corder (1978) emphasized the three groups. The first group is teachers because they are the monitoring part of the teaching process and they can identify the reasons for several errors in learning a foreign language. Moreover, focusing on morphological errors enhances teachers to vary their methods in teaching depending on learners' needs in foreign or L2. Also, learners are one of the three groups who can influence this type of errors because they are the core of any research about errors. They are involved in this process and they give evidence about how each error can be explored in learners' learning. Analyzing morphological errors benefits learners to explore the source of their errors and the way that they can avoid committing them. The third group is researchers who are investigating errors in the learning and acquiring process, so they are involved in the learning process because error analysis became one of the teaching methods.

2.4.3 Syntactic Errors

Syntax is a branch of linguistics which focuses on sentence formation and the use of tenses and aspects. As English is a foreign language for Arab learners, it's usual to commit errors that are connected to tense sequence, tense substitution, and tense marker deletion. Alka et al. (2023) claimed that analyzing syntactic errors depends on learners' errors in applying the rules of structure

sentences. They found that students' syntactic errors are affected by their confusion of using appropriate grammar rules. In addition, students' syntactic errors are divided into omission, addition, misformation and misordering. On the other hand, the researchers emphasized the importance of analyzing students' syntactic errors on the teachers' development and students' level in English. This process encourages the teachers to use suitable pedagogical methods to develop their students' level in using grammar. For students, it increases their awareness of English grammar knowledge.

Hashim (1996) claimed that this branch of linguistics syntax sheds light on several points in language. These points are presented in verbal errors, relative clauses, adverbial clauses, sentence structure, articles, prepositions, and conjunctions. Each type has its point to focus on. For example, in verbal errors, it can be shown that tenses, phrases, aspects and voice are obvious to be decided by errors among Arab students. Another error is the relative clause which highlights the errors that are committed in English by Arab students either an interlingual error or intralingual error. Sentence structure errors are found in subject repetition, word order, and misuse of the complementizer 'that'. Involving adverbial clauses in syntactic errors demands to involve subordinators and conjunction, deletion of redundant words, and subordinators position in a sentence.

Also, he added that the errors in articles are connected to the use of definite articles and indefinite articles. Moreover, preposition deletion, preposition redundancy, and preposition substitution are the main errors that are made by Arab learners in syntactic errors in prepositions. In addition, using conjunctions in a sentence might lead to errors since learners find difficulty in applying them in a sentence.

Celce-Murcia et al. (1999) pointed out that syntactic error analysis can benefit language teaching and curriculum development about learners' level in a language by highlighting learners' needs and giving additional instruction and practice. They added that this type refers to grammatical errors that language learners make within the sentences.

Syntactic errors among Arab students tend to be one of the most common errors in error analysis. There are several reasons that are related to their learning circumstances, their performance in applying rules, and their use of daily grammar. Atawneh (1994) examined Arab learners' errors committed in English. He found that common errors that are committed in syntactic form are presented in verb agreement, relative clause construction, use of prepositions, use of tenses, and indirect questions. Furthermore, Alkhasawneh (2023) found that lack of learners' awareness of vocabulary in L2 or in foreign language makes them confused in using appropriate tenses. In addition, their problems in grammar are connected to their skills in spelling, organizing ideas and referencing.

Syntactic errors in translation relate to several reasons and they may be influenced by several causes and strategies. Lin (2002) indicated that some syntactic errors among learners of English refer to their method in learning the foreign language. He found that using interpreting and translating grammar into English makes the process of learning less difficult for them but these ways expose learners to more errors. On the other hand, Kao (1999) noticed that second language learners commit several syntactic errors because of various and multidimensional reasons related to learning styles, educational sitting, group size and classroom discourse.

As a result, committing syntactic errors might not be connected to learners themselves. There are varied dimensions that influence their language errors.

Chaudron (1988) expressed his point of view which relates learners' errors in L2 to instructors and their teaching methods. So, he commented on teachers' methods of error correction, a form of negative feedback, their role in educational sitting and positive approval of learners' production.

Although there are common reasons for committing syntactic errors in translation, some researchers found that these reasons refer to the case of committing errors, the skills that are influenced by errors like writing and speaking. Ngangbam (2016) stated that lack of knowledge of L2 isn't the main reason for syntactic errors. He claimed that learners' syntactic errors relate to their mother tongue, misuse or overuse of sentence fragment, formation and developmental errors. All of these reasons are changeable and developmental because syntactic errors are examined in different aspects, so in each study the reasons are different depending on participants, methods and instruments.

2.5 Interlingual and Intralingual Errors

Committing errors in L2 production skills relates to language acquisition. Brown (2000) illustrated that there are two main factors for linguistics errors: interlingual interference and intralingual interference. Interference of L1 in learning L2 causes errors that affect the production of L2. Chelli (2013) defined this interference as interlingual errors. Touchie (1986) pointed out that mother tongue is the main reason for interlingual errors. On the other hand, AlKhresheh (2010) explained that literal translation increases interlingual errors. According to him, interlingual errors might be caused by literal translation, mother tongue interference and transfer errors.

Recently, Salsabillah and Jombang (2023) commented on interlingual and intralingual errors in students' writing to show the source of students' errors. They explored students' errors by examining their writing descriptive articles.

Interlingual errors were the first source of errors among students because of three main causes which influence their writing. These are their use of their first language, transfer error from their L1 to L2 and literal translation. In this point, they emphasized the general ideas which all linguists agree on.

In addition, Murtiana (2019) found that these errors refer to selection and misordering of lexical and syntactical rules. He highlighted the issue of L1 interference in lexical errors when the students give meaningless and confusing sentences from their mother tongue. Also, this interference was obvious when they commit syntactic errors that are related to their construction in L2 because of misselection of a correct rule. In these points, he stated that the source of writing errors among the students is due to their use of L1 when they think to write or speak in L2.

Also, Gass and Selinker (2008) found that cross linguistic interference can affect speakers' language skills in the foreign language. Referring to their results, they defined this term in which the elements in one language influence the other language for the bilingual or multilingual speakers.

The other type of errors is intralingual errors. Brown (1980) mentioned that errors aren't just connected to L1 interference, but also learner's general use of L2 rules influence their understanding about the target language. Kaweera (2013) discussed interlingual errors based on three aspects. These are L1 lexical interference, syntactic interference and discourse interference. Murtiana (2019) pointed out that the sources of intralingual errors are presented in omission and addition. Each one relates to several reasons. For example, omission can be caused by lack of knowledge in the correct form and learners' simplification of the rules. The other source is addition which is caused by overgeneralization of

rules. These two sources can appear in morphological misselection by adding or omitting suffixes for unsuitable words.

Dulay and Burt (1973) believed that this phenomenon in language also can be called intrasystemic interference which helps learners to explore their source of errors in their native language. This term refers to the elements in a language that influence the elements or features within the same language.

According to the topics that have been shown, some researchers see that intralingual errors are less common than interlingual errors. All the sources of interlingual and intralingual errors can lead to the topic which is positive and negative transfer for each type of these interferences. For example, Burt and Krashen (1982) stated that L1 sometimes has negative interference in acquiring L2 especially in early stages. Interlingual and intralingual errors are common in error analysis between two languages and that is obvious in old studies. Many researchers emphasized this when they suggested further studies to be a topic to be studied in analyzing errors in L2. Other implications of interlingual and intralingual errors are obvious when the teachers and learners identify the sources of the committed errors.

2.6 Translation

Language is one of the factors that help to link cultures with each other. In connecting several cultures, it is essential to transfer the language to another. In this process, translation is one of the fundamental ways in expressing feelings, words and ideas. Nowadays, translation has several definitions depending on the context that it is used in. Garcia and Sato (2023) defined translation as a process to transfer the message from one language to another one. This process has rules and strategies to be followed to represent the message of L1 to L2 or vice versa. They described translation as a bridge between people who speak different

languages. However, they claimed that translation needs a good bilingual or multilingual translator who derives the culture of a language to another. They claimed that translators help to build symmetrical power relationships between cultures by translating a variety of texts. In addition, translation is a term that indicates transferring the meaning of the words from one language to another one in order to get information. Larson (1998) defined translation as a way of communication between source language and target language by using equivalent meaning. However, he claimed that it's a complicated process that needs a good translator in transferring the meaning from source language to target language.

Recently, Ervas (2024) defined translation as an analytical process that describes the words in a language to transfer them into another language. Translation depends on giving the unified and comprehensive meaning of the sentence to explain the appropriate message from L1 to L2. He mentioned that translation requires cultural background knowledge in delivering the names of someone or something to the other languages to prevent disrespecting the cultures of the source language or target language. He emphasized the necessity of taking into consideration the syntactic, morphological and lexical rules of each word that it is translated.

Larson (1998) defined translation as a way of communication between source and target languages by using equivalent meanings. However, he claimed that it's a complicated process that needs a good translator in transferring the meaning from source language to target language.

Translation took another definition in linguistics depending on its strategies. Baker (1992) described translation as a complicated task that requires to convey the meaning of the source language to the target language. She added that translation depends on several strategies that have to be taken into

consideration. Following a specific strategy in translation helps to avoid committing problematic issues in a translation task. Using these strategies helps in describing syntactic, lexical and semantic problems. In addition, she differentiated between these strategies according to their perspective in translation.

Some theorists saw that translation isn't just transferring the meaning or conveying the word from language to another one. Newmark (1981) highlighted the issue of translation as an art of recomposing a text in another language while keeping its original meaning in the target language. He added that the objective of translation is maintaining the core meaning of the source language in the process of adapting it to the target language.

In applied linguistics, translation is a concept that has been approached from several perspectives. For instance, Nida and Taber (1969) defined translation as a tool to reproduce the real meaning of the source language to the receptor language. They emphasize the importance of reproducing the equivalence of both the style and meaning of the source text and the receptor language. They highlighted the term of translation as a system of transforming the interlingual interrelations of the text in the source language to the target language.

On the other hand, Catford (1965) defined translation as a replacement of textual material in a source language by equivalent in the target language. He highlighted the use of equivalence between source language and source language as a fundamental aspect of translation. The perspective of translation differs according to its process and its use.

Some definitions of translation are different. However, all of them focus on several perspectives on translation. These are presented in highlighting the

importance of transferring the real meaning of the text from language to another and focusing on the style and the meaning while translating the textual material. Using equivalence in translation is required to give the text the core meaning of the source language, so this is connected to transformation as a main practice in translating from one language to another.

2.6.1 Translation Strategies

There are different translation strategies that are available to translators. Translation is one of the ways that help people to know about other nations' history and thoughts. Ying et al. (2018) defined translation as the transferring of a written text from source language to foreign language. Olk (2003) pointed out that translation needs a translator who has substantial cultural knowledge. In this point, Chesterman (1997) listed the different methods of translation as follows:

      a.   Literal translation

Ordudari (2007) defined this method as a process in which the source language grammatical constructions are converted to the nearest target language equivalents. The lexical words are translated out of the context. For example, when the students translate a sentence from Arabic to English while considering grammar in English and ignore the meaning. Similarly, it can be found in word by word translation.

    b. Metaphorical translation

Andre (2011) stated that this method aims to use a metaphor to carry over the meaning in the target language. In this method the limit is to be neutral to metaphorical language. This method describes the common use to describe the

translation process in many different cultures and time periods. For example, translators who translate from Arabic to English should bring over the metaphor between cultures in translating several terms.

c. Precis translation

Farghal and Shunnaq (2011) defined this method as applied translation when the translator gives a TL summary of the SL text which is translated. This aims to give the reader the main point of the text. It is commonly used in newspapers and News Agencies.

d. Adaptation and free translation

Hejwowski (1992) stated that it is based on automatized knowledge of corresponding surface structures of TL and SL. This method allows the translator to translate texts or passages freely. It is an appropriate procedure in particular circumstances that are based on the knowledge, characters, and plot that are written in TL.

e. Equivalence

Chesterman (1997) claimed that equivalence translation involves an attempt to convert the text in the TL while retaining the text and meaning in the SL. This aims to find a match equivalent to words and structures between the two languages. This equivalence should be taken into consideration in translation procedures. It has three main types: formal, functional and ideational equivalence.

2.7 Previous studies

Recent studies in translation errors show that errors in translation are various. Hussein and Tahseen (2024) conducted a study that investigated machine

translation errors in rendering English literary texts into Arabic. The study adopted two models of translation: Newmark's translation model and Harris's linguistic model theory. They have chosen this field of study because it is common these days to use online and machine translation. They examined several applications by translating different sentences. They found that students and translators face difficulties in transferring meanings from SL to TL because they depend on machine translation. This type of translation doesn't take into consideration the lexical, semantic and syntactic rules in the language. They claimed that translators' translation depends on communicative translation while machine translation depends on semantic translation, so translators' translation is better than machine translation. Therefore, using machine translation is one reason for committing errors in students' translation.

Tahir (2023) conducted an analysis of morphological errors in students' explanatory texts. It was based on students' gender. He examined explanatory essays of 78 students from three junior high schools in Palu in Indonesia. The results of this qualitative study showed that the errors among females students are common in affixation errors especially omission errors, while among males, they are reduplication errors which are connected to formation errors. In addition, the main results of the morphological errors among all of the students are affixation errors, reduplication errors and compound errors. He indicated that the main sources of students' morphological errors are lack of instructors' and learners' attention to language errors, learners' lack of knowledge of English word formation, interference of students' Indonesian grammar to English grammar and misuse of intervention in learning processes like classroom activities, instructional materials or teacher training programs.

Al Hazmi et al. (2023) highlighted in their study *Frequent Linguistic Errors in the Writing of Yemeni EFL Arabic-Speaking Learners*. There were different reasons for their errors; one of them was students' omission of inflectional morphemes and conjugation verbs in English. The second reason for errors was their overgeneralization of rules in English because of the differences in Arabic language grammar system and English language grammar system. Moreover, intralingual transfer is one of these reasons which referred to learners' misuse of structure style in English. This happened because of the bond of the input inaccuracy and rules' ambiguity. Also, literal translations were a reason for errors that influence interlingual transition. Finally, their suggestion was to use explicit and implicit corrective feedback to minimize errors among Yemeni students and Arab students in general.

In the Arab students' situation of translation, Benmokhtari et al (2023) conducted a study that investigated translation errors of Algerien MA students at Mascara University. It was entitled *Teaching the Analysis of Translation Errors through Collaborative Work: The Case of 1st Year Master Students at the University of Mascara – Algeria*. They used three types of text which are literary, general and medical texts to examine the efficiency of using collaborative work in translation error analysis as a method of teaching. The results showed that syntactic errors were the most frequent errors among students in translating general texts. Then, semantic errors were frequent in medical texts. Next, stylistic errors were the most frequent in literary texts. According to teachers' interviews, the results have shown that collaborative work in translation texts from English into Arabic gave students maturity in using translation strategies and increased their awareness in self-assessment. In addition, this process helped the teachers in identifying the teaching methods that are suitable for students' specialization.

They recommended to verify collaborative work in teaching translation and to implicate error analysis as a method of teaching the foreign language. Also, they emphasized the importance of enhancing the syllabus of translation with appropriate machine translation and electronic book of error analysis. Finally, they suggested expanding the works on translation error analysis research because in Algeria English is a foreign language or L3.

AlJarf (2022) conducted a study of challenges that undergraduate student translators' face in translating polysemy from English to Arabic and Arabic to English in Saudi Arabia. She analyzed 73 translated texts from the students' translation exam. She focused on semantic errors and grammatical errors that affect the meaning of the words. The results showed that students made less errors in translating English polysemy to Arabic than translating Arabic polysemy to English. In English-Arabic translation of polysemous words, the results showed that lack of knowledge of L2 and misunderstanding of Arabic equivalent affect the students' method of translation to English.

Shayeb and Abu-Zahra (2022) examined the effect of using machine translation on competences of students' translation at Birzeit University. There were 334 journalist translations that were used as an instrumentation. Each group was given six assignments to be translated. These texts were divided into two groups of students: the control group which was allowed to use translation applications and the experimental group which wasn't allowed to use them. They found that the experimental group committed syntactic and stylistic errors because of their self assessment of their assignment and correcting their mistakes. On the other hand, the control group committed diction and spelling errors. This experiment showed that using machine transition affects students' translation, so it is important for EFL universities to allow using translation apps in limited

manners. Students' self translation helped to explore students' errors more than students' machine translation. They highly recommended the limited use of MT in students' transition because it doesn't always improve their linguistic competence. One of the recommendations is that teachers' feedback is very important to enhance students' language skills and competence. The researchers suggested using MT with pre training to avoid errors and to increase students' language comprehension. They suggested inserting specific translation apps in universities which teach translation courses in Palestine.

Abdullah (2021) conducted a study in Malaysia which is titled *Error Analysis in ESL Writing.* He found that error analysis helped teachers to identify learners' errors and get information about their levels in writing. This helped the teachers to decide which pedagogical methods and approaches are suitable to their pupils. Moreover, in this study exploring and analyzing learners' errors enhanced teachers to change and develop appropriate materials and methods that improve learners' level in writing essays. Also, in analyzing students' errors, teachers can help students to avoid the problem in the usage of tenses in their writing.

Al Qahtani et al. (2021) conducted a study to analyze common errors in translation in translating medical texts from Arabic to English at Saudi University. They used Pham Phu Quynh Na's taxonomy of error analysis to facilitate categorizing errors in translating medical texts. They analyzed fifty-five texts which were selected by the researchers and the students were asked to translate them. In the results, the errors were classified into linguistic errors, comprehension errors and translation errors. The percentages of their errors were divided as 53% of participants' errors were in translation, 27% comprehension errors, and 20% of errors were linguistic. This provided the researchers with the

reasons for committing these errors. They attributed these errors to lack of students' experience in the translation field, and lack of sufficient training at their university to produce effective translated texts. They recommended applying Pham Phu Quynh Na's taxonomy in error analysis for more medical translation to avoid students' errors and try to encourage them to practice more translation in other fields.

In a Palestinian translation case, Hamdan et al. (2021) analyzed the effect of the translators' ideology in translating the Palestinian –Israeli conflict in Arabic newspapers. They pointed out that translators in different media institutions adopt their institutions' ideas and thoughts. This affects their translation of cultural, political and religious thoughts which play the role in using specific strategies in translating words and meanings. As a result, they mentioned that media is a powerful tool in influencing learners' thoughts and ideas in translation. They emphasized that translators' or students' errors aren't errors in reality, but they are outcomes of what they receive from the media. In addition, they focused on errors of addition, omission and misformation in any branch of the language as an ideology of translators not errors. In conclusion, they recommend to follow specific translation strategies more than focusing on ideology because it affects the recipients' ideas and thoughts.

Hudaib (2020) conducted a study that examined lexical interference problems among undergraduate students in majoring English in translating Arabic texts into English. The participants were 50 students who had a translation test in Jordanian universities. The researcher depended on her analysis in categorizing the lexical errors into seven types. These were polysemy, redundancy, collocation, synonyms, metaphors, idioms and prepositions. The results showed that there were several sources of lexical errors in translation.

These sources are presented in lack of knowledge on L1 and L2, misuse of dictionaries and equivalence in L2 and using machine translation.

Rasool et al. (2020) conducted a study entitled *Error Analysis in English as a Second Language Students' Writing.* This study focused on 25 students in the second year of English language and literature in the Department of English, Abdul Wali Khan University, Pakistan. They analyzed students' errors in their writing. The results showed that there were two main types of errors in students' performance. These errors included spelling errors and grammatical errors in articles, agreement of verbs with subjects and singular and plural. The sources of these errors were L1 interference, intralingual interference, individual variation in monitor use, and performance.

Jabak (2019) conducted a study of problems in Arabic-English translation of articles encountered by Saudi students. The study aimed to investigate the use of articles among twenty-five freshman students at Community College of King Saud University by testing them in a translation test. The results showed that there was a high percentage of 57% of students who couldn't translate articles into English correctly. These errors in using definite and indefinite articles were in over use of the article " the ", wrong use of " a, an and the" and the omission of them. The researcher attributed their errors in articles to the difference in articles system between English and Arabic. He suggested that these challenges for Arab students especially for Saudi students can be minimized by more practicing in translation. Also, it refers to the teacher's way of correcting errors.

In addition, Murad et al. (2019) conducted a study to examine errors in English writings committed by Arab first-year college students of EFL in Sakhnin in Occupied Palestine. They asked twenty-two students who are native speakers of Arabic and are in their first year of college to write about any topic they want

to facilitate analyzing their errors according to their thoughts and practicing. The findings showed that the most frequent errors were morphological errors in vocabulary. They related students' errors to the interference of Arabic because the Arabic morphology is different from the one in English. On the other hand, the least frequent errors were in content and organization. They related this to the positive transfer from Arabic to English because they might be similar.

Sari et al. (2019) conducted a study entitled *An Error Analysis on Students' Translation Text*. They collected data of translation errors of the fifth semester students of the English department of STKIP PGRI Sidoarjo. Their study showed that there are two common errors among students when they translate an Indonesian text to English. These errors were grammatical errors and lexical errors. Each error is related to several categories in language. Lexical errors are related to using words that are connected to Indonesian words. Grammatical errors include errors in prepositions, tenses and fragments.

Al-Shehab (2018) analyzed grammatical errors made by translation students when translating Arabic environmental texts into English. The study aimed to analyze grammatical errors among students at the English Department at Jadara University in Jordan. The participants were 20 translation students and they were randomly selected from the English department who took several translation courses and they have the same educational background. They were asked to translate selected scientific texts of the environment. The results revealed that there were a variety of grammatical errors. The most common errors among translation students in translating scientific texts were in the wrong word usage, then followed by the misuse of subject verb agreement. The second two common errors were in sentence fragments, and in pronouns and verbs to be used in sentences. In his study, he suggested that the translation process must be inserted

in outdoor activities and it shouldn't be practiced only in educational cases. He also suggested Jordan University and other universities which teach translation courses to design separate translation courses in science, culture, literature, politics, law and other fields. Implementing an interdisciplinary translation approach in teaching several curricula of translation in schools and universities might be a good choice. Moreover, he recommended improving the research field which deals with translation issues and students' problems and difficulties that face translation students.

Talosa et al. (2018) evaluated students' syntactic errors among ESL learners in the College of Teacher Education in the Philippines. They conducted their study on the fifty-four third year and fourth year students to evaluate their syntactic errors and to focus on their mother tongue in their writing skills in English. Their findings showed that students' predominant errors are common in tenses, fragment sentences, pronoun antecedent agreement, subject verb agreement, parallelism and redundancy. The errors were more common among third year students than the errors among fourth year students, so committing errors depends on students' level and their writing exposure.

Moreover, Dweik et al. (2017) analyzed lexical and grammatical errors in the translation of written texts from Arabic into English. The participants were twenty BA senior students majoring in translation at Al-Ahliyya University in Amman. The study aimed to discuss the interference of Arabic in translating written text to English. The results showed that the high frequency of errors was lexical and grammatical errors. Students' errors in translation were affected by Arabic lexical and grammatical interference. Analyzing their written texts showed that literal translation influenced the selection and formation of words. However, some words didn't have equivalent words to be translated, so some

students dealt with these words without any consideration of the whole meaning of the sentence. They recommended translation students and translators as communicators and moderators in translation jobs to give the right concept of the translated texts into the target language. They found that literal translation is the main source of commiting lexical errors among Arab students.

Wongranu (2017) conducted a study to examine errors in translation made by English major students. He analyzed 26 texts translated by third-year English major students at Kasetsart University in Thailand. Students studied translation from English into Thai language. His findings showed that the highest frequency was for syntactic errors. This illustrated that students have problems with grammar. This could refer to translation procedures and students' low self-esteem.

Ngangbam (2016) conducted a case study and an analysis of syntactic errors. The researcher examined 60 native Arabic speakers in Jordan who are freshmen. He categorized their syntactic errors into 15 main categories. He depended in his study on salient features in syntactic errors which are Arabic interference, failure in separating meaningful sentences, performance error, developmental error and misuse and overuse of fragment sentences. His findings enlighten the role of EFL learners in differentiating between English which is L2 and Arabic which is L1 grammar to get an effective learning of this language and to avoid their L1 interference. He also highlighted the role of well designed pedagogy in teaching and its consideration of learners' needs. He pointed out that learners should develop their attitudes towards English.

Besides, Peter et al. (2016) conducted a study that aimed to examine the English syntactic errors occurring among Malaysian EFL learners' written compositions in Malaysia. Their participants were 50 multilingual students who

speak their dialect in Malay and English as a foreign language. Their data were collected from descriptive written essays. They classified learners' errors into fifty-one categories to identify Malaysian learners' syntactic errors. Their findings indicated that there are several causes of errors which are interference of Malay language, lack of grammatical and morphological knowledge, repetition, redundancy in lexical choice, formation of sentences and developmental errors.

Joyce (2015) did a study of L2 vocabulary learning and testing: the use of L1 translation versus L2 definition. The researcher examined with a placement test, a pre and a post test the translation texts of 48 participants in Japan university who were Japanese L1 speakers, and who were enrolled as full-time freshman English language major undergraduates. The results showed that studying language separately did not influence L2 vocabulary learning. The researcher found that the testing language makes significant differences to L2 vocabulary test performance. Similarly, findings indicated that when the students had knowledge of L2 vocabulary which was assessed through an L1 translation, test scores were significantly higher than when evaluated through an L2 definition.

Putri et al. (2015) conducted a study to find out types of errors in Google translation. This study aimed to give a reason for committing errors among translation students who used machine translation in their tasks. The data of this study were from an English translation of Indonesian folklore produced by Google Translate. They analyzed the meanings of these texts and their translation. They discovered 386 errors where some of the sentences in the source language ,which is Indonesian, were not translated. However, some sentences were well translated and they had one or two errors. These results revealed that the most common errors in machine translation or in Google translation were lexical errors because it depends on literal translation. Although there were errors which were

classified as "missing words" errors, "word order" errors, "incorrect words" errors, and "unknown words" errors, the researchers claimed that Google translation can be a useful tool for improving students' knowledge in translating their source texts.

Moreover, Ander et al. (2011) conducted a study to identify and categorize lexical errors of EFL Turkish students. The participants were fifty-three who enrolled at Anadolu University. Their study aimed to show students' errors in translation from Turkish into English. The findings showed that the most committed errors were wrong word choice. The second high frequency of errors were in using literal translation where the students used to transfer individual words from L1 to L2 without taking into consideration the expressions in the target language which is English. In addition, the results revealed that there are errors in misspelling, errors of collocation, errors of literal translation, errors of incompletion and errors in redundancy. They mentioned that some of these students had English as a foreign language and it isn't their second language because their mother tongue was Arabic. In this case, they highlighted that this reason might affect students' translation because they compared Turkish and Arabic before translation into English.

In Iraq, Bakir et al. (2009) proposed a study about stylistic problems confronting Arab students in Arabic-English translation. They examined 30 Arab university translation students. They tested their translated passages from English into Arabic. Their findings focused on stylistic errors. The study indicated that literal translation, translation inadequacy and L1 interference affect the efficiency of students' translation.

In addition, Teilanyo (2007) analyzed *The Ozidi Saga*, one of J. P. Clark's stories in African oral literature. He examined the relation between the culture

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and translation. He found that there are difficulties in translating cultural texts and these difficulties arise when the equivalents in target language aren't found so this makes sensitive-culture notions in source language because the source language and target language are different in their meanings. He referred the difficulties in translating cultural texts to the different meanings in the two languages, so he mentioned that in some cases translators may use free translation to avoid errors which affect the readers in the target language and the source language translators who must convey the message and the heritage of the source language to the other language.

2.8 Conclusion

This chapter has presented the theoretical framework of error analysis, including the historical and theoretical framework perspectives on EA, errors and mistakes , interlingual and intralingual errors, classification of errors, morphological errors, syntactic errors and lexical errors. All the previous studies showed that there are several linguistic errors that are connected to translation errors from L1 into L2.

Besides, it has introduced translation and its definitions, types, strategies. Then, it investigated the definitions of translation strategies. Finally, it explored some studies that are relevant to the current research. In fact, this study is different from all previous studies that were reviewed above since it follows an adapted theoretical framework by Khalil (2000). It attempts to fill a gap by focusing on errors committed by seniors in the Palestinian context.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology of the study and demonstrates the population, the instrumentations, and the procedures of conducting the study. Moreover, It presents the translation tasks that lead to the lexical, morphological and syntactic errors that are committed by translation seniors at Hebron University.

3.1 Population

3.1.1 Students

This study consists of 40 students whose majors are either translation and interpreting or those who joined the English language-translation track. In this study, translation students were the primary source. They are 35 females and 5 males. They have studied translation courses that are required in their academic plan. The students were offered the following courses: Translation

1, Translation 2 , Mass Media Translation, Economic and Commercial Translation, Literary Translation, and other courses.

Depending on students' level in translation, they were asked to translate the texts by themselves. They were not allowed to use dictionaries, online translation, and smartphones. These instructions were taken to give accurate findings of students' errors in translation from Arabic to English.

3.1.2 Instructors

A sample of three male instructors of translation at Hebron University participated in this study. They teach students and they are aware of students' errors in translation. Also, they have background knowledge about their students' performance in translation during their exams, presentations and lectures. Lecturers are aware of the common errors that are committed by translation students at Hebron University because they instruct and teach them all their compulsory and elective courses. Also, instructors are the primary source to know about students' levels and proficiency in their courses. Instructors teach them in two languages, Arabic and English.

3.2 Instrumentation

3.2.1 Translation Task

In order to achieve the objective of current study, the researcher used qualitative and quantitative methods. The researcher selected two passages. One is cultural and the other is political. The translated texts and the key answers were edited by translation instructors at Hebron University. The instructors approved the texts to be used as a research instrument. A translation task was distributed to the students who are translation majors at Hebron University. Students who are not translation-majored were excluded. The researcher applied this instrument during the summer semester of 2023. The

researcher asked students to translate the texts from Arabic into English without using dictionaries, online translation, and smartphones. These texts were given to them as a hardcopy. The researcher told the students that their answers will be confidentiality used for research purposes.

The researcher collected students' translations into English in order to identify the common errors that are committed by senior translation students at Hebron University.

The researcher analyzed the written data linguistically of the texts that have been chosen according to the error analysis approach. The researcher divided students' errors linguistically to lexical, morphological and syntactic errors. The researcher analyzed each type of error in the next chapter. Khalil's (2000) taxonomy of lexical, morphological and syntactic errors was followed throughout the analysis and classification of errors.

The translation tasks were selected by the researcher from two different news resources. They were translated by the researcher and then they were checked and modified by the translation instructors at Hebron University. The first text was a cultural text; it talks about one popular art which is Hdaya. The second one was a political text. It was a paragraph from a speech delivered by the Palestinian president Mahmoud Abbas in the UN in September 2022. There are two sections: The first section aims to elicit personal information about students such as gender. The second section includes the two texts to be translated by the students. Both of the texts were chosen to suit the political and cultural situation. Moreover, they were chosen to examine students' syntactic, lexical and morphological errors.

(See appendix A for the translation texts p.117)

3.2.2 Interview

In this study, two assortments of instruments were utilized, one for students and another for instructors. Alamri (2019) claimed that interviews are effective in exploring interviewees' feelings, thoughts, ideas, opinions and experiences. Moreover, King and Horrocks (2010) have stated that the interaction between the interviewer and the interviewee in the qualitative interview can support data analysis because of recording it, so it adds additional information to the research. Also, they have added that the interview has flexibility in clarifying the answers and the questions during the interview.

The interview consists of two sections. The first section requested instructors' general information such as gender, experience, level of proficiency and qualification. The second contained four questions about instructors' perceptions toward translation students' level in translation from Arabic into English, while other questions were open-ended questions about instructors' perceptions of translation students' common errors in translation.

(See appendix B for instructors' interviews p.119)

3.2.3 Validity of instruments

Instructors from Hebron University checked the validity of both translation tasks and the interview's protocol questions and they gave approval for them. Several revisions were made for both instruments. The translation tasks and the interviewer's questions were piloted before using them as a tool for translation students and instructors.

3.3 Procedure

Students' translation tasks were chosen by the researcher, and were approved by instructors of translation at Hebron University. The researcher's translations which were used as key answers were modified by the translation instructors at the HU to suit students' level, proficiency and knowledge. The

data of the study were gathered during the summer semester of the academic year (July 2023). The interviews were done at the beginning of the fall semester of the academic year (October 2023).

The researcher distributed translation tasks to seniors in two translation courses. Instructions were given to students. They were told not to use dictionaries, smartphones and online translation to get accurate results of their errors.

The researcher followed the linguistic approach to classify common students' lexical, morphological and syntactic errors. According to Khalil (2000) " Error analysis is based on actual data that are collected from the learner's performance, and it does not restrict itself to one source of errors such as interference or negative transfer." So, the researcher analyzed the lexical, morphological and syntactic errors in order to show the most common errors that are committed by translation students at Hebron University and to explain the main factors that affect their translation into English.

3.4 Data analysis

This study aimed to analyze the lexical, morphological and syntactic errors that are committed by translation seniors at Hebron University. The data were collected from 40 samples of students' translation from Arabic into English. Moreover, the researcher focused on these errors to give accurate recommendations which would be possibly helpful to both students and instructors at the English Department at HU.

3.5 Demographic Data of Translation students

Table 1: Sample distribution according to gender

Variables	Numbers	Valid percent

Gender		
Male	5	%12.5
Female	35	87.5 %
Total	40	100 %

3.6 Demographic Data of the Translation instructors

Table 2: Sample distribution according to gender, years of experience

and qualification

Variables	Numbers	Valid percent
Gender		
Male	3	100%
Female	0	0%
Total	3	100%
Years of experience		
1 - 5	0	0
6-10	0	0
more than 10 years	3	100%
Total	3	100%
Qualification		
BA	0	0%
MA	2	66.6%
PhD	1	33.3%
Total	3	100%

3.7 Conclusion

This chapter has introduced the methodology of the study including the participants, the instrumentation and the procedures of conducting it. In addition, it has presented data analysis and procedures. Finally, it contained the demographic data of the translation students and the statistical analysis of instructors' general information.

CHAPTER FOUR

DISCUSSION AND FINDINGS

4.0 Introduction

This chapter displays the findings of the study including analysis of students' errors in translation from Arabic into English. Lexical, morphological and syntactic errors are discussed and categorized as suggested by Khalil (1985). Also, it consists of the discussion of instructors' interviews at Hebron University.

In this study the students' errors are explored and classified in two texts: a cultural text, and a political text. After examining students' errors in the two texts, it has become obvious for the researcher that there are several reasons for committing these errors. The researcher highlighted the errors that influence the translation according to the linguistics error analysis approach.

These lexical errors will be analyzed depending on Aziz Khalil's (1985) division of lexical errors in error analysis. These errors are divided into lexical confusion, lexical misformation and lexical redundancy. Each error could be related to interlingual of intralingual influences. Khalil (1985) claimed that lexical errors deal with the meaning of words and utterances. Semantic errors

include lexical errors, collocation and all purpose or non-referential words. The researcher focused on lexical errors to give specific reasons for committing errors in translation from Arabic into English.

Moreover, lexical errors are a mirror of learners' language acquisition of foreign languages. In analyzing lexical errors, the researcher can explore learners' knowledge of meanings and vocabulary. It also helps the learners' to focus on their comprehension of meanings, so there will be a possibility of correcting their knowledge and use of some of the words. It also makes a sufficient background knowledge of their awareness of lexical use of words.

Finally, using a specific translation strategy without connecting it to other strategies may affect the derived meaning of the source language which is translated to the target language. However, using literal translation helps to explore learners' Arabic interference in their translation. In addition, learners may not consider the equivalents of the words in English. There are two main ways to express the learners' difficulties in translation. These ways are their use of colloquial Arabic and their ways to differentiate between the two meanings of the words. These are important in learners' translation from Arabic into English especially when they are in an advanced level of learning English.

4.1 Lexical Errors in Translating the Cultural Text

The first text was about popular folk art which is Al-Haddaya. The researcher found that there are several differences in students' application of translation strategies which lead them to commit several lexical errors. There are three types of lexical errors in students' translations of the text. These are lexical confusion, lexical misformation and lexical redundancy.

4.1.1 Lexical Confusion in Translating the Cultural Text

First, the most common type of lexical errors in the cultural text is lexical confusion that occurs when the learners use words which have literal translation from their first language. Demir (2020) added that lexical confusion is caused by miscomprehension of polysemy or the multiple meanings of a word. Also, it might happen because of lack of knowledge of the background of the idea that is presented in L2 or in the foreign language. As a result, they apply over-literal translations when they depend on meaning without the equivalent of the words in English.

This type is clearly committed in the students' translations. For example, in the text there is a sentence in Arabic about Al-Hadayya which is " الحداية هي واحدة in "من الفنون الشعبية". Most students have translated the word " الفنون الشعبية" in different words like: *traditional, folkloric, cultural, dramatic art and heritage*. Depending on the researcher's and the instructors' translations, the equivalent word for " الفنون الشعبية" is *popular arts*.

The confusion of words happens when the learner overgeneralizes the meaning of one meaning to all words that may be synonyms. This also happened in another word which is " الارتجالية". Students had confusion in translating these words. Some of them translated them as: *match, improvising, improvisation competition, spontaneous match*. Some of them translated it inappropriately as: *self-skill match, manly competition* ,(which is derived from the word *man), create match, performance match, simultaneous match* and in some translation there was no translation for these two words. However, twelve students translated it correctly as an *impromptu match* which is its correct equivalent in English.

Lexical errors are varied in this text. Students made lexical confusion because of their knowledge of items but they didn't know how to use them in a

suitable sentence. The word " شاعرين " is supposed to be translated as two poets. In students' translations there were ten words that didn't have the accurate meaning for this word. It was translated as: *two parties, two partners, two speakers, two singers and two authors*.

Moreover, the word " الحوار " which has the equivalent *dialogue* in Arabic is another example. They translated it into English as : *conversation, dialogue, speaking, discussion, to say, to discuss, argument, for discourse, monologue, to converse and for utterance*. All these words were chosen depending on their background knowledge of the meaning of the word " الحوار ". There were only ten students who translated it appropriately to English.

Furthermore, there is lexical confusion in the translation of verbs in the cultural text. For instance, the verb " تقوم " should be translated as " based on", but there are several translations which are not appropriate like: *use of, happened, stand for, depend on, sit on, standing on, goes on, focus on, stands on, express by, represent, works on, makes, go on, has to do with and held between*. However, there were thirty students who translated it correctly.

Another example is the verb " يختارونها " which is translated as " choose for" but in students' translations, it is translated as *about, select, decision, decide* and *selective idea*. Also, students were confused in choosing another verb which is "vary" into Arabic. Students used words like: *diverse, variety* in noun form instead of verb, *variate, differs, vary around, changes, contains* and *are varied*. Among all these verbs the most appropriate one is *vary* as in the Arabic sentence " وتتنوع أبياتها ". In English, its correct translation is " Its verses vary".

Another phrase is " التقليل من ". Students provided a literal translation and that indicated the influence of Arabic on students' translations. While the correct

translation is " belittle" , students translated it as : *reduce, underestimate, decrease, inhumane, make less, make less ethic, make a few, humiliate, disrespect, defeat, devalue, belittling, less the talent* and *degrade*. These translations have shown that students were confused about using the root of the verb.

Although some students have their background of some words' meanings in English, they committed lexical confusion errors. In the phrase " محاولة كل شاعر", they translated it in different forms. A more appropriate translation is using the verb "attempt". It was translated into several forms like: *try, trying, tries, shows* and *tried to*. However, twenty-three students translated it appropriately.

Another example of lexical confusion is the phrase "إظهار شاعريته". Its translation varied between literal translation and equivalent translation of the words. They provided the following: *to show his potential, show his performance, show his aesthetic, show his poetry, show his beauty in poetry, appear his poetics, show their poetic talent, show his poetic abilities, express his poetic skills, tries to be the best, to show their different talents, prevent his poet, to show his ability in writing, to show his sense of poetry, to stand out his poetry, to bring out their poetic skills, represent his talent, his proficiency in poetry, show his poetic side, to show his poet level, to show his art, to show his poetic style, to show his professional and productivity* and *to show his poetic ability*. All these expressions were used to translate the phrase " إظهار شاعريته".

Committing errors in words that are rarely used makes the students confused about the accurate meaning in the target language. This is obvious in students' translated texts. There is a word which is more commonly used in literature and it isn't used in everyday English. The word that illustrated their errors in using specific words is "الهجاء " in Arabic which is " satire" in English.

Although translation students at Hebron University have finished compulsory courses in literature, most of them committed lexical errors in translating this word. Their errors refer to lexical confusion and lexical misformation. They have translated it in several forms as: *negative criticism, type of disrespect, kind of negativity, kind of vowel, kind of pronunciation, speak of syllable, type of abuse, part of satire* and *kind of satiring*. There was lexical confusion because some words like " syllable" and " pronunciation" indicate that some students were confused about the meaning in English which is connected to spelling so they used these two words. Moreover, there is lexical misformation in this word. Some students used the Arabic language in their translation. They provided transliteration. Instead of using the word " satire" they translate it as " Alhijaa" or " Hijaa". Around six students translated it in this way.

Analyzing other errors of this type makes the errors more common than others in this text. Although the researcher found that some words in the text have known meanings in Arabic and common equivalents in English, there are several words that haven't been translated in students' texts. These errors were shown in students' translations of verbs. An instance is the verb " تُغنى " which is translated as " are sung". Students provided different translations. These words are: *said, songed, singed, sang, singing, poet's song, attributed, it is sing* and *will be spoken*. In this translation, thirty-one students committed their errors in choosing the correct verb .

Table (3) Lexical Confusion in Translating the Cultural Text

Errors NO.	Term in Arabic	Term in English	Translation Errors	Frequency of Students' Errors	Percentage

1	الارتجالية	impromptu	*match, improvising, improvisation competition, spontaneous match, self-skill match, manly competition, word man, create match, performance match and simultaneous match.*	28	70%
2	شاعرين	two poets	*two parties, two partners, two speakers, two singers and two authors*	10	25%
3	الحوار	dialogue	*conversation, dialogue, speaking, discussion, to say, to discuss, argument, for discourse, monologue, to converse and for utterance.*	30	75%
4	الفنون الشعبية	popular art	*traditional, folkloric, cultural, dramatic art and heritage*	20	50%
5	تقوم	based on	*use of, happened, stand for, depend on, sit on, standing on, goes on, focus on, stands on, express by, represent, works on, makes, go on, has to do with and held between*	26	65%
6	يختارونها	they choose	*about, select, decision, decide and selective idea*	15	37.5%
7	تتنوع أبياتها	vary	*diverse, variety in noun form instead of verb, variate, differs, vary around, changes, contains and are varied.*	18	45%
8	التقليل من	belittle	*reduce, underestimate, decrease, inhumane, make less, make less*	25	62.5%

			ethic, make a few, humiliate, disrespect, defeat,devalue, belittling, less the talent and degrade		
9	محاولة كل شاعر	the attempt of each poet	try, trying, tries, shows and tried to	17	42.5%
10	إظهار شاعريته	show his poetry	to show his potential, show his performance, show his aesthetic, show his poetry, show his beauty in poetry, appear his poetics, show their poetic talent, show his poetic abilities, express his poetic skills, tries to be the best, to show their different talents,prevent his poet, to show his ability in writing, to show his sense of poetry, to stand out his poetry, to bring out their poetic skills, represent his talent, his proficiency in poetry, show his poetic side, to show his poet level, to show his art, to show his poetic style, to show his professional and productivity and to show his poetic ability.	27	67.5%
11	الهجاء	satire	negative criticism, type of disrespect, kind of negativity, kind of vowel, kind of pronunciation, speak of syllable, type of abuse, part of satire and kind of satiring.	35	87.5%

12	تُغنى	are sung	*songed, singed, sang, singing, poet's song, attributed, it is sing* and *will be spoken*	31	77.5%

Table 3 shows the most common lexical confusion errors in translating the cultural text by translation students at HU. Also, it consists of the term in Arabic which has been mentioned in the source language text. The equivalent term in English is mentioned. The translation errors in students' translation are inserted. It presents the number of errors that are committed by students. Finally, the percentage of each error is counted.

4.1.2 Lexical Redundancy in Translating Cultural Text

The second type of lexical errors is lexical redundancy. In this cultural text, students committed lexical errors which belong to lexical redundancy, which means repetition of the same word, synonyms or near synonyms of the word. Leufkens (2020) defined lexical redundancy as multiple expressions of the same word in one sentence or clause. He mentioned the advantages of redundancy of the word because it gives the learners the ability of using synonyms of words in several contexts. Also, it provides learners' knowledge with more applications of words.

In this cultural text, the word " خصمه " in Arabic means in this text " his opponent", but students translated it in several forms that refer to their knowledge of the meaning. This word has been mentioned twice in this text. The first is in the sentence " التقليل من خصمه " and the second is in " هجوم خصمه ونعوته ". Students translated this word in the two positions differently which aren't related to the context. For illustration, some of them translated it as: *counterpart, competitor, enemy, partner, other poet, his rival, second party,*

singer and *the opposite*. These words were chosen incorrectly by fifteen students out of forty. They might be correct in other contexts because each one has several meanings that are suitable for different concepts. For example the word "enemy" means " a person who hates somebody or who is against somebody." as mentioned in the Oxford dictionary. Also, the word "rival" means "the two sides who compete with each other in sports or business", so the meaning is not connected to this text's meaning.

The equivalent word is "opponent" because in this text the word " خصمه" means in Arabic *the other side who competes on the same topic*, but some of the students' translations have negative meanings of this word which indicate the other side in political situations or conflicts. Some of these words may be acceptable in this text such as: *competitor or the other poet*.

Table (4): Lexical Redundancy in Translating the Cultural Text

Errors NO.	Term in Arabic	Term in English	Translation Errors	Frequency of Students' Errors	Percentage
1	خصمه	his opponent	*counterpart, competitor, enemy, partner, other poet, his rival, second party, singer* and *the opposite*.	22	55%

Table 4 presents the number of errors that are committed in translating the word "خصمه". Redundancy in translating this word in several positions of the text is presented in this table.

4.1.3 Lexical Misformation in Translating the cultural Text

Lexical misformation relates to learners' formation of the word. Ginting (2019) related this type of errors to two sources, which are learners' mother tongue or the target language. This type is divided into several types in error

analysis. These are borrowing, coinage and calque. All of them refer to misformation of the word in L2.

Lexical misformation appears in students' translations of the word 'AlHadaya''. Some students translated it inappropriatly. Transliteration alone is not enough. Students provided different trasliterations of the words as:

Haddaya, Haddayeh, AlHaddaia, Hidaya, Alhudda and Hidaya.

The phrase "folk language" for " اللغة الشعبية المحكية" wasn't translated appropriately by all the students. They translated it as: *traditional spoken language, spoken popular language, domestic spoken language* (which are related to something that connects to the homeland), *traditional wise language, folk great language, told folklore language, cultural language, local language, popularity way, the tell folk language, local dialect spoken, ordinary language, everyday language, slangs* and *talkative traditional language*. All these renditions were inappropriate.

These two words were translated by providing misformation into English. Students didn't take into consideration the right translation strategy.

Table (5): Lexical Misformation in Translating the Cultural Texts

Error NO	Term in Arabic	Term in English	Translation Errors	Frequency of Students' Errors	Percentage
1	الحداية	**AlHadaya**	*Haddaya, Haddayeh, AlHaddaia, Hidaya, Alhudda and Hidaya.*	25	**62.5%**
2	اللغة الشعبية المحكية	**spoken folk language**	*traditional spoken language, spoken popular language, domestic spoken language, traditional wise language, folk great language, told*	35	**87.5%**

			folklore language, cultural language, local language, popularity way, the tell folk language, local dialect spoken, ordinary language, everyday language, slangs and *talkative traditional language*		

Table 5 shows the most common errors that can be classified as misformation errors in the cultural text. There are two main errors in the word "الحداية" and the phrase " اللغة الشعبية المحكية". Also, it presents the frequency of occurrences of each error and its percentage.

4.1.4 Deletion

To illustrate more about students' errors in cultural translation, it is necessary to identify students' ignorance of some words in the original Arabic texts. In this section, deletion might lead to lexical errors that are common in this text. Turton and Baranowski (2020) emphasized the definition of lexical deletion in the language. They defined it as a phenomenon in which learners omit elements in a language. This deletion may cause misunderstanding of the language, linguistic errors and change

in delivering the meaning in the target language.

Most of the students' translations ignored some words in the English text although they were mentioned in the Arabic text. For example, " براعة الشاعر" and " نعوته". These words were ignored in translation by a high percentage of students. A good translation for " براعة الشاعر" is "ingenuity". It was deleted in twelve of the students' translations, but there were some words that had errors. For illustration, they translated it as: *poet's creativity, poet's performance, poet's excellence skills, poet's speaking, poet's responding skills, poet's quality*

of responding, poet's proficiency, poet's replying ability and poet's cleverness.
Five students translated it appropriately as *ingenuity*.

In addition, the word "epithet" for "نعوته" wasn't translated in all of the translation samples of the students. There were three students who translated it appropriately. Their translation was: two as *his epithets* and one as *his ignorance*. All other students didn't manage to provide this lexical item.

Table (6): Deletion Errors in Translating the Culture Text

Error NO.	Term in Arabic	Term in English	Translation Errors	Frequency of Students' Errors	Percentage
1	نعوته	his epithets	his ignorance	37	92.5%
2	براعة	ingenuity	*poet's creativity, poet's performance, poet's excellence skills, poet's speaking, poet's responding skills, poet's quality of responding, poet's proficiency, poet's replying ability and poet's cleverness.*	28	70%

Table 6 presents the deletion errors in translating the cultural text. The frequency of this type of error isn't high. Students' deletion of these words came from their lack of knowledge of the right equivalent in English.

4.1.5 Collocational Errors in Cultural Texts

Collocational errors are very common. Students' translations from Arabic into English have this type of errors in the cultural text. Ali et al. (2021) suggested that collocation errors refer to learners' errors in producing the combinations of words in the second language. They found that the influence of L1 affects the translation of words in L2. In addition, Firth (1975) claimed that

collocation errors refer to misuse of words in context which are supposed to be a company of words with a meaning .

The collocation " اللغة الشعبية المحكية" is an example of such errors which were translated literally in students' translation samples. The equivalent of this collocation is " the spoken folk language", but there are several errors in transforming this collocation into English. This collocation was translated in several forms such as: *traditional spoken language, popular dialect, spoken folklore language, ordinary language, everyday language, local dialect language, spoken popular language, the tell folk language, local language, cultural language, told folklore language, the folk great language, folk imitation language, spoken folk, in the traditional wise language, popular talking, domestics spoken language, local sang, spoken culture language, talkative traditional language, simulator tradition language, slang language* and *traditional language of the poets.*

Although the word " folk language" is popular in Arabic, few students managed to provide a successful equivalent to this collocation. Moreover, the students committed lexical redundancy in repeating this word in their texts. For example, they translated it as " *which are swung in the spoken folk language and in popular speaking*". So they repeated the same equivalents for the word "فولكلور".

Table (7): Collocation Errors in Translating the Cultural Texts

Error NO.	Collocation in Arabic	Collocation in English	Translation Errors	Frequency of Students' Error	Percentage
1	اللغة الشعبية المحكية	spoken folk language	*traditional spoken language, popular dialect, spoken*	35	87.5%

			folklore language, ordinary language, everyday language, local dialect language, spoken popular language, the tell folk language, local language, cultural language, told folklore language, the folk great language, folk imitation language, spoken folk, in the traditional wise language, popular talking, domestics spoken language, local sang, spoken culture language, talkative traditional language, simulator tradition language, slang language and *traditional language of the poets.*		

Table 7 presents students' collocation errors in translating the word " اللغة الشعبية المحكية" from Arabic into English. Also, it states the most common terms in their translations. Then, the error percentage is inserted in this table.

After analyzing lexical errors in the cultural text, there are five main types of errors. These are lexical confusion, lexical misformation ,lexical redundancy, deletion and collocation errors. Students' errors are due to several reasons including linguistic, cultural, and contextual factors. Brazil et al. (2016) mentioned many factors that influence their performance in translation. One of them is lack of proficiency in the source and target languages. This refers to

students' weak command of the translation process and their inadequate knowledge of equivalence and vocabulary in the target language. Another reason is cultural differences which play a role in cultural and literary translation. Students' confusion and struggle in conveying the cultural terms in the target language context may lead to the mistranslation or omission of cultural references.

Translating cultural texts isn't an easy task. Some of the translators who conducted studies found other reasons for committing errors. Lefevere (1998) claimed that reasons for committing errors in cultural texts relate to students' or translators' inadequate understanding of literary devices. This occurs because cultural texts are similar to literary texts which employ several literary devices and insert literary words. Some students who commit errors may not have a full understanding or knowledge about these devices, so this causes translation errors.

Another reason that has been mentioned in our discussion of lexical errors in translation is students' limited familiarity with the literary style. This is connected to cultural texts and to the style that they are written in. Lefevere (1998) claimed that this type of texts requires specific linguistic approaches and translation strategies that students might not consider while translating texts. This can be seen in this study when the students translated the word " الحداية", which doesn't exist in English so they resorted to transliterating it as "AlHaddaya". They kept the Arabic flavor of the word in English. There was a lexical misformation in translating this word. In fact, at Hebron University there are different students who come from cultural backgrounds since they are from different cities and villages in the West Bank. This leads to several spellings and translations for this word according to the students' dialects as "*AlHadaya*". All these words indicate

that there are several dialects among students, which means that they didn't take into consideration the accurate pronunciation in standard Arabic so they tended to produce it in their own dialects.

Newmark (1988) indicated that literal translation bias influences students' translation of some words into the target language because of their ignorance of the idiomatic expressions or figurative meanings of the words in the source or target language. This results in an inaccurate translation of the word. This is obvious in students' translations of the phrase " اللغة الشعبية" in this cultural text. Although some students translated it erroneously, some of them translated it without considering its meaning in the target language. Some of the students translated it using different inaccurate words. For illustration, its translation varied to be as: *folk, folokloric, foloklore and floriclork*. All these words can be considered errors because of lexical misformation and spelling errors.

4.2. Lexical Errors in Translating Political Text

The second text was a speech delivered by Palestinian President Mahmoud Abbas in the United States General Assembly in September 2020 . The researcher found that there were several differences in students' application of translation strategies which lead them to commit several lexical errors.

4.2.1 Lexical Confusion in Translating the Political Text

First, the most common lexical error that appeared in the translation of the cultural text is lexical confusion that occurs when the learners use words which have literal translation from their first language. As a result, they apply over-literal translations when they depend on dictionary meaning without providing the equivalents of the words in English.

There are main terms in this text that helped the researcher to classify students' errors. These are clues of measuring the most common committed errors in students' translations. There are errors in the second sentence " قد بات واضحاً". In the students' sample, errors are classified under lexical confusion errors where the students are confused about the accurate meaning of the word in English. This is shown in their translation of the word " واضحاً". Students' translations are: *clear, obvious, cleared, clearly, illustrated, clarified and obviously.*

Translation students committed lexical confusion errors. This was common in their literal translation of political terms in the text. For illustration, the phrase " القرارات الشرعية الدولية", which is " resolutions of international legitimacy" was problematic for students. However, students translated it as: *the international resolution, national lows, legal international decisions, the legitimate laws, decisions of international legitimacy, international legal decisions, international legitimate resolutions, international legitimacy resolution, international legal decisions, international resolutions, the resolution of international legitimacy, legal worldly decisions, international legal decisions, international religion decisions, international legitimacy decisions, international legal solution, legitimate and international resolutions, the legal national law, international legal decisions, international law decisions, national legally, the international ethics and international and legislation resolutions.* All these terms and phrases were provided inappropriately by students as equivalents of the term " القرارات الشرعية الدولية".

Another word that was translated unsuccessfully is " شريكاً" which is " partner" in English. In students' translation samples, there were nine students who translated it inappropriately. These words are: *part, participant, party,*

company and partnered. On the other hand, most students provided accurate translations.

Lexical errors vary in political texts for several reasons that are connected to students' understanding, knowledge and practicing in translation. Some common words in political discourse and news aren't familiar to students, so they commit errors that are due to their lack of knowledge about the meanings in the target language. In this text, the two phrases " السياسة الراهنة " and " و إصرار سبق تصميم" were translated incorrectly or were omitted from the target language text. For illustration, a number of students didn't have any idea about the meaning of " سياستها الراهنة", which is' ' its current policy" so they translated it in different forms, which are: *politics preciously, his policy, political, currently policies, current priors, politics current, primary political, present policies, its protocols, it politician, current system, continuity policy, do the best, political now and current techniques.* Eleven students who have translated it correctly with its equivalence. Moreover, the phrase " عن سبق إصرار و تصميم" was translated correctly by providing acceptable equivalents by five students . They successfully managed to translate it as " predetermination". On the other hand, there were unacceptable translations in the students' samples. These are: *previous determination, determination, an insistence and stubbornness, was after, previous instance, preplanned, predetermin, advanced determination, advanced determination, pre edited, before and design and pre intention.* These errors were due to students' lack of knowledge of word meanings. They didn't follow the right translation strategy as (equivalence) and they omitted words which they didn't know.

The phrase " اتفاقات أوسلو" was one of the expressions which led to lexical confusion in translation from the source language to the target

language. Translations provided by students were *Oslo convention, oslo negotiation, oslo agreements, oslo dealings, oslo's agreements, oslo deals, oslo, oslo resolutions and oslo conventions*. When translating names of national organizations from Arabic into English, students may face several problems in finding equivalents in English. Students may find it difficult to provide acknowledged translation for these organizations, so they may provide synonyms or near-synonyms.

Another example of confusion was students' translations of the name of "منظمة التحرير الفلسطينية" which is translated as " Palestinian Liberation Organization". It was appropriatly translated by most of the students by providing the abbreviated form " PLO" or the full form" Palestinian Liberation Organization", but there were ten errors that resulted from students' literal translations. They are: *Palestinian freedom organization, the Palestinian liberation organization and palestinian authority*. This phrase was known for a high number of students. Students' acceptable translations are due to the fact that it has been inserted in their translation courses.

In addition, there is an international phrase that is common in political discourse and situations, which is "المجتمع الدولي" or " international community". This means that the students should have a background about it because it is repeated in news broadcasts and political discourse. Lexical confusion is clearly shown in translating this term. Students translated it as: *international societies, International society, international communities, other countries, national society , international committee and national community*. Five students deleted this term from their translations , but twelve students translated it appropriately.

It's obvious that students don't have a clear knowledge of the main definitions of the political terms which are commonly used in their political situations. They inserted colloquial language to translate political terms. Some of them deleted the term and provided no equivalence in the target language.

Table (8): Lexical Confusion in Translating the Political Text

Error NO.	Expression in Arabic	Expression in English	Translation Errors	Frequency of Students' Errors	Percentage %
1	قد بات واضحاً	It has become obvious	*clear,obvious, cleared,clearly, illustrated, clarified and obviously.*	12	30%
2	القرارات الشرعية الدولية	the resolution of international legitimacy	*the international resolution, national lows, legal international decisions* etc.	30	75%
3	شريكاً	partner	*part, participant, party, company and partnered.*	9	22.5%
4	سبق إصرار و تصميم	preteremenation	*previous determination, determination, an insistence and stubbornness, was after, previous instance, preplanned, predetermin, advanced determination, advanced determination, pre edited, before and design and pre intention*	35	87.5%
5	سياستها الراهنة	current policy	*politics preciously, his policy, political, currently policies,*	29	72.5%

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			current priors, politics current, primary political, present policies, its protocols, it politician, current system, continuity policy, do the best, political now and current techniques		
6	اتفاقات أوسلو	Oslo Accords	*Oslo convention, oslo negotiation, oslo agreements, oslo dealings, oslo's agreements, oslo deals, oslo, oslo resolutions and oslo conventions.*	15	%37.5
7	منظمة التحرير الفلسطينية	The Palestinian Liberation Organization (PLO)	*palestinian freedom organization, the palestinian liberation organization and palestinian authority*	10	%25
8	المجتمع الدولي	international community	*international societies, International society, international communities, other countries, national society , international committee and national community.*	28	%70

Table 8 analyzes the lexical confusion errors in translating the political

text. Also, it gives the common errors that belong to this type of lexical errors.

4.2.2 Lexical Redundancy in Translating the Political Text

Repeating words in translation from Arabic into English is clear in

translating the political text. An example of redundancy is translating the word

"القاطع" as mentioned in "الدليل القاطع". Some students did not manage to provide

the right rendition or synonym, which is " *conclusive evidence*". Some renditions were *absolute evidence, proof, evidence, absolute proof, make sure, definitely, fixed evidence, inevitable evidence, evident, strong evidence, imposing the reality, great evidence, by evidence, can be seen, proof evidence and revealed evidence.* This literal translation of these terms proves that students ignore the strategies of translation, especially in sentences that are context-dependent. For this term, there were three students who translated it appropriately.

In addition, the phrase " سياسة فرض الأمر الواقع " was translated totally differently from its equivalent, which is " imposing a fait accompli policy". This is a French term that indicates the situations that have already happened. The students provided several incorrect descriptive words or synonyms. These are: *it policy with forces, imposing it reality with force, politician by force and strength, cruel political, compulsory strategy, political present situation, imposing the reality, the political to the current situations, achieve what it wants, policy of imposing the real case, policy of imposing the real case, reality policy, policy of fait accompli, imposing a fait reality, its fait accompli policy, defecate policies and imposing the reality.* Some of them committed a lexical error which can be considered lexical redundancy. In the following example : *to the policy of imposing a fait accompli policy* , they repeated the word "policy". Others deleted it from their translation in English, but there were seven students who provided a correct equivalence.

The translation of words from Arabic into English needs good linguistic competence to provide the accurate meaning of the word. In the political text some words were deleted in the target language text.

Also, there is lexical redundancy in the translation of the word " واضحاً".

Some students provided both *clear* and *obvious*. In fact, one of them is enough, but students provided the two synonyms. Repetition in Arabic is tolerable. It is used for emphasis. However, redundancy in English is not preferable. As a result, the effect of L1 is clear in students' translations. In addition, the political situation in Palestine affects students' performance in written discourse, so they are used to repeating words or their synonyms.

Table (9): Redundancy Errors in Translating the Political Text

Error NO.	Arabic	English	Translation Errors	Frequency of Students' Errors	Percentage
1	الدليل القاطع	conclusive evidence	*absolute evidence, proof, evidence, absolute proof, make sure, definitely, fixed evidence, inevitable evidence, evident, strong evidence, imposing the reality, great evidence, by evidence etc*	**37**	**92.5%**
2	سياسة فرض الأمر الواقع	imposing a fait accompli policy	*it policy with forces, imposing it reality with force, politician by force and strength, cruel political, compulsory strategy, political present situation, imposing the reality, the political to the current situations, achieve what it wants etc*	33	82.5%
3	واضحاً	obvious	it is clear and obvious	5	12.5%

Table 9 shows redundancy lexical errors in the political text. It presents the errors that are committed by students in their translations of the political terms.

4.2.3 Misformation Errors in Translating the Political Text

Lexical misformation errors are also committed by translation students at HU. An example from the political text is " عملية السلام", which is translated as " *peace process*", but students provided inappropriate translation in the target language. They translated it inappropriately as *process negotiation, peace operation, peace of process, peace matter, peace act, peace mission, in peace, peace partner, in the peace, the law against peace, and operation of peace.* There was one case of lexical misformation when a student translated " عملية السلام " as " *Al-salam process*". In this example, the student was influenced by his first language. In all samples of translation there was interlingual interference when Arabic affects the students' translation because they use the " *alsalam*" which means *peace* in English.

Table (10): Misformation Errors in Translating the Political Text

Error NO.	Phrase in Arabic	Phrase in English	Translation Errors	Students' Errors	Percentage
1	عملية السلام	peace process	*process negotiation, peace operation, peace of process, peace matter, peace act, peace mission, in peace, peace partner, in the peace, the law against peace, and operation of peace*	22	55%

Table 10 shows the analysis of misformation errors in translating the political text. It presents the error and the frequency.

4.2.4 Collocational Errors in Translating the Political Text

Collocation is defined as a couple of words that are frequently used together. Collocational errors are also committed by translation students at HU. An example from the political text is " أيها السيدات و السادة". Arabic sentences may begin with verbs followed by the greeting. However, speeches in English begin with greetings. Some students realized this point in translation and they took it into consideration. They started the translation of this text with " و السيدات أيها السادة " which is " *ladies and gentleman*" , but there were several lexical errors in translating this sentence as: *women and men, all people, all surs, Mrs and gentlemen, dear men and women, gentlewomen and gentlemen, of people and ladays and gentlemen.*

Another example that may illustrate collocational errors is the translation of the collocation " العلاقة التعاقدية", which is translated as "contractual relationship". Students translated it into English by providing the following: *the agreements, the relationship with us , the apparition, contractive relationship, contraction relationship, contractive relationship, contracted relationship, contradictive relationship, contract relationship and retirement relationship*. Four students translated this collocation by providing its equivalence. These examples of collocational errors are clear evidence of students' lack of knowledge of political vocabulary.

Most students commit errors when they refer to their thoughts and beliefs, so they omit or add words that belong to their thoughts. The translator should not be biased to a specific side and translate the text in order to convey the intended message. This is shown in students' translation of the phrase " دولة فلسطين و إسرائيل". In political situations these two words (Palestine and Israel) are connected negatively to each other, and they are commonly used in the Palestinian context. The correct translation is " State of Palestine and Israel ",

but students' translations provided *the country of palestine and israil , Palestine and Israel, israel and palestine, the state of palestine and israil, palestine and israle, palestinien country and israil, israel occupation and palestine, the relationship with us and the palestinien and israel state*. All these terms are inappropriate choices for the political collocation " دولة فلسطين و إسرائيل".

The collocation in " القوة الغاشمة والعدوان " was rarely translated appropriately by students. Its equivalent in English is " brutal force and aggression". Four students translated it appropriately. However, several students provided literal translations. Examples are *forcing and aggression, controlling power, violent ways and forces against this country, force , oppression and occupation, force and aggression, force and violence, policy of force and the overwhelming force and violence, powerful power and violation, overwhilling policy and enmity, overwell force, power and an iron fist, force in sequences, political power, the use of powerful, cruel political, violation by force and strength and force hereby*. All of these erroneous translations might produce lexical confusion and lexical redundancy.

Analyzing more lexical errors enhances exploring the reasons for committing errors in translation. The phrase " حل الدولتين " is common in the Palestinian political discourse, but there were many lexical errors that students committed. They have translated it in various forms. For example, *two states peace, two countries, country solution, the solution between two states, the solution between two countries, the peace of countries, resolution states, two states, the resolution of the two countries, the two nations solutions, the country solution, state solution, the solution of two countries, the two state solution, the two countries resolution, the solution of the two states, the resolution of the two countries, the solution of both country and two countries peace*. Although the expression " two-state solution" is important and

repeated in students' study and life, there were just four students who have translated it appropriately.

Furthermore, the phrase " علاقة بين دولة احتلال و شعب محتل" is best translated as " a relation between an occupying state and occupied people``. This phrase was not translated appropriately by most students. They provided renditions such as: *occupation country and occupied people , occupation and occupied nation one, occupied country and occupied nation, the occupation, the occupied people, the citizen and occupied country, an occupation and an occupied people , the relationship between country of occupation and occupied citizens, relation as occupation and people who under the occupation, a relation between occupation and occupied people, as an occupation and occupated country, occupation and occupided citizens, a relation between occupation and occupied country, as an occupier and occupied relationship, relationship between an occupied country and occupied citizens, a relation on occupent country and occupied people, relationship between us as an occupationed country, a relationship between israele occupation and palistaine, denomination and dominate people relation, seizing and seized, occupation and occupying people, an occupied house and an occupied people, an occupier and occupied relationship and an occupation and occupied country.*

Table (11): Collocational Errors in Translating the Political Text

Error NO.	Term in Arabic	Term in English	Translation Errors	Frequency of Students' Errors	Percentage
1	أيها السيدات و السادة	Ladies and gentlemen	*women and men, all people, all surs, Mrs and gentlemen, dear men and women, gentlewomen and*	20	50%

			gentlemen, of people and ladays and gentlemen.		
2	عملية السلام	peace process		22	55%
3	العلاقة التعاقدية	contractual relationship	*the agreements, the relationship with us , the apparition, contractive relationship, contraction relationship, contractive relationship, contracted retirement relationship...*	36	90%
4	دولة فلسطين و إسرائيل	the State of Palestine and Israel	*the country of palestine and israil , Palestine ....*	30	75%
5	حل الدولتين	two-state solution	*two states peace, two countries, country solution, the solution between two states, the solution between two countries, the peace of countries, resolution states, two states, the resolution of the two countries...*	36	90%
6	علاقة بين دولة احتلال و شعب محتل	a relationship between an occupying state and occupied people	*occupation country and occupied people , occupation and occupied nation one, occupied country and occupied nation, the occupation, the occupied people, the citizen and occupied country, an occupation and an*	28	70%

			occupied people , the relationship between country of occupation and occupied citizens,		
7	القوة الغاشمة و العدوان	brutal force and aggression	*forcing and aggression, controlling power, violent ways and forces against this country, force , oppression and occupation, force and aggression, force and violence* etc	36	90%

The above table shows students' collocation errors in translating the political text. There were five common collocational errors in the translations of the students.

Analyzing lexical errors in the political texts shows several reasons for committing such errors. One of them is that the literal translation strategy is totally used in translating this text. Students' misunderstanding of some terms in Arabic is another reason. This may affect students' translation in the target language. Some words may not be comprehensible for students. Arab students are used to imitating their teachers' methods in teaching and turn them into learning methods. For example, a grammar translation method is one of the teaching methods which influence students in their learning of the foreign language. In this case, students depend on their thinking and comprehension of L1 meanings more than TL meanings. As a result, they commit errors which are connected to the form of L1 sentences without taking into consideration that there are different rules for English. Catford (1965) suggested that translators replace textual material in source language by equivalent material in target language.

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Another reason is students' cultural background of their L1 and L2 information. Pym (2010) claimed that linguistic challenges and cultural nuances make the students confused about translating political terms. In addition, Sarcevic (2000) suggested that political and legal translation require a combination of linguistic expertise, cultural awareness, and a deep understanding of political contexts that will be translated.

4.3 Morphological Errors in the Translating Texts

After examining students' lexical errors in the two texts, it is important to analyze morphological errors and reveal reasons for committing such errors. Morphological errors deal with the internal grammatical structure of individual words. This type of error is classified into: omission, addition, wrong formation, misuse or compounding of inflectional and derivational suffixes or prefixes.

The researcher highlighted errors that might influence the quality of translation taking into consideration Khalil's (2000) classification of morphological errors. These errors have to do with misuse of inflectional or derivational morphemes. Analysis revealed that these errors could be interlingual or intralingual.

In addition, morphological errors help to analyze learners' language acquisition of foreign languages. In analyzing morphological errors, the researcher can present learners' knowledge of translation students and their use of English inflectional and derivational suffixes and prefixes . It also helps the learners to differentiate between the grammatical use of several suffixes. Also, learners can enhance their ability in correcting their errors and following the morphological system appropriately.

To sum up all the points that have been mentioned , using a specific translation strategy helps students to face the challenges of differentiating

between the Arabic and English morphologies. Moreover, analyzing morphological errors gives students the ability to find effective equivalence in English. Knowing morphological errors helps students improve and master their bilingual skills. This can raise their awareness of the structural differences between the two languages.

4.3.1 Morphological Errors in Translating the Cultural Text

Analyzing morphological errors in cultural texts facilitates exploring several reasons that will help the students to focus on their ability in differentiating between the morphological systems of both English and Arabic. It is known that Arabic has a specific morphological structure which affects translation into English. In addition, students may not take into consideration their errors as something that can influence the translation, so this leads to fossilizing them in their use of English. Error analysis for morphology will be divided into two sections: inflectional suffixes and derivational affixes.

4.3.1.1 Errors in the Use of Inflectional Morphemes in Translating the Cultural Text

Shadiyeva and Umid (2022) found that inflectional errors are caused by students' difficulties in employing different forms of a word. Also, he added that learners' native language affects their application of inflectional affixes in the word in any other language that learners learn.

In the light of inflectional suffixes, there are eight main inflectional suffixes to be analyzed in English. These are connected to the suffix (s) in plural noun, (s) in third person singular verb and ('s) in noun possessive case. Also, the suffix (ed) in past tense and in participle tense. Other suffixes belong to (er) comparative and (est) superlative adjectives . Participle for (ing) is one of the inflectional suffixes.

Errors in inflectional suffixes are divided into several errors. Florianus and Syamsi (2021) found that errors of inflectional affixes are common among English learners. They added that such errors are committed through omission, addition, misordering and misformation. These errors are considered one of the difficulties that English learners face in writing skill. At HU, students committed errors in the use of inflectional suffixes in translation.

a.   Omission of plural noun -s and possessive -s suffixes

In students' translated texts, there were errors of omission of plural noun-s suffixes. For example, there were ten students who translated the word " الفنون " as "arts"; the other students translated it as *art*. Also, this is obvious in the word "شاعرين" which means two poets; it was translated by some students as *poet*. The word " موضوعات " which means " topics" or " subjects" in English is another example. Seventeen students deleted the plural -s and translated it as *topic or subject*. The word "أبياتها" or *verses* is another example. Twenty studentds omitted the plural noun-s in their translations. Another example " سلبياته", which means " negative points", is translated as *negative*.

b. Omission of Possessive -s

In students' texts, there were six errors in the use of the possessive -s suffix. In some cases, students omitted the possessive -s suffix as in the word "poet's ingenuity" or " براعة الشاعر". These errors are connected to the use of (s) noun plural. Some of these errors can be attributed to students' tendency to overgeneralize the use of the possessive maker ('s). The noun is plural, so only an apostrophe is needed. Also, it is clear that there is a negative influence of Arabic on students' translation.

Five students omitted the possessive -s suffix such as in the word "poet's ingenuity" or " براعة الشاعر". Some students produced it as poet ingenuity. Such

errors have to do with students' inability to use both plural (s) and possessive (s) with the same plural noun. Students' carelessness and their overgeneralization of the use of this suffix are possible sources for such errors.

c. Misformation and Omission of Past Forms of Irregular Verbs

One of the morphological errors that are committed by Arab students is wrong formation of past forms of irregular verbs. One of these example is " إذا كانت موجودة " or " they are found". The correct translation is " found", but some students translated it as *founded*. Another example is the verb " يختارونها "or " choose" in English. It was translated as *chioced* or *choosed* . The word " تُغنى "is "sung" in English , but it was translated as *singed* and *sunged* in some samples. It seems that students tend to overgeneralize the simple past-formation rule. They apply it to all cases. They don't take into consideration exceptional or irregular forms of the simple past.

On the other hand, there are words which are translated with omission of the (ed) as in the word " تقوم على "which is " based on". Some students translated it as *base* in the sentence. Another example is the verb " belittle" is " يقلل من "in Arabic. Students added -ed *belittled* in some samples. These errors are due to students' overgeneralization of the use of the regular past simple rule.

d. Addition of plural noun -s

Another error is related to the addition of noun plural s suffix. The word " في وقتها "is translated as " at the time" in English, but eight students translated it by adding a plural s as *at the times*. Another example is " الهجاء " or " satire". It was translated as *satires*.

Table (12): Errors in the use of Inflectional morphemes in the Cultural   Text

Error NO.	Term in Arabic	Term in English	Translation Errors	Frequency of Students' Error	Percentage
1	الفنون	arts	*art*	10	25%
2	شاعرين	two poets	*poet*	15	37.5%
3	موضوعات	topics or subjects	*topic or subject*	17	42.5%
4	أبياتها	verses	*verse*	20	50%
5	سلبياته	negative points	*negative*	13	32.5%
6	في وقتها	at the moment	*at the times*	8	20%
7	الهجاء	satire	*satires*	6	15%
8	براعة الشاعر	poet's ingenuity	*poet ingenuity*	5	12.5%
9	إذا كانت موجودة	they are found	*founded*	4	10%
10	يختارونها	choose	*choiced choosed*		
11	تُغنى	sung	*singed or sunged*	7	17.5%
12	يقلل من	belittle	*belittled*	6	15%

The previous table shows students' morphological errors committed by students in translating the cultural text. There were 12 common inflectional morpheme errors in this text which are attributed to omission, addition and misformation of English suffixes. These errors were committed in the omission of inflectional suffix plural noun -s, omission of possessive -s and misinformation and omission of past form of irregular verbs.

4.3.1.2 Errors in the Use of Derivational Morphemes in Translating the

Cultural Text

The second type of morphological errors has to do with the use of derivational morphemes. Abed et al. (2020) defined derivational morphemes as suffixes or prefixes which are important in English because they give the grammatical function and the meaning of the word.

Derivational morphemes are attached to nouns, verbs, adjectives and adverbs. Khasawneh and AlKhasawneh (2023) found that common errors are committed in misformation, omission, misordering, and addition. Moreover, they added that these errors are related to learners' lack of knowledge of vocabulary, rules of grammar in L2 and roles of learners, teachers and course designers in dealing with the foreign language.

a.   **Omission of the -ing Suffix**

These occur in students' errors in using -ing suffix. Examples of this type of error are clear in these two words. The first is " responding" or "replying" which is "الرد" in Arabic. There were nine errors in forming these words in students' translations. They translated them as *respond* or *reply* with the omission of the -ing suffix. Committing these errors results from students' unconsciousness or carelessness of the use of the rule in L2. Also, these errors may be due to students' ignorance of rules in English morphology.

b. **Addition of the -ing Suffix**

Students sometimes add suffixes that are not needed. Adding these suffixes might change the meaning dramatically. An example is the word "match" whose equivalent in Arabic is " المباراة", but it was translated as *matching* with an extra -ing. The word "satire" also refers to the misuse of the ing suffix which is translated as *satireing*. Also, The word "stands" is

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translated as *standing*. These errors can be attributed to L1 influence on students' use of language.

Table (13): Derivational Morpheme Errors of Translating the Cultural Text

Error NO.	Term in Arabic	Term in English	Translation Errors	Frequency of Students' Errors	Percentage
1	الرد	responding replaying	*respond replay*	9	22.5%
2	المباراة	match	*matching*	10	25%
3	الهجاء	satire	*satiring*	5	12.5%
4	تقوم على	stands	*standing*	8	20%

The previous table shows students' derivational errors in the cultural text. There were 4 common derivational errors which are connected to omission, addition and misuse of English suffixes such as the misuse of -ing and -er comparative.

4.3.2 Morphological Errors in Translating the Political Text

The second text was a speech by The Palestinian President Mahmoud Abbas in the United States General Assembly in September 2020 . The researcher found that there are several differences in students' application of translation strategies which lead them to commit several morphological errors. Translating morphological affixes in political speech requires a deep understanding of English morphology and their implications in several terms.

4.3.2.1 Errors in the Use of Inflectional Morphemes in Translating the Political Text

Inflectional suffixes errors are divided into several types. In students'
translated texts, the researcher identified errors in omission of noun plural -s,
addition of plural s and misformation of irregular simple past verbs.

a.   **Misformation of Plural -s**

There are errors related to omission of noun -s suffixes. For example, some
students instead of translating the word " السيدات " as "ladies", they translated it as
lady or *womans.* Also, this is obvious in the word "السادة" which is " gentlemen";
it was translated as *mens* or *mans*, so they generalized the rule of simple past
formation in the two examples.

Another example is the phrase "two state solution" which is " حل الدولتين"
in Arabic. It was translated into "states", which shows a lack of knowledge in the
use of the plural compound nouns. The word " relationship" or "relation" in
English is another instance. They translated it by adding plural (s) as *relationsship*
which isn't correct in this context. Another example is "community" which is
"المجتمع ". It is translated as *communities* in the students' sample. Another error
connected to noun plural s suffix is addition of this type of s. The word " basis"
is " هذا الأساس" in Arabic, but some students translated it by adding s as *basises.*

Moreover, the word "people" or " شعب" was translated in six of the students'
translations incorrectly as *peoples.* These errors are due to the addition or
omission of the plural noun -s. Students tend to overgeneralize the plural
formation rule.

b. **Misformation of the Past Forms of Irregular Verbs**

Misformation of past forms of irregular verbs is one of the morphological
errors committed by HU students in this text. One of these examples is the verb
"makes" or "تجعل " in Arabic. It was translated as *maded* or *maked*.

c. **Misuse of Past Form of Irregular Verb -ed**

The verb " demand" is "نطالب", but it was translated as *demanded* by adding the (ed) in some samples. On the other hand, there are words which are translated with omission of the (ed) as in the word " destroyed" which is "تدمير". Twenty-seven students translated it as "destroy" in the sentence with its infinitive form while thirteen students translated it incorrectly. Misformation of past forms of irregular verbs is one of the morphological errors that is committed by HU students in this text. One of these examples is the verb " decided" or "قررت". This is its correct form, but some students translated it as *decide*. These errors refer to students' misuse of the regular past simple form.

Table (14): Inflectional Errors in Translating the Political Text

Errors NO	Term in Arabic	Term in English	Translation Errors	Students' Errors	Percentage
1	السيدات	ladies	*lady* *womans*	15	37.5%
2	السادة	gentelmen	*mans* or *mens*	5	12.5%
3	حل الدولتين	two-state solution	*two states*	7	17.5%
4	المجتمع	community	*communities*	14	35%
5	على هذا الأساس	on this basis	*basises*	20	50%
6	شعب	people	*peoples*	6	15%
7	قررت	decided	*decide*	8	20%
8	نطالب	demand	*demand*	13	32.5%
9	تدمير	destroyed	*destroy*	7	17.5%

Table 14 table shows students' inflectional errors in the political text. There were 9 common inflectional errors in this text which are attributed to omission, addition and misuse of English suffixes.

4.3.2.2 Errors in the Use of Derivational Morphemes in Translating the Political Text

This section shows errors committed in the use of derivational suffixes. This is presented in students' errors in using (ing) suffixes. Examples of this type of error are in these two words. The first one is " occupying" or " احتلال" in Arabic. Student either added or omitted derivational morphemes. *occupy or ocuupationing* are provided by some students by either adding or omitting the ing suffix.

Another example is the word "contractual" which is " التعاقدية " in Arabic, but it was translated as *contractling* by adding (ing) by some students. The word "organization" or "منظمة" has to do with this type of error. Some translated it as *organizing*. All these examples are due to students' lack of confidence and practicing in translation.

Table (15): Derivational Morpheme Errors of Translating the Political Text

Error NO	Term in Arabic	Term in English	Translation Errors	Frequency of Students' Errors	Percentage
1	دولة احتلال	occupying state	*occupationing*	16	40%
2	التعاقدية	contractual	*contractling*	9	22.5%
3	منظمة	organization	*organizing*	11	27.5%

The abovementioned table shows students' morphological errors in the political text. There were three derivational errors.

Analyzing morphological errors in the two texts summarizes the main reasons that may affect students' translation of a text. Watson (2002) claimed that Arab students commit morphological errors because of Arabic morphology

which is based on pattern and roots system. As a result, translation students struggle in finding an equivalent which leads them to commit errors in English. In addition, Badawi (2019) suggested that the Arabic morphological system for verbs forms and tenses affects students' understanding of the equivalent words in English. Arabic verbs are based on forms that convey several meanings, so their translation may be influenced by students' misunderstanding of differences between the two languages.

4.4.1. Syntactic Errors in Translation

In this section, the researcher analyzed syntactic errors in the two texts. The researcher highlighted the errors that influence the translation of the texts.

Syntactic errors deal with the use of the constituents of the noun phrase, and the verb phrase. Each error is highlighted, classified and its source is explained. For example, the noun phrase errors occured in pronouns, articles, quantifiers, adjectives and prepositions. The verb phrase errors occured in tenses, the copula, modals, passives, verbal complements and adverbs. On the other hand, syntactic errors at the sentence level are word order, wh-questions, negative statements and sentence fragments. All these divisions help in analyzing students' errors in translation from Arabic into English and vice versa.

In translation, committing syntactic errors among Arab students is common because of the differences between the two syntactic systems of the languages. Differentiating between the grammatical system of the languages demands awareness in applying the structure of each language in its clauses. Referring to the Arabic system of grammar, the translators or students can raise their competences by identifying the common and the unique errors in translated texts to understand their sources. Also, this helps learners, instructors and course

designers who are interested in translation to use a suitable strategy for translation. Larson (1998) indicated that using a specific strategy for all the texts may not help to convey the message and to give an adequate translation of texts, so it is important for the translators to choose an accurate strategy depending on the context, the purpose of the translation and audience.

4.4.1.1 Syntactic Errors in Translating Cultural Texts

Analyzing syntactic errors in the cultural text shows several possible reasons. This analysis will help the students to focus on their ability in differentiating between Arabic and English syntactic systems. It is known that Arabic has a complex syntactic structure which affects translation into English. Moreover, students don't focus on their errors so this leads them to overgeneralize the rules in their use of English.

4.4.1.1.1 The Noun Phrase Errors in Translating the Cultural Text

Studying English in schools and universities makes students more aware of the use of the L2 grammar. However, students' syntactic errors are varied. Noun phrase errors are connected to nouns, verbs and adjectives. Manurung (2022) analyzed noun phrase errors as omission, addition, misformation and misordering errors.

a.   Errors in Pronouns

This type of error is committed in the cultural texts in different ways. It was found that students confused or added several pronouns. For example, students were confused in using personal possessive pronouns. This was obvious in their translation of the phrase " تتنوع أبياتها " which means " its verses vary". Students had confusion in using personal and possessive pronouns. Their translation was

in different incorrect forms. For instance, *it verses, their verses, his verses* and *her verses.* Ten students translated it inappropriately.

Another example of this type of error is the word "سلبياته" which means " his negative points". Although it was obvious that it needs a possessive pronoun, students translated it as *it negatives, they negative* and *him negative points.* Six students committed errors in the use of pronouns. The word "خصمه " or " his opponent" is another example. It was translated as *he's opponent, its enemy, their enemy or my enemy*. All these examples are related to confusion of the use of personal possessive pronouns.

Another type of syntactic errors is personal pronoun addition. This happens when learners add personal pronouns in the wrong place or form. For illustration, the phrase "الحداية هي واحدة", students translated it by adding the personal pronoun *it*. Students used a noun followed immediately by a pronoun. Four students transferred it into English in this form. In this example, the students were influenced by their native language which is Arabic because a pronoun is used after the noun immediately in the definitions of things.

b. Errors in Articles

Students' errors in articles are committed in the use of definite and indefinite articles. Also, students' errors are more common because of using them incorrectly, so their errors are classified as addition, misselection and omission of these articles. Omission of the definite article occured in students' translations in several examples. The first is students' translation of "الفنون الشعبية" which is " the popular arts", but ten of them omitted the definite article.

Another example is "اللغة المحكية الشعبية". Its translation into English is " the spoken folk language". Fifteen students omitted the definite article from their

translation to be *spoken folk language*. Also, it was omitted in the phrase " براعة الشاعر" which is "the poet's ingenuity" in the translations of four students.

Addition of the definite article (the) is also found in students' translations. They added it to the word " ALHadaya" as *The hedaya* because they translated the definite article " ال" in Arabic to (the) in English . This word is an abstract word which doesn't take a definite article. In this example, the influence of L1 on students' performance is found in their translations.

Errors in the use of the indefinite article are also found in students' translations. These errors refer to the omission of indefinite articles *a* and *an*. For illustration, translation of the phrase " كنوع من " is " as a kind of". Its translation in seven of the students' texts were *kind of* or *sort of* without adding the indefinite article a.

About articles used in students' translation, there were examples of misselection of the definite article. The word " في وقتها" or " at the time" in English was translated with the misselection of (the) definite article the. Its translation was *at a time* in ten of the students' translations.

In students' translations, there weren't any errors in prepositions and quantifiers because they are rarely mentioned in the source language text.

Table (16): The Noun Phrase Errors in Translating the Cultural Text

Error NO	Arabic	English	Translation Errors	NO of Students' Errors	Percentage
1	تتنوع أبياتها	its verses vary	*it verses, their verses, his verses* and *her verses.*	10	25%
2	سلبياته	his negatives	*it negatives, they negative* and *him negative points.*	6	15%

3	خصمه	his opponent	*he's opponent, its enemy, their enemy my enemy*	12	30%
4	الحداية هي واحدة	AlHadaya is one of	*Alhadaya it is one*	4	10%
5	الفنون الشعبية	the popular arts	*popular arts*	10	25%
6	اللغة الشعبية المحكية	the spoken language	*spoken folk langugae*	4	10%
7	براعة الشاعر	the poet's ingenuity	*poet's ingenuity*	4	10%
8	الحداية	AlHadaya	*the hadaya*	5	12.5%
9	كنوع من	A kind of	*kind of sort of*	7	17.5%
10	في وقتها	at the time	*at a time*	10	25%
11	المحكية	spoken	*spoking, spoken and spoked*	12	30%

Table 16 shows the noun phrase errors in translating the cultural text. It consists of omission, addition and misselection of pronouns, articles and adjectives. It illustrates the number of occurrences of each error in the text.

4.4.1.1.2 The Verb Phrase in Translating of the Cultural Text

The verb phrase errors deal with the form of the verb and the use of tenses, the copula, modals, passives, adverbs and verbal complements. Hutagaol (2023) found that students' errors in translating the verb phrase in the cultural text are various and they have several levels of translation. Students' translations are divided into accurate, less accurate and inaccurate translations.

a.   Errors in Tenses

Students' errors in tenses are classified into tense misselection and wrong sequence of tenses. These errors are found in students' misselection of the verbs. For example, eleven students inappropriately translated the verb " يختارونها",

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which means "choose". Students used the present perfect instead of the simple present. These errors are *have choosed, have chosen, has choised and chosed.*

Another error in tenses is the use of present progressive instead of simple present. An example is the verb "تتنوع" which means "vary". Three students' translated it as *is varying*. Also, the verb " يقلل من " which means in English " belittle". Ten students translated it as *is belittling*.

b. Errors in Copula (verb to be)

Students' errors resulted from omission or addition of the verb to be. An example is the words "وتقوم على" in Arabic and " is based on " in English. Fifteen students omitted the verb to be (is) in their translations. On the other hand, five students added it incorrectly to the verb "يبتكرها" which means " invent them". It appeared in their translations as *is invent* or *are invent.*

Moreover, eight students omitted the verb to be in the verb " إن وجدت " which is

"are found".

c. Errors in Passive

This type was rarely repeated in the students' translations. It was committed once in the verb " تُغنى", which is " are sung" in English. Sixteen of students' errors were in omission of passive auxiliary be. The translation of this verb was *sung.*

All of the above-mentioned errors were common in students' translations. However, some of the errors weren't committed by students such as errors in sequence of verbs and the use of verbal complements.

Table (17): The Verb Phrase in Translating the Cultural Text

Error NO	Term in Arabic	Term in English	Translation Errors	Students' Errors	Percentage

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1	يختارونها	choose	*choosed, have chosen, has choised and chosed.*	11	27.5%
2	تتنوع	vary	is varying	3	7.5%
3	يقلل من	belittle	belittling	10	25%
4	تقوم على	is based on	based on	15	37.5%
5	يبتكرها	invent	*is invent or are invent*	5	12.5%
6	إن وجدت	are found	*found or find*	8	20%
7	تُغنى	are sung	*sung*	16	40%

Table 17 shows errors in the verb phrase in translating the cultural text. These errors are omission, addition and misselection in the verb phrases. It illustrates the numbers of occurrence of each error.

4.4.1.1.3 The Sentence Errors in Translating the Cultural Text

Students had a background of English syntax so there were a few errors in the use of the sentence. Sapna et al. (2020) claimed that this type of syntactic errors focuses on word order, negative statements, fragments and wh-questions.

However, this type of error is very common among learners of English as a foreign language. There was one type of error that students committed in their translation, which is fragments. For example, nine students translated the sentence

"و تقوم على براعة الشاعر في الرد على هجوم خصمه " as " *It based on poet's skills in responding*".

Table (18): The Sentence Errors in Translating the Cultural Text

Error NO	Sentence in Arabic	Fragment in English	Translation Errors	Students' Errors	Percentage

1	تقوم على براعة الشاعر في الرد على هجوم خصمه	It is based on the poet's ingenuity in responding on to his opponent's competition	*It based on poet's skills in responding*	9	22.5%

Table 18 illustrates the sentence errors in translating the cultural text. It shows the occurrence of fragments in students' translations.

4.4.1.2 Syntactic Errors in Translating the Political Text

In this section, the researcher analyzes the syntactic errors found in the political text. These errors are covered in the noun phrase, the verb phrase and the sentence. These errors refer to specific classification in English which may help in improving students' ability in using a correct strategy in their translations.

4.4.1.2.1 The Noun Phrase Errors in Translating the Political Text

This type has several errors to be analyzed in the political text. Noun phrase errors are connected to nouns, verbs and adjectives. Pronouns are one of the errors which are also analyzed. Articles and adjectives will be also explored.

a.   **Errors in Pronouns**

There was a pronoun confusion error in students' translation texts. This is found in translating personal possessive pronouns. For example, the phrase " شريكاً لنا" is translated as " our partner", but thirteen of the students provided incorrect translations. Students' translations included phrases such as *we partner, his partner, its partner* or *partner of us.*

Another error in pronouns is subject /object pronoun confusion. For example, the phrase " تنهي العلاقة التعاقدية معنا" is translated as " it ends the contractual relationship with us". Nine students translated it inappropriately

as *with our, with we, with them, with it and with its.* Also, the phrase " التعامل معها" or " to deal with it" was translated incorrectly in eight of the students' translations as *deal with its, deal with her, deal with them* and *its deal.*

Personal pronoun addition is one of the errors that were committed in students' texts. This was found in the phrase " وهي التي سعت" which means "it is the one that sought". Seven students added the personal pronoun after the name of " Israel". Their errors were as *Israel it sought* and *Israel she sought to*.

Another error is students' use of demonstrative pronouns. This was obvious in ten of the students' translations. The phrase " على هذا الأساس" or " on this basis" is an example. However, students used different errors: *on that basis, on these basis and on those basis*.

b. Errors in Articles

In the political text, the wrong use of articles was repeated in students' translations of several phrases. The first is " قرارات الشرعية الدولية" which means

"the resolutions of international legitimacy". Students omitted the definite article (the) from the phrase. The second is " عملية السلام " which means " the peace process". The error was in omitting the definite article *the* from seven of their translations. The third one is "العلاقة التعاقدية" or " the contractual relationship" in English. This article was omitted in twelve of the students' translations. The last one was the phrase " المجتمع الدولي", which means " the international community", but thirteen students deleted the definite article from their translations.

c. Errors in Adjectives

Students' errors in the use of adjectives were not of high frequency. There were two main errors in adjectives. The first is in the phrase " دولة احتلال و شعب محتل " or " an occupying and occupied people". Eleven students translated it with misselection of ing and ed participle adjectives. These errors were *occupied* for the word " احتلال " and *occupying* for " محتل ".

d. Errors in Prepositions

In the students' translation, there were few errors related to the use of prepositions. For illustration, the phrase " على هذا الأساس " or " on this basis" was translated with preposition misselection. The errors were in using *in , of , to* and *for* instead of *on*. Eighteen students translated it unsuccessfully. Another example of errors in prepositions was in the phrase "تجعل العلاقة بين ..." which means " makes the relationship between …". Students omitted the preposition *between* in seven texts of their translations.

Table (19): The Noun Phrase Errors in Translating the Political Text

Error NO	Phrase in Arabic	Phrase in English	Translation Errors	Students' Errors	Percentage
1	شريكاً لنا	our partner	*we partner, his partner, its partner or partner of us.*	13	32.5%
2	تنهي العلاقة معنا	ends the contractual relationship with us	*with its, with our, with we, with it, with them*	9	22.5%
3	و هي التي سعت	it is the one	*Israel it is the one*	7	17.5%
4	على هذا الأساس	on this basis	*on that basis, on those basis, on these basis*	8	20%

5	قرارات الشرعية الدولية	the resolutions of international legitimacy	*resolution of international legitimacy*	5	12.5%
6	عملية السلام	the peace process	*peace process*	7	17.5%
7	المجتمع الدولي	the international community	*international community*	13	32.5%
8	دولة احتلال و شعب محتل	an occupying state and an occupied people	*occupied and occupying*	11	27.5%
9	على هذا الأساس	on this basis	*in ,of, to , for*	18	45%
10	تجعل العلاقة بين	makes the relationship between	*makes the relationship *omission of between*	7	17.5%

Table 19 shows the noun phrase errors in translating the political text. It shows omission, addition and misselection of pronouns, articles and adjectives. It illustrates the frequency of each error in the text.

4.4.1.2.2 The Verb Phrase Errors in Translating of the Political Text

The verb phrase errors in the political texts are: misselection, omission and addition. The terms in the political text are familiar to students; however, they committed several errors in tenses and copula.

a.   Errors in Tenses

This type of error was common in this text. Students used the simple past instead of the present simple as in the verb " تتنكر " which means " denies" in English. Students translated it in its past simple form as *denied* in twenty of their translations. Also, another example is the verb " لا تؤمن ", which means " doesn't

believe" in English. Fourteen students translated it in the past form as *didn't believe or believed.* The verb " نطالب " or " we demands" was translated in the past simple as *demanded* in thirteen of the students' texts.

Another error is the use of the simple present instead of the present perfect. For illustration, the verb " قد بات واضحاً " or " it has become obvious" was translated in twelve of students' texts in the present simple form as *becomes* or *became*. Also, the verb " سعت " which means " it has sought" is another instance. There were twenty one students who translated it as *seeks* or *soughts* in its present simple form.

b. Errors in Copula

This error was repeated many times. The verb to be was added even though it is not needed. For example, the verb " دمرت " means " destroyed" in English, but sixteen students added the verb to be *is* in their texts. Moreover, the verb " وقعتها " or " that it has signed" can be used for more illustration. Twenty five students added the verb *is* inappropriately as *it is has signed.*

Students' errors in translating the political texts are not common because of their awareness of using the appropriate verbs. Although there were several errors in the verb phrase, students' didn't commit errors in other types of verb phrase constituents such as modals and adverbs.

Table (20): The Verb Phrase Errors in Translating the Political Text

Error NO	Term in Arabic	Term in English	Translation Errors	Students' Errors	Percentage
1	تتنكر	denies	*denied*	20	50%

2	لا تؤمن	doesn't believe	*didn't beleived or believed*	14	35%
3	نطالب	demand	*demanded*	13	32.5%
4	قد بات واضحاً	it has become	*becomes became*	12	30%
5	سعت	it has sought	*seeks* or *soughts*	20	50%
6	دمرت	destroyed	*is destroyed*	16	40%
7	وقعتها	it has signed	*it is has signed*	25	62.5%

Table 20 shows errors in the verb phrase in translating the political text. Most of the errors are committed because of omission, addition and misselection of verb phrases in Errors in tenses and copula. The table illustrates the number of occurrences of each error in the text.

4.4.1.2.3 Sentence Errors in Translating the Political Text

Sentence errors are not common because most of the sentences in the source language text are simple sentences, and there are few number of compound and complex sentences. However, there are errors because of producing fragments. These errors are in two sentences. The first is " فهي التي دمرت اتفاقات أوسلو التي وقعتها منظمة التحرير الفلسطينية مع" which is best translated as " *It the one that destroyed the Oslo Accords that it signed with the Palestinian Liberation Organization*". Ten students translated the first part of the sentence, which is *is the one that destroyed the Oslo Accords that ,* so this is considered a fragment.

The second sentence is " و نطالب المجتمع الدولي التعامل معها على هذا الأساس أيضاً" which means " and we demand the international community to deal with it on this basis." Eight students translated it as *we demand the international community to*. In this fragment, the students didn't give the accurate meaning.

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In conclusion, there are several factors that affect the quality of using grammar in writing. One is the educational system in Palestine, which focuses on students' grammar from their first stages in learning English. Also, Palestinian students in all of their learning levels might be interested in grammar more than any other aspect of English. However, some of their syntactic errors are attributed to their misunderstanding of the context or confusion of using the appropriate form of tenses. Also, their knowledge of Arabic grammar is more expanded than theirs in English, so the influence of L1 affects their performance in English and leads them to commit errors.

4.5.1. The Interview

The following is a discussion of instructors' interview questions, which are analyzed to answer the second and the fourth research question. It presents instructors' perceptions toward students' level in translation from Arabic into English at Hebron University. Moreover, the instructors provide recommendations to avoid committing lexical, syntactic and morphological errors in translation. Some of the interviews were conducted online and the others were face to face interviews.

4.5.1.1 The first question: Are the errors committed by students interlingual or intralingual? Why?

Instructors' answers to this question were somehow similar. So their answers were as follows.

One instructor said that errors are usually interlingual because errors take place between two languages in English and Arabic while translating texts from

Arabic into English and vice versa. This could be attributed to several reasons. One of these is students' lack of competence in the target language. Another is literal translation. Literal translation sometimes works, but when it comes to translating word units such as idioms, collocations and phrasal verbs, it might not be a good choice.

Another instructor stated that errors represent a mix between the inter and intra-lingual as students do not master the SL and TL to the same degree. In the realm of translation, errors vary from lexical meaning, grammatical meaning, situational meaning or contextual meaning, textual meaning, sociocultural meaning, and implicit meaning.

A third instructor mentioned that errors can be both interlingual, intralingual or developmental. Some of the errors are due to transfer. Students sometimes follow the linguistic system of Arabic while producing English. Some of the errors can be intralingual. In fact, most of the errors are developmental or intralingual. Students' command of English might not be good enough.

4.5.1.2 The second question: What aspects of translation should be highlighted in courses to reduce students' errors in translation from Arabic into English?

One instructor stated several points: first, students need to learn vocabulary. A lot of vocabulary in the subject matter needs to be planned to deal with. Also, students need to have a good background about the topic of the subject matter that they are dealing with while translating. Moreover, the cultural aspect is important for translators. They should be bilingual and bicultural. They should have good competence in both the source language and the target languages. Along with this competence, they also need to have a good cultural and linguistic background about the topics they are dealing with.

Another instructor said that there are several aspects to be followed while translating. These are: misinterpreting the source text, subtle difference of meaning between the source and target texts, insufficient accuracy, misinterpretation due to unawareness of terms, grammatical errors of the target language, awkward expressions, including ambiguous meaning, mismatch, redundant words, and unnecessary repetition, etc. Excessive literal translation leads to ambiguous translation.

A third instructor stated that errors might result from synonymity which relates to errors that result from available synonyms in English. Students deal with synonyms as absolute synonyms; however, not all synonyms can be used interchangeably. Moreover, collocations are one of these aspects. Students sometimes do not notice what words come together. Connotations are also important because students sometimes provide the dictionary meaning which might not be equivalent and do not take into account fine-grained semantic differences among words. Students should look to culture specific items; those items might not be considered appropriately in translation. Translators must take into consideration the ideological aspects. Some translators are not faithful to the source language text. They might distort the intended meaning by altering or changing the ideology of the text. This is called managing in translation. It leads to steering the text towards achieving certain desirable goals. In addition, gain and loss in translation is inevitable. Translators sometimes add or delete intentionally or unintentionally certain meanings from the text.

4.5.1.3 The third question: Why do translation students commit many errors in translation although they are in an advanced level of studying this specialization?

One instructor claimed that students in advanced translation courses usually have to deal with advanced texts in terms of vocabulary and structure, so these are challenging texts. This may be one of the reasons for committing errors in translation. They make errors even simple errors like: punctuation marks and capitalization. Actually, they don't focus on language or the mechanics of language, but they focus only on conveying the message. This is why the errors are made. As a translator, if they want to rely on such sources of social media, websites and illiterate people, it is sure they will make a lot of mistakes. It can't be ignored that students translating at HU took their courses during Coronavirus, so some of them depended on electronic translation such as: google translation and online translation. Depending on these applications may give the students literal translation which contains errors. Also, they don't focus on translation strategies and techniques.

Another instructor stated that he disagreed with the word *advanced* as professional translators must first master a second language. Being able to produce clear and accurate translations often requires specialized training, be familiarized with industry-specific terminology, and have long related working experience.

A third instructor stated that instructors should be well equipped with the necessary approaches and methods of translation. Students whose English and Arabic are not good enough might not be able to translate acceptable texts in both languages. Practice is necessary, so students need to practice translating different types of texts. Theories of translation must be taken into consideration. The students sometimes neglect the different theories of translation. Lack of academic translation books at HU could be one reason for committing errors in translation.

4.5.1.4 The fourth question: What are your recommendations for the students to avoid lexical, morphological and syntactic errors?

One instructor suggested that they should read a lot of books. They should listen to broadcasts, mass media such as BBC, CNN, Aljazeera in both English and Arabic. These help to improve their English depending on reliable and well known sources which use standard Arabic or formal English.

Another instructor said that Learners must engage in language skills courses in both languages with extensive practice in the areas of writing, reading, and speaking for the interpreters as well. Learners must be familiarized with types of morphosyntactic errors and hence be able to determine the most dominant type of errors in the written descriptive texts.

A third instructor stated that practice is a very necessary process in translation. He emphasized practice, practice and practice. Theories of translation are also necessary. A translator should be not only bilingual but also bicultural.

4.6 Conclusion

This chapter presented the results of the study and answered the research questions. It explored students' lexical, morphological and syntactic errors in both cultural and political texts. Moreover, it discussed instructors' interviews which contained four main questions about the translation track and reasons for students' committed errors.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter sums up the main results of the study. Also, it offers recommendations for translation fields and their elements: students, instructors and curriculum. It also shows several suggestions for further research.

5.1 Summary of the Major Findings of the study

1.   The findings show that errors among translation students are varied between lexical, morphological and syntactic errors.

2.   The findings reveal that most committed errors in translation are lexical, and that is attributed to students' lack of knowledge and practice and the use of literal translation in translating words and collocations.

3.   The results show that students committed less syntactic errors than lexical errors, and that is attributed to the teaching methods in school and university that focus on grammar and implementing it in their everyday use. They committed errors in tenses, word order in the sentence, coordination and subordination.

4. The results show that morphological errors are the least committed errors in the translation of cultural and political texts. Some students committed errors in the use of inflectional and derivational suffixes. This is due to their knowledge about the use of morphology.

5. The results show that students' errors in political texts are more common than those cultural texts. Moreover, their performance in the cultural text is better than theirs in the political text. In the light of this, students' background knowledge of vocabulary in cultural context is richer than theirs in political contexts.

6. Taking into consideration students' errors in the cultural text reflects their thinking in their first language which is Arabic. As a result, they have confusion in using equivalence in English. In translation, they referred to literal translation more than other strategies that are efficient to get accurate translation.

7. The instructors of translation at HU believe that students' errors are a mix of both interlingual and intralingual errors.

8. Concerning instructors' answers to the interview questions, they believe that translators should be bilingual and bicultural.

9. The instructors revealed their perceptions on students' errors in translation though they are at an advanced level. They attributed students' errors in translation to their lack of practicing in English and Arabic translation. Some of them attributed the errors to their use of social media and online translation, and others to translation instructors' methods of teaching translation courses.

10. Instructors suggested that students can develop their translation ability by reading and practicing. Also, they highlighted the importance of listening to broadcasts which use good English and standard Arabic.

11.   Finally, students' errors need to be taken into consideration by improving the courses they study. Making more practice in translation in the two languages enhances their ability in translating advanced English.

5.2 Recommendations

1.   Students should practice translation in different contexts for learning vocabulary and collocations for various levels.

2.   Students should engage in English-for-specific purposes courses such as: Journalism and Media, Political Sciences, Law, Medicine Sciences and other specializations. Also, this encourages them to look for several subjects that help them to improve their language skills.

3. Course design is important to update new courses that are connected to error analysis in translation from Arabic into English and vice versa. Therefore, this step helps students and instructors to identify translation students' weaknesses in any text.

4. Students need to be involved in more assignments in translating culture-specific terms.

5. Teachers can introduce more courses that focus on political translation.

6. Teachers can highlight the differences between both morphological systems of English and Arabic.

7. Designing courses that focus on both syntax and morphology can be useful for students.

5.3 Suggestions for further studies

1.   Research on exploring the activities of translation outside the courses.

2.   Research on students' motivations and attitudes toward translation courses at the English Department.

3.	Research on the effect of the use of social media and websites on students' use of literal translation.

4.	Research on instructors' development in the translation field and their needs to apply translation strategies.

6. Research on the translation strategies and approaches that are effective for Arab students in translating into the two languages.

7. Research on the effect of the political situations on Palestinian students and their performance in learning English.

8. Research on pragmatic errors in translation. Implied meanings might pose difficulties for translators.

9. Research on translators' errors in their work experience who have published translated works to study their effects on the readers

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Appendices

APPENDIX A

Translation Task

This translation task is part of an MA thesis that aims at investigating lexical, morphological and syntactic errors committed by translation students at Hebron university. Your answers will be confidentially used for research purposes. Your cooperation will be highly appreciated.

Section One: Personal Information

A.   Gender   Male _____   Female _____

_____

Section Two: Please translate the following passages from Arabic to English.

1. الحداية هي واحدة من الفنون الشعبية التي تقوم على المباراة الإرتجالية بين شاعرين حول موضوعات يختارونها للحوار، وتتنوع أبياتها بين محاولة كل شاعر إظهار شاعريته والتقليل من خصمه، والتركيز على سلبياته إن كانت موجودة أو يبتكرها في وقتها، كنوع من الهجاء، وتقوم على براعة الشاعر في الرد على هجوم خصمه ونعوته، والتي تُغنى باللغة الشعبية المحكية.

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2. قد بات واضحاً، أيها السيدات والسادة، أن إسرائيل التي تتنكر لقرارات الشرعية الدولية، قررت ألاّ تكون شَريكاً لنا في عملية السلام، فهي التي دمرت اتفاقات أوسلو التي وقعتها مع منظمة التحرير الفلسطينية، وهي التي سَعت وتَسعى بسياستها الراهنة وعن سَبقٍ إصرار وتصميم إلى تدمير حل الدولتين، وهو ما يُثبت بالدليل القاطع أنها لا تؤمن بالسلام، بل بسياسة فرض الأمر الواقع بالقوة الغاشمة والعدوان، وبالتالي لم يعد هناك شريك إسرائيلي يمكن الحديث معه. وهي بذلك تنهي العلاقة التعاقدية معنا، وتجعل العلاقة بين دولة فلسطين وإسرائيل، علاقة بين دولة احتلال و شعب محتل، وليس غير ذلك، وسوف لن نتعامل مع إسرائيل إلا على هذا الأساس، ونطالب المجتمع الدولي التعامل معها أيضاً على هذا الأساس أيضاً.

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APPENDIX B

Instructors' Interview

Dear Translation instructors,

This interview is a part of a research project titled " **Lexical, Morphological**

and Syntactic Errors Committed by Translation Seniors at Hebron University

". The research aims at investigating the specific errors of translation students at

Hebron University. We appreciate your participation in the project.

It is not necessary to provide your name. All your answers will be

confidential for research purposes only.

Thank you for your participation

Section One: Background Information

1. Gender: Male _____   Female _____

2. Years of experience: 1-5 years _____   6- 10 years _____

more than 10 years _____

3.   Qualification : PhD _____ MA _____ BA _____

Section Two: Instructors' interview

1. Are the errors committed by students interlingual or intralingual? Why?

    _____

    _____

    _____

    _____

2.   What aspects of translation should be highlighted in courses to reduce
students' errors in translation from Arabic into English?

    _____

    _____

    _____

    _____

3.   Why do translation students commit several errors in translation although they
are in an advanced level of studying this specialization?

    _____

    _____

    _____

    _____

4.   What are your recommendations for the students to avoid lexical,
morphological and syntactic errors?

    _____

    _____