Modularity of Syntax: A Study of English and Arabic

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Abstract

The present study highlights notion of interlanguage and errors made when translating statements from one language to another, especially Arabic and English, investigating the ability of third-year university students in translation by gathering thirty participants randomly to solve a translation test. Using 5-point Likert Scale showed no students achieved an excellent level, 66% ranked a fair level, and 67% of errors made are grammatical. This shows students need more grasp on the rules of both languages, since they have syntactic and grammatical differences revealed during translation that shapes the relation between two languages.

ملخص

تسلط الدراسة الحالية الضوء على مفهوم اللغة البينية والأخطاء التي تحدث عند ترجمة العبارات من لغة إلى أخرى ، وخاصة العربية والإنجليزية ، حيث تبحث في قدرة طلاب السنة الثالثة بالجامعة على الترجمة من خلال جمع ثلاثين مشاركًا بشكل عشوائي لحل اختبار الترجمة. أظهر استخدام مقياس ليكرت المكون من 5 نقاط أنه لم يحقق أي طالب مستوى ممتازًا ، وأن 66٪ حصلوا على مستوى مقبول ، وأن 67٪ من الأخطاء ارتكبت هي أخطاء نحوية. يوضح هذا أن الطلاب بحاجة إلى مزيد من الفهم لقواعد كلتا اللغتين ، حيث أن لديهم اختلافات نحوية تم الكشف عنها أثناء الترجمة والتي تشكل العلاقة بين لغتين.

Keywords: Modules, Syntax, Interlanguage, Errors, Translation.

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Introduction

Globalization made it essential to integrate English language in Arabic curricula. Iraq is one of these countries where English is taught as foreign language in both public and private schools. Although English is taught for several years students still make mistakes since they rely on their mother tongue to generate English sentences. Many theories address this problem and its content. It is believed that children's language is shaped by imitating adults with help of positive and negative reinforcements. Another theory poses that children are born with an instinct for language learning called language acquisition device (LAD). It suggests the presence of grammar in children's brain enabling them to create modules. The language system is modular, and it is a system of rules and representations that could be independent and interactive in the same way. In this study the researcher will address the validity of modules created by Iraqi university students and detect solutions for mistakes arising from translating Arabic to English. This study aims to examine students' ability in translation, in addition to analysing the committed errors in syntax including among others word order, propositions, and articles arising from translation. The purpose of this study is to examine the influence of Arabic on English learning. The researcher expects this study provide solutions to reach the best teaching method, improve students' ability to learn about translation, modularity and syntactic differences and errors. Moreover, the Iraqi educational system can benefit by reaching high quality of education and this study may help students express better and overcome obstacles during translation. Subsequently, this study will answer questions about the extent of L1 influence on learning L2 for Iraqi students, their ability to translate Arabic to English, the syntactic

difficulties they might encounter during and how to avoid them.

Literature Review

2.1 Definition of Modularity

The concept of modularity refers to mental functions that are stored in separate parts of the brain. It is believed that there exists a special region in the brain to facilitate language acquisition called a module. Besides some specialists assume that modularity is primarily related to nativism. Others believe it refers to the independent language faculty with various language elements in different cognitive modules differing in the structure of its representations. Therefore, modularity is derived from the word "module," which refers to the unique region or section of the human brain designated to the acquisition and learning of new languages.

2.2 The Interlanguage Model

The appropriation of new languages has been the subject for several studies regarding different learning stages. Interlinguistic transfers are used to examine the contributions of the first language or languages in the creation of new resources for learning foreign languages. Interlanguage is a concept invoked by researchers to describe a learner's appropriation of new language through speech and writing. However, it has been somewhat neglected in favor of that of 'partial competence'. Interlanguage is the intermediate language that an individual uses during the process of learning and acquiring a second language, where the mother tongue and the second language differ in systematic rules. This intermediate language is created -containing grammatical characteristics not existent within either language- by the student during learning another language where it evolves constantly through the learning process until the student acquires the new language. Acquisition of foreign languages continues to be one of the great problems of societies and a favorite field of applied linguistics. Teaching- learning of foreign languages leads to creating a concept called "Constructive Linguistics" which gives impetus to second language acquisition studies based on the contrastive analysis model. This hypothesis helps identify the similarities and differences between two languages to determine difficulty and errors made by learners. As a result, mistakes can be the consequence of learners' nativism and the structural differences between the two systems in question, so the more similar the two systems the easier the learning gets. This led to predicting the errors made because of the interference. Also "error analysis" is another concept generated to examine error made by foreign language learners', its importance lies in the decriminalization of the concept of error and the certainty. Thus, this is a sign that the learners' language acquisition is developing. Furthermore, Interlanguage studies are important for applied linguistics because it is important to understand the fundamental ideas that underpin foreign language acquisition and how learners' brains absorb the language information they are exposed to. Teachers can check students' progress, their stage and main challenges when approaching the target language. This way students can reach the maximum mastery of the target or second language. On the other hand, the study of interlanguage implies an awareness of language, makes detecting all the obstacles in the language acquisition process possible and creates new methodologies for better teaching. For Selinker interlanguage is a separate linguistic system that is different from the mother tongue and the target language. Corder also sees interlanguage as a separate system describing it as transitional skill which is different from both native and target language. L1 has a role in facilitating the learning of L2 that resemble L1 traits. According to the interlanguage hypothesis, language learners have a grammatical structure that is distinct from both their native tongue and their chosen language yet still sounds natural, and people think that interlanguage is limited by the same rules as all languages. Interlanguage is the changeable process through which a set of abstract linguistic norms develops. This approach 'reflects the orderly formation of the second language's syntax, semantics, and pragmatics and is quite similar to the one followed by first-language learners. Regardless of the learners' native languages, throughout, hypothesis testing often takes place at the subconscious level, and expected errors are produced. According to Ellis, learners' understanding of the grammatical rules evolves and changes through time, adding and removing new rules from their mental lexicon. Typically, when language learners initially begin to learn a language, they start by learning the easy principles before progressively moving on to the

more complicated ones. Further, Crystal asserts that the interlanguage model represents a learner's changing set of rules, arising from a range of processes, along with the impact of the first language (transfer), contrastive interference from the target language, as well as the generalization of newly encountered guidelines. Additionally, according to some studies imply that training can have supportive benefits on L2 acquisition, but its efficacy may be restricted by the learners' readiness to develop and that might also be affected by L1 transfer or other L1-based variables. Furthermore, Cook asserts that when the L1 and L2 contain similar components, learning L2 is easier and vice versa. Moreover, it cannot be assumed that L1 is the primary or single source of all mistakes in second-language acquisition. Some linguists have divided mistakes into three categories: interlanguage errors linked to the first language, intralingual errors relating to the second language, and in-between errors that can also occur in the first or second language.

2.3 The Study of English Syntax

This section tackles few parameters of the English language which are subject to language-particular variation. Bettelou Los, a linguist specializing in the history of English language states that syntax, which organizes words into sentences, functions on at least two levels: first, words are organized into constituents (noun phrases like '*a wonderful bunch of grapes'*, prepositional phrases like '*in the morning'*, etc.), which then 'slot' into the clause's specified spaces. In the following sentence, designated spaces for NPs are the subjects 'the boys next door' or objects of verbs 'a lion cub', or the complement of prepositions 'a department store', building a prepositional phrase (PP): (1) *The boys next door bought a lion cub in a department store*. Andrew Radford declares that words are grouped into phrases, and in each phrase, the head, controls the other words, which are called the modifiers. In English, 'all heads (nouns, verbs, prepositions, adjectives, etc.) normally precede their complements. That means that English is a head-first language and not a head-last language'. Example: (2) *close the door*. The head verb '*close'* precedes its complement '*the door'*. Additionally, without acknowledging that words fall into grammatical categories and that a particular type of inflection only applies to a certain category of words, it would be impossible to provide a systematic account of English inflectional morphology. For example, the negative prefixes *un-* and *in-* can be attached to adjectives to form a corresponding negative adjective (*happy/unhappy* and *flexible/inflexible*) but not to nouns, nor to prepositions. Likewise, the adverb-forming suffix *-ly* in English can be added only to adjectives (*sad/sadly*) and not to a noun like '*door'*, or to a verb like *'talk'*, or to a preposition like '*with'.*

2.4 The Study of Arabic Syntax

This section presents the most important empirical generalizations that describe the syntax of Arabic language. First, Arabic subjects can occur in different positions: before the verb (as in 3) and after the verb (as in 4): (3) SVO: *Omar kla t-teffaha*/ Omar ate the apple. (4) VSO: *Kla omar t-teffaaha*/ Omar ate the apple. Regarding the agreement asymmetries in Arabic, the subject partially agrees with the verb under the VS order (as in *akal-at l-muallimaat-u /* The teachers ate), but fully agrees with it under the SV order (*l-muallimaat-u akal-na/* The teachers ate). Another significant challenge that Arabic varieties pose for syntactic is the so-called verbless sentences such as (*al-bayt-u saghir-un* / the house is small). In this regard, Arabic has main sentences that purportedly lack a verb. Moreover, one more notion tackled in this section within the Arabic simple clause is sensational negation. There are five primary negative particles in Standard Arabic that realize sensational negation. Among them, three are related to tenses: (1) T-tullaab-u *laa* ya-drus-uu/ the students are not studying (present tense). (2) T-tullaab-u *lam* ya-drus-uu / the students did not study (past tense). (3) T-tullaab-u *lan* ya-drus-uu / the students will not study (future tense).

2.5 The Exact Syntactic Equivalence in Language Interference

Numerous linguists have claimed that there is no actual equivalency in translation. There is no exact pair of synonyms in any language that provides an exact and precise definition of its synonym. Thus, translation between two languages is fraught with complications especially because of the disparities in the organization of the source language and the target language's vocabulary and grammar'. Equivalence is controversial concept described as 'a much- used and abused term in translation studies'. 'Equivalence is supposed to define

translation, and translation, in turn defines equivalence'. It is known that languages differ in form each having distinct rules and codes regulating the construction and meaning of text. Thus, equivalence is a kind of a relationship that exists between two (or more) entities and is described as one of likeness/ sameness/ similarity/ equality in terms of any number of potential qualities. However, 'translation equivalence' vary from 'correspondence' which focuses on comparison of two different languages sytems tracing both similarities and differences. On the other hand, 'equivalence relates to equivalent words, terms, expressions or idioms in specific languages and contexts'. Since this study tackles both English and Arabic syntax it is necessary to shed lights on the lack of exact equivalence between two languages in general. Interference, linguistics, language acquisition and translation are related concepts linked together where interference is characterized as having a negative or a positive impact and numerous scholars have different opinions regarding it. Both Newmark and Gaber both agree that translation convey the concepts of the source text to the readers of the target language. Consequently, the target text reader will be able to read the text as if it were written in the target language, thinking that the text conveys the author's real intentions in the source language. According to Mitchell and Myles, the transfer process is called the cross-linguistic interference, which occurs when the students' and the learner's knowledge of their first language is utilized to learn a second language. According to Brown, transfer is defined as the impact that happens between the native and the second languages due to similarities and differences. Moreover, Vannestal claims that interference is defined as the interaction that occurs between a native and a foreign language. This interference can produce variations in the target language such as semantic, lexical, pragmatic, syntactic or grammatical variations. The transition from native to foreign causes these deviations or interferences. Besides, one of the primary causes of language acquisition errors or translation errors is the lack of clarity or comprehension from first to second language. It is important to examine the causes of interference and its effects on learners and translator. It is discussed that the infusion of mother tongue traits into TL may result in poorly formed statements or errors. Corder categorizes errors linked to utterance and language competency to transpositions, replacements, additions of a speech sound or morpheme, word or whole phrase, or a blend and mix of all of them. Error analysis is one of the methods that Corder uses to better understand how people learn a second language. Benson and Al-Badawi both talk about negative transfer across languages which is considered as a barrier to communication as it can result in errors in the target language, where Benson also talks about positive transfer that can support the second language he adds that that some contributing factors for this include lacking prior exposure to other languages, concern about identity loss if L2 is learnt too well, and the perception that L2 lacks status. Bose also agrees with Benson making positive transfer happens only when the forms of two languages are comparable, but negative transfer happens when the forms are opposite from one another. On the other hand Al-Badawi see that these errors are the outcome of variances between the phonological systems of the first language and the second language. In addition to the lack of understanding of the second language morphemes, and the introduction of certain first language sentence patterns and principles into the second language. Khansir asserts that errors generated during the learning process of a second or foreign language are associated with three prominent philosophies: contrastive analysis, error analysis, and interlingual theory. These ideas may have a positive impact on transfer from L1 to L2, hence enhancing the capacity of learners to acquire or learn L2. Students learning English as a second language may well be unfamiliar with the existence of English language systems and standards. Therefore, mistakes occur, and this effect on the output of the learners, which may be right or wrong based on their prior L2 knowledge. According to Dweik, interference between L1 and L2 is unavoidable. He refers to the cultural influence and how it might result in major confusions and misunderstandings. Moreover, He categorizes mistakes committed by Iraqi learners as lexical, semantic, stylistic, and cultural. Additionally, the researcher asserts that interference is mostly caused by a lack of understanding of the target language or the improper use of dictionaries to determine meanings.

2.6 Syntactic Differences between Arabic and English

English and Arabic differ in many ways including morphology, upper cases, way of writing, syntactic agreement, shape of letters, sentence structures. For example, Arabic verbal sentences have a Verb-Subject-Object fundamental word order (VSO), while the English sentence order is SVO. In addition, Arabic clearly distinguishes among the masculine and feminine genders. Although English distinguishes between genders, there are phrases that may be used to refer to both genders. For example, the term 'student' in the English phrase 'the student writes' may apply to either a man or a woman, but in Arabic gender is always distinguishable. These differences force the translator to make many adjustments in the translation to find appropriate expressions that make the text in the target language close to the text in the source language. It makes it difficult for students of the Arabic language to learn a new language because the message written in the SL may not be delivered or communicated in the target language's equivalent in terms of meaning. There is no perfect match between the meanings of the words of one language and the meanings of the words of another language because of the different cultures between the people of different languages, and the different ways of thinking. It can be found that linguistic expression suffers from general difficulties in translation, not only in one language, but in all languages. Word order is another phenomenon that differs from one language to another. Students of Arabic face difficulties in this phenomenon. They translate the meanings of the sentence without considering the order of words, which causes failure to match word order in the English language. In sum, the sentence in Arabic differs from that in English in two main ways: the nominal sentence in the Arabic language has no equivalent in the English language, as there is no nominal sentence in the English language because all its sentences contain verbs (auxiliary verbs). The verbal sentence in Arabic is different from the order of the verbal sentence in English, where the verbal sentence issued in Arabic is the verb, followed by the subject and followed by the object. In the English language, the verbal sentence begins with a noun, followed by the verb, and then the object. The difference is in the exchange of order between the noun and the verb in the sentence of both languages. Furthermore, every language has distinct grammatical rules that control the structure of formulation and speech, and these rules differ from Arabic to English. Although there is similarity in some linguistic aspects, it is impossible to completely match the two languages. Since the structure of the sentence in Arabic differs from that in English, translators resort to restructuring the components of the sentence in the source language so that they can put up an equivalent structural formula in the target language: SL: The boy drinks milk TL: يشرب الصبي اللبن Grammatical differences (morphological and semantic in particular) are also one of the factors that cause common translation errors among Arabic language students. The semantic umbrella is the meaning that can be given to many abstract or embodied things, either deliberately to avoid identification or because of ignorance of the nature of the thing referred to. The semantic factor is one of the things that cause difficulties in learning and translating sentences from Arabic into English and vice versa, especially that English language is full of words that have multiple meanings depending on the context in which they come. The student may calculate a word with a meaning other than its original meaning as its sound without considering the context. The most appropriate example of this is the following. This is also true for the word 'right' in the following text: 'The teacher asked the student to draw a right angle but insisted that the student draw it with his right hand while the student was left-handed. Of course, he did not draw it right and the teacher gave him low marks. Right away the student went to the headmaster and complained that it was his right to draw with whichever hand he liked. The headmaster who was an upright man agreed that he was right, and that the teacher did not treat him right and ordered the teacher to right the student's marks.' The meanings of the above English terms come in the following order in Arab:

زاوية قائمة - يد اليمنى - لم يرسمها مضبوطة - على الفور- حقه - رجل عادل -على حق- لم يعامله بالعدل أو كما ينبغي – يصحح

Thus, sufficient information in semantics gives translators the advantage of knowing the intended meaning based on context, otherwise they might fall into a lot of mistakes. This is also can be seem when the translator or the Arab learners try to translate the word 'ضرب' *daraba,* from Arabic into English, as can these examples reflect clearly: the player hit the ball ضرب اللاعب الكرة \ the man beat the boy ضرب الرجل الولد

Regarding the morphological differences, some specialists believe translation is often successful

in the mother tongue more than it is in the foreign language, due to the morphological rules that students inherited in their language. While other say that translation in the mother tongue is more successful than it is in a foreign language for the knowledge inherent on the morphological rules from the mother tongue. The following example illustrates this point: 'هُوَ أَكْبَرُ وَلَدٍ فِي العَائِلَةِ' This sentence matches the following sentence in English: 'He is the eldest child in the family'. This sentence confuses the Arab students, because the word 'أكبر' which corresponds to 'elder/older' when compared to a conjugation in the English language is used here to indicate the superlative, not to compare to the proverb. However, the students whose mother tongue was English does not find any difficulty in that sentence, because his morphological skill in their language lead them to the right choice. This means that there is a discrepancy in the morphological rules inherent in the two languages, which the Arab student must surround as a translator into English. Moreover, Arabic language uses the methods of 'comparative and superlative' to facilitate the translation process, where: 'هذا كبير' is a translation of 'this is big' and: 'هذا أكبر' as a translation of 'this is bigger' and it is said: ' هذا هو الأكبر' as a translation of 'this is the biggest' and so in the forms that use 'more' and 'most' such as: 'more beautiful' and 'the most beautiful' it is translated: 'جميل' and 'أجمل' and 'الأجمل'. But some English adjectives cannot be translated in this way, but by using the compound (more + infinitive), for a word like 'merry' means 'مرح' and 'أمرح' is not translated as 'fun', but 'أكثر مرحا', and a word like 'jovial' means 'أكثر بشوش'. In addition, 'more jovial' is not translated as 'أبشش' but rather: 'أكثر بشاشة'. Finally, some adjectives may find it difficult to translate without resorting to different conversion methods, for example: if using 'bright' to describe the intensity of a color for instance: The bright white of the wall dazzled his eyes. بهر بياض الحائط الناصع عينيه \The brighter white of the wall dazzled his eyes. بهر بياض الحائط الأكثر نصوعا عينيه.

Research Methodology

The researcher aims to choose randomly 30 Iraqi university students to analyse their capacity in translation using a test of three questions: the first consists of 10 Arabic sentences to be translated into English, and the second is made of 10 English sentences to be translated into Arabic, and the third includes 10 sentences, and the subjects are asked to find the correct translation for each among multiple-choice answers. The study incorporates a quantitative approach using SPSS applied through translation tests to measure translation level and errors percentage. The researcher designs a survey focused to answer three types of questions: **(a)** descriptive questions (e.g., To what extent does the Iraqi students' L1 (Arabic) influence their learning of an L2 (English)?); **(b)** questions about the relationships between variables (e.g., What is the ability of Iraqi students in translation from Arabic to English?); **(c)** questions about predictive relationships between variables over time (e.g., What syntactic difficulties may Iraqi students encounter in translating Arabic sentences into English? And how can they avoid errors committed?). The primary purpose is to answer a question (or questions) about variables of interest to you (research questions). The rationale for this survey design is to select the preferred type of approach for this study and specify the form of data collection. In this study, the researcher uses the simple random sampling technique. Thirty Iraqi university students will be randomly chosen from the third year (English Department). When recruiting these subjects, the objective will be to obtain a sample that will show variation on the linguistic level. Moreover, the participants will be properly instructed about the academic goal of this study from the beginning. They will also be given a clear explanation regarding the subject and scope of the study. The subjects will be informed of the value of their contributions, which will aid in the delivery of a useful paper. For collecting data, the researcher adopts a translation test of three questions: the first consists of 10 Arabic sentences to be translated into English, and the second is made of 10 English sentences to be translated into Arabic. The third question consists of 10 sentences to be checked by choosing the correct translation among multiple-choice answers. Both test's reliability and validity are confirmed by university professors who are experts in English syntax and Arabic syntax. First instrument: Translate the following from Arabic to English. Syntactical translation problems should be taken into consideration. Example: **أحمد يعمل مزارعاً.** Second instrument: Translate the following from English into Arabic. Errors, if made, in this question can be related to different syntactic

structures. Example: **Sami takes the book.** Third instrument: Noting that in this question attention should be made to **tenses** and **word order,** choose the correct translation for the below sentences. Example: **The meeting begins in two hours. الإجْتِماعُ بعَد ساعَتَينِ. الإجْتِماعُ بعَد ساعَتَينِ. سَوْفَ يَبدأُ الإجْتِماعُ بادِئٌ بعَد ساعَتَينِ. يَبدأُ** To achieve validity of the test it was given to instructors in the university to solve and make comments and views followed by approving the final version for testing students. For achieving reliability the test was given for five students outside the sample. . The correlation coefficient was computed using 'Pearson Equation' between the scores of the two evaluators. It was 0.99, which is high and makes it suitable for application.

Table 5. *The Criteria of Translating or Evaluating Arabic sentences into English*

Instructor Translation	**Student translation**		
Excellent	Good	Fair	Poor
5	3.5	2.5	0

It is obvious that when the student's translation is similar to that of the instructor's, the sentence scores 5. If students score 5 for all sentences, then their level is excellent. When students make small error, but the meaning is given, this level is evaluated as 'good' and the sentence scores 3.5. If the translation of the sentence is only partly right, it will be graded as 2.5 and its level is 'fair'. Finally, the sentence may be given a score of zero, which is completely wrong and has a 'poor' level. For example, if some students score full marks for 10 items (5), good marks (3.5) for 5 items, fair marks (2.5) for 3 items, and failed in 2 items, their mark will be 75 (5×10 + 5×3.5 + 3×2.5 + 2×0=75); they are at the good level. Finally, the researcher has taken into consideration the sentences that have many errors with high frequency, while other sentences with less frequency were left.

To meet the study objectives, the research will have 2 parts: Firstly, the syntax of English is examined, and then the syntax of Arabic is examined. Secondly, the two are compared since modularity in syntax is related to both languages. The researcher will collet the answers from subjects, analyze the errors, investigate the reasons for them and finally **s**olutions will be proposed as recommendations to instructors to include during explanations. In quantitative analysis, the researcher uses a statistical analysis such as frequencies and percentages for students' level in translation and for computing errors. There are many types of errors students could commit and the reason behind that is the difference between Arabic and English constructions. These errors might be summed up in the following:

1. Omission: The deletion of some of the letters, words, or phrases that is necessary in order to comprehend the sentence in the text.
2. Addition: The additions of single words, phrases, and even complete sentences that are not found in the original language.
3. Grammatical Problems: This type includes several problems. The following are taken into consideration:
a. Word order; it poses a big problem in translation as previously mentioned;
b. Articles; the most common errors committed by students in their translation were the use of articles in their English sentences. In most sentences, they neglect the use of articles, e.g., 'a', 'an', and 'the';
c. Prepositions such as, at, on, from, of. etc. The errors here in exchanging the use of the preposition;
d. Verb to be is one of the most important part of verbs (is, was, are, were) used in sentences as main verbs. They are also utilized as main and auxiliary verbs in the same sentence;
e. Demonstratives such as this, these, that, those. This and that are singular, these and those are plural. This and these refer to things which are close to the speaker, perhaps even in his hand, while that and those refer to far away things.

Regarding data collection and statistical treatment, first the researcher will adopt a quantitative analysis using statistics (percentages) for student level in translation. A 5-point Likert Scale will be used after computing errors in order to evaluate the quality of translation of the sentences by the subjects. The scale range between 5= Excellent and 1= Very Poor. Additionally, a qualitative analysis will take place by analysing the translations of both tests in detail by experts in English syntax and Arabic syntax. The researcher will send the data collected to three professors in the University in order to correct the sentences translated, give the right translation, and comment on the results.

Findings and Analysis

Regarding results of the first question asking about students' ability to translate from Arabic to English and vice versa: The mean score is 3.13 with 62.60 percent. It is a fair level, only four students have achieved a good level, 20 students have achieved a fair level that is above 50 percent. Six students have achieved a poor level that is below 50 percent. No students have achieved an excellent level. Moving on to the second question inquiring about the syntactic difficulties students may encounter translating Arabic sentences into English: the results have shown 37 errors with 74 percent. It echoes the difficulty in translation. The high rate of difficulty may be ascribed to the power of SL on TL. Syntactical problems in this study consist of three categories: omissions, additions, and a number grammatical error. Omissions scored 8 with 18.5 percent, while additions scored 5 with 16.6 percent, the total errors of the two categories are 13 with 35.1%. The following sentences are given as examples for omission and addition errors: The Arabic sentence (أحمد يعمل مزارعاً)"Ahmad works as a farmer", it was translated as "Ahmad farmer" that means in Arabic"أحمد فلاح" , the meaning of this sentence in Arabic is incorrect. They omitted words from the English sentence, the listener cannot recognize the rendering of those, the word them is omitted and the pronoun it is replaced. They omitted the word has from the sentence, which causes a change in meaning. The previous omissions decrease the accuracy of translation in the TL. (Things were falling down) (كانت الأشياء تسقط) was translated by some of the students ' كانت الأشياء تسقط الى الأسفل'. They added the unnecessary word إلى الامام and the translation as ' كانت الأشياء تسقط الى الامام'. Here, adding the prepositional phrase (الى الامام) which is implied in تسقط. The final question to be answered was concerning the grammatical difficulties students may encounter in translating Arabic sentences into English. The findings state errors in word order occupied the highest frequency 48 with a 16.4 percent, while there are 10 errors only in demonstratives with a percent of (6.8). The total number of grammatical errors is 196 errors with 67.1 percent. This percent is considered high regarding the simplicity of sentences that were given to the students. This study deals with the following categorized grammatical errors: **Word order:** the committed errors regarding word order are 48 with 16.4 percent of the total errors. For example, the Arabic sentence: خذ هذا الكتاب و اعطيه لذك الطالب 'take this book and give it to that student' was translated as: 'this take book and that give student' which is completely incorrect. Here the verb should be placed at the beginning because it is an imperative sentence. Though the sentence in Arabic is simple and clear, some students found it difficult to be conveyed into English, perhaps because they focused on literal translation, ignoring the usage of grammar and syntax of the other language. **Articles:** the committed errors in articles are amounted to 32 with 10.96 percent of the total errors. Students in their translation neglected the correct usage of articles 'a', 'an', and 'the'. For example, in the Arabic sentence: يذهب الولد إلى المدرسة كل يوم "the boy goes to school every day", was translated into English as: 'Boy goes to school every day'. The article (the) here refers to a definite student in the class who may be Mohammad or somebody else. Without using 'the', the student becomes indefinite. **Prepositions:** the committed errors in prepositions are 10 with 19.2 percent of the total errors. It is the most serious problem that occupied the first rank. Few of the students used some of the prepositions without any need. The Arabic sentence: يذهب الولد إلى المدرسة كل يوم, was translated as "the boy goes the school every day" that means يذهب الولد المدرسة كل يوم. They omitted the preposition "to" that is important in SL and TL. Arabic preposition إلى illa that means" to" in English indicates here a movement towards or from a specific point, similar to it, is the"pre"osition "from" that means in Arabic من. **Verb to"be:** During students' translations, many errors were observed, the verb to be "is" "was", "are" and "were" were omitted from a number of English sentences. Some of the students substituted the verb to 'be', they replaced "was" by "is" or "are" and vice versa. On the other hand, some of the students added them in their translations. The students committed errors in this type because in the Arabic language there are no renderings of the verb to 'be'. In Arabic, there is no equivalent usage to cover the all above mentioned functions. **Demonstrative:** demonstratives such as this, these, that, those. In most of the Arabic language, demonstratives were not translated into English by some of the students. Some of them used "this and that" instead of "these and those" and vice-versa. Examples: خذا الكتاب و اعطيه لذلك الطالب "take this book and give it to that student", was translated by

some of the students in different ways. Some of them translated it as the following:

1. Take **that** book and give it to **these** student = خذ ذلك الكتاب و أعطيه لأولئك الطالب
2. Take **this** books and give it to **these** student = خذ هذا الكتب و اعطها لهؤلاء الطالب
3. Take **this** book and give it to their students = خذ هذا الكتاب و أعطيه لطلابهم
4. Take **those** books and give it to them = خذ أولئك الكتب و اعطها لهم

Conclusion

The present study focuses on exploring the acceptable modules when being translated from Arabic into English, and vice versa. It highlights many syntactic errors made by Iraqi university students. These mistakes are evident throughout the findings and made for a variety of reasons, including a lack of knowledge of suitable English words, failure to reach the English equivalence of Arabic terms, and unfamiliarity with proper sentence structures. Also misunderstanding of the function of a given tense or aspect may lead to a mistranslation of the text in which it occurs. Based on the analysis of errors, the study shows that the most common source of these deviations is the influence of the Arabic native language. The mistakes made by students in the translation test revealed various cultural influences, particularly first language interference on Arab speakers. Thus, it is believed that the insights gained from studying those errors can provide valuable information for the development of appropriate materials and effective teaching techniques. It is hoped that this study can help policymakers and researchers deal with these and other difficulties. It should be noted that the findings of this study are limited to the region of Iraq and cannot be applied to other parts of the Arab world. However it should be taken into consideration that there were some obstacles that limited the work on this study summarized in few subjects. Firstly, the time available was constrained by submission dates. Secondly, the small sampling and finally, the enclaved area of sampling where The Ministry of Education in Iraq should have broadened the study to have a general assessment about the current situation of university students' English translational abilities and linguistic modularity in Iraq be made. To end this chapter suitable recommendations for further research should be discussed including issuing translation tools for empirical studies in testing students, carrying out research on other problems, training students to trace the forerunner of each problem, concentrating on comprehensive reading, and encouraging students to carry out papers and studies in various translation topics.

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