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Ministry of Higher Education and Scientific Research  
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# **Translation Errors: Types and Causes**

## **Case Study: 3rd Year Students of English at Abbes Laghrour University of Khenchela**

Dissertation Submitted in Partial fulfillment of the Requirements for Master Degree  
in Didactics of foreign languages and cultures

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# *Dedication*

*In the name of Allah, Most Gracious, Most Merciful.  
To the soul of my father who departed, in the middle of my  
path to success, before sharing it with me as he  
always shared all good moments with me  
To the apple of my eye Mom for her patience, help and support  
during all the years of my study  
To the best gift I have been given my family members. My  
dear sisters and my precious brother for their support,  
encouragement and love  
To the wonderful kids Mehdi, Takwa, and Soujoud  
To my best friends who stood by my side in hard and good  
times  
To all my teachers who taught me from the primary school  
until the university,  
This work is dedicated with respect and love*

*Meddour Ouahiba*

# *Dedication*

*I dedicate this work to  
My dear parents  
My sisters and brothers  
All my friends without exception*

*Sid Samiha*

# Acknowledgment

*Our deepest gratitude goes first to Allah the Almighty who granted us determination, power, and confidence to carry out thesis all the way from the beginning until its finishing.*

*First of all I would like to express our gratitude to our supervisor Hichem Fellah who was a source of guidance, help, and support through this process, thank you.*

*Thanks to our English department.*

*Thanks*

*to our families for their patient.*

*Finally, we are mostly thankful to every person who helped us to fulfill this work*

## **Abstract**

The present study investigates error types and causes in translations made by students of English. In order to find out and classify types of translation errors and identify their causes, the study employed a mixed method design. Thirty students were selected randomly as a sample among the eighty six students of the third year in the department of English - the University Abbes Laghrour of Khenchela. The data were collected using both of questionnaires and the analysis of the third year students' exam papers provided by our teacher in order to help us in our study. Observation, analysis and note taking are the techniques of collecting data. The results obtained showed that, even though students of English share positive attitudes towards translation, and enjoy a very acceptable level of performance, they still fall into the trap of some serious errors which have to be remediated and avoided.

## **List of abbreviations**

**EFL:** English as a foreign language

**SL:** source language

**TL:** target language

**ST:** source text

**TT:** target text

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ملخص

# **GENERAL INTRODUCTION**

## General Introduction

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### 1. Background

Typically, translation has been used to transfer written or spoken texts from one language (source language /SL) into another written or spoken language (target language /TL). In general the purpose of translation is to reproduce various kinds of texts including; journalistic, juridical, literary, religious, philosophical...etc. within a language other than that one in which they have been originally written and thus making them available to a large number of foreign readers. Talking about translation is talking also about thoughts or ideas which should be expressed adequately during the act of translation, the thing that may consist an additional challenge for the translators.

However, it is not always easy or possible to find appropriate counterparts, in the target language, which could roughly reflect the same sentence, expression, idiom, or even simple word used in the source language. Such kind of resistance in translation is due to not only linguistic factors and considerations but also to cultural ones. In this respect, a good mastery both of mother and foreign language as well as a detailed familiarity with the foreign culture is required to accomplish a good task of translation.

From another perspective, translation have been for a long time neglected and viewed as futile, useless, and impractical tool in the field of foreign languages teaching and learning. Many scholars and linguists assumed that translation doesn't belong in the classroom because it doesn't embody making full use of the target language. They have argued that it is not a useful means when acquiring a second or foreign language; since it provides a simplistic one-to-one relationship between the native and the foreign language, it can cause interference between them, and it is an artificial exercise that has nothing to do in a communicative approach to language teaching.

Far from being useless, however, recent studies have shown that translation can be a great aid to foreign language learning. Duff (1989), for instance, points out that

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teachers endeavor to create English-only classrooms has failed. He concludes that translation is a natural phenomenon and an inevitable part of second language acquisition. Newmark (1991), in his turn, states that translation can be very useful as a class activity “if taken as a tool among others to help in the learning and not as the only possible approach.” he emphasizes on the importance of inserting pedagogical translation in foreign language curricula as an indispensable course to help students dispelling interferences between mother and foreign languages.

Fortunately, Algerian EFL classrooms witnessed the last few years the implementation of the translation course over all national universities. This procedure included both the second and third year grades, as well as the master one class where course syllabi were based mainly upon practice with a little focus on theoretical concepts and issues. Nevertheless, this step has triggered the theoretical debate again among scholars and researchers, especially, over ways of integrating translation in teaching English for Algerian students and the difficulties that may face them.

Moreover, and as far as the assessment of students’ performance and the translation syllabi improvement are concerned, some studies emerged on the Algerian academic scene targeting to highlight the main critical points in this regard. Thus, carrying out researches to investigate EFL students' major problems and difficulties has become an imperative to determine the nature and causes of errors they make during the exercise of translation, and therefore provide translation teachers with what would help them to improve new syllabi designs taking into consideration all those gaps.

### **2. Statement of the Problem**

No one can deny that English and Arabic are two extremely remote languages linguistically and culturally; each one of them has its own world of signs, rules, norms and visions. This fact leads logically to presume that gaps between these two languages

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must be wider and deeper than one might expect. In this case the process of translation will be much more difficult; it requires much effort on the part of the students to master both source language and target language as well as to have greater familiarity with the target culture. However, for many EFL learners, understanding and writing is a complex process. They make a lot of errors, which are unavoidable and form part of the learning procedure (Hyland: 2003). For some researchers, errors are regular and consistent even if students learn the rules of grammar (Reid: 1993). Since, to translation is to understand and then make understand, obviously the majority of errors made students are mainly of linguistic and cultural nature.

### **3. Significance of the study**

Due to the fact that little attention has been given to the issue of pedagogical translation and its relationship with teaching/learning English as a foreign language in Algerian universities and more precisely to the analysis of errors made by EFL students in terms of types and causes, the importance of this study lies in its endeavor to bring additional benefits and valuable information about the subject matter not only for teachers but students as well.

### **4. Aim of the study**

The present study aims at shedding some light on the difficulties that may face EFL students when performing their classroom translation exercises. It attempts to analyze students' common translation errors, identify the source of these errors and then examine their types, classify them, and find out possible explanation for their causes in order to provide some insights and solutions that may help to avoid and limit them.

### **5. Research Questions**

This research work is supposed to answer the following questions:

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- What are the different types of translation errors that EFL students frequently made?

- What are the main reasons behind students' errors in translating?
- What are the best strategies to follow in order to surmount these problems?

### 6. Hypotheses

Given that most translations problems fall within the context of two principal factors, namely, linguistic and cultural, our research hypothesize that EFL students' translation errors can be classified according to these levels: Grammatical, lexical, syntactic, semantic and cultural; insufficiency in each of them could generate one type or more of translation errors.

As for the reasons behind these errors, we presume that they include, inter alia:

- The low level of students' linguistic competences.
- Students' tendency to the use of direct methods and literal translation.
- Languages' interference and the impact of the mother language and culture on the translation process.

- The lack of familiarity with the target culture and environment.
- The inconsistency of curricula and teaching methodologies.

### 7. Research Methodology

#### 7.1. Choice of the method

Objective of this study is to shedding some light on the difficulties that may face EFL students when performing their classroom translation exercises. It attempts to analyze students' common translation errors, identify the source of these errors and then examine their types, classification, and find out possible explanation for their causes in order to provide some insights and solutions that may help to avoid and limit them. A mixed method study is carried out. A questionnaire is administered to the participants as

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well as an analysis of their 1<sup>st</sup> semester translation test sheets is submitted, and then the results of this work are analyzed to find out the difficulties they face during the translation process.

### **7.2. Population and sampling**

The target population is third year students in the department of English at Abbess Laghrour University (86 students).

The population is chosen because it is believed that the participants have the required competence and cultural background as well as the knowledge about translation techniques rather than the lower years, besides the upper years which were not initiated to the translation field. The sample of the study is 100% of pre-mentioned population.

### **7.2. Data gathering tools**

To meet the needs of this study, the tools used in the field work are: a students' questionnaire and an analysis of S1 exam sheets that could provide us necessary data about the subject matter. Moreover, in addition to that, these two tools are believed to be suitable to gather information in a short period of time and help to have a good understanding about this topic.

## **8. Structure of the study**

The study covers two chapters. The first chapter is the theoretical part of the research, which is divided into two sections for the description of main variables; section one tackles the definition of translation, its types as well as show the importance of translation process. The second section provides with the definition of error analysis, also identify the differences between errors and mistakes, types of errors with their sources and the importance of the use of errors analysis, while the second chapter is the

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particle part of the study. It covers the instrument of the research, description and analysis of the test as well as the results and the recommendation of the study.

### **9. Limitation the study**

The findings of this study have to be seen in light of some limitations, the first limitation is lack of previous studies on the topic in which there is very little information about it, and sometimes we find difficulties of references. The second limitation concerns the exceptional circumstances of the country due to quarantine made it so difficult for us to achieve the practical part of our study

### **10. Scope of the study**

The study is limited to third year EFL students at the University of Abbes Laghrour Khenchela. Other researches in other universities may find out different results depending on the methods they have followed and the nature of the population they have dealt with. Furthermore, only the classification of error types and their causes are taken into consideration in this study.

CHAPTER ONE

**REVIEW  
OF  
LITERATURE**

### **Introduction**

Translation is a phenomenon that has a huge effect on everyday life. This can range from the translation of international treaties and conferences to simple multilingual brochures and posters that welcome visitors to a small touristic island (Benvenuti!-Welcome !-Hi !-Bienvenus !-مرحبا...أهلا...!). How can we then go about defining the phenomenon of ‘translation’ and what the study of it entails? This chapter will be devoted for the explanation of some theoretical notions related to the topic of our thesis. It consists of two main sections: the first section will provides related key concepts translation and translation studies whereas the second one will highlight the concept and the nature of error with a little focus on the translation error which consist the core of our study.

### **1. Key Concepts in Translation Studies**

#### **1.1. Definition of Translation**

The term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).

Although the similarities they share on the main points, many formal definitions have been offered, each of which reflects a particular underlying theoretical model. Newmark (1981: 7) states that translation is mastery in transferring written message from one language into written message of another language. Here, Newmark restricts the definition only in the scope written language.

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Catford (1965: 1) states that translation is an operation performed on language, a process of substituting a text in one language for a text in another. Furthermore, Catford (1965:20) states that translation may be defined as “the replacement of textual material in one language (source language) by equivalent textual material in another language (target language)”.

According to Brislin (1976:1) translation is a general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form. Bell (1991: 5) states that translation is the expression in another language (or target language) of what has been expressed in one, source language, preserving semantic and stylistic equivalences.

Wills (1982: 3) defines translation as a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the SL.

Olk (2003:2) claims that translation is an activity that needs substantial cultural knowledge. Thus, metaphors present problems in translation. In translating authentic material such as English magazines or newspaper articles, translator must have cultural knowledge about English culture. Translators cannot produce the same effect of metaphor in metaphor translation (Carter, 1997), while a translator should give the same effects as the ones in the source language (SL) into target language (TL).

Basnett (1991:13) suggests that translation involves the transfer of meaning contained in one set of language signs through competent use of dictionary and the process also involves a whole set extra linguistic criterion. The good translations should be accurate, natural and communicative in meaning.

Basically, all the above statements about translation have the same ideas, in the sense that translation is a process of conveying or transferring messages, thoughts, ideas, meaning or information from the source language to the target language. The main point in translation is that both the meaning and the form of the original text message should be preserved as closely as possible as reflected in Nida's definition: "translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style". (Nida: 1982)

### 1.2. Types of Translation

The Swedish-American structuralist Roman Jakobson (1959/2004 as cited in Monday, 2001: 5) classifies translation into three types: intra-lingual, inter-lingual, and inter-semiotic.

The first type, "**intra-lingual translation**", or 'rewording', is the interpretation of verbal signs by means of other signs of the same language.

The second type is "**inter-lingual translation**", is the interpretation of the verbal signs of one language by means of the verbal signs of another. (ibid: 5).

The third type is "**inter-semiotic translation**". It refers to the transference of a message from one kind of symbolic system to another. The replacement does not involve language but another, non-linguistic, means of expression, in other words, a different semiotic system. In this sense we can say, for instance, that a poem is translated into a dance or a picture, a novel into an opera or a film. (House, 2009: 4)

Jakobson introduced and discussed three types of translation; each one is different from the other. However the second type is the most studied one; all researchers interested in translation focus more and more on it because it reflects the proper process of translation; since it involves two different languages. So Jakobson is

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pointing straight away to the central problem which concerns researchers and translation as a field of science. In other words, he wants to find out how could a given verbal sign in the source language be interpreted and translated into an equivalent in the target language. Though, all linguists and translators admit that there is no full equivalence between any pair of words from any pair of languages.

Catford (1965:21) believes that translation types vary according to three main aspects of translation, which are: extent, level, and ranks.

a- In terms of extent, types of translation are: **Full and Partial translation.**

In full translation, the entire text is submitted to the translation process, that is, every part of the SL text is replaced by the TL text material. In partial translation, some parts of the SL text are left untranslated. They are simply transferred to the TL text.

b- In terms of level, types of translation are: **Total and Restricted translation**

By total translation, we refer to what is most usually meant by 'translation', that is, translation in which all levels of the ST are replaced by the TT material. Strictly speaking, 'total' translation is a misleading term, since though total replacement is involved it is not replacement by equivalents at all levels. Total Translation may best be defined as: replacement of ST grammar and lexis by equivalent TT grammar and lexis with consequential replacement of SL phonology/graphology by (non-equivalent) TT phonology/graphology. By restricted translation, we mean the replacement of ST material by equivalent TT material at only one level. That is translation performed only at the phonological or at the graphological level, or at one of the two levels of grammar and lexis.

c- In terms of rank, translation is divided into: Rank-bound and Unbounded translation

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Rank-bound translation is translation in which the selection of TL equivalents is deliberately confined to one rank or a few ranks in the hierarchy of grammatical units, usually at word or morpheme rank, that is, setting up word-to-word or morpheme-to-morpheme equivalence. In contrast with rank-bound translation, stands a type of translation in which equivalences shift freely up and down the rank scale. It is called unbounded translation.

According to Larson (1984:15) translation is classified into two main types: **Form based translation and Meaning-based translation.** “Form-based translation attempts to follow the form of the source language (SL) and it is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation”

He explains that the literal translation can be understood if the general grammatical form of the two languages is similar, but it would sound like nonsense and has little communication value, if cultural and grammatical systems of the two languages are remote.

Idiomatic translations use the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his/her goal. Larson (1984:15)

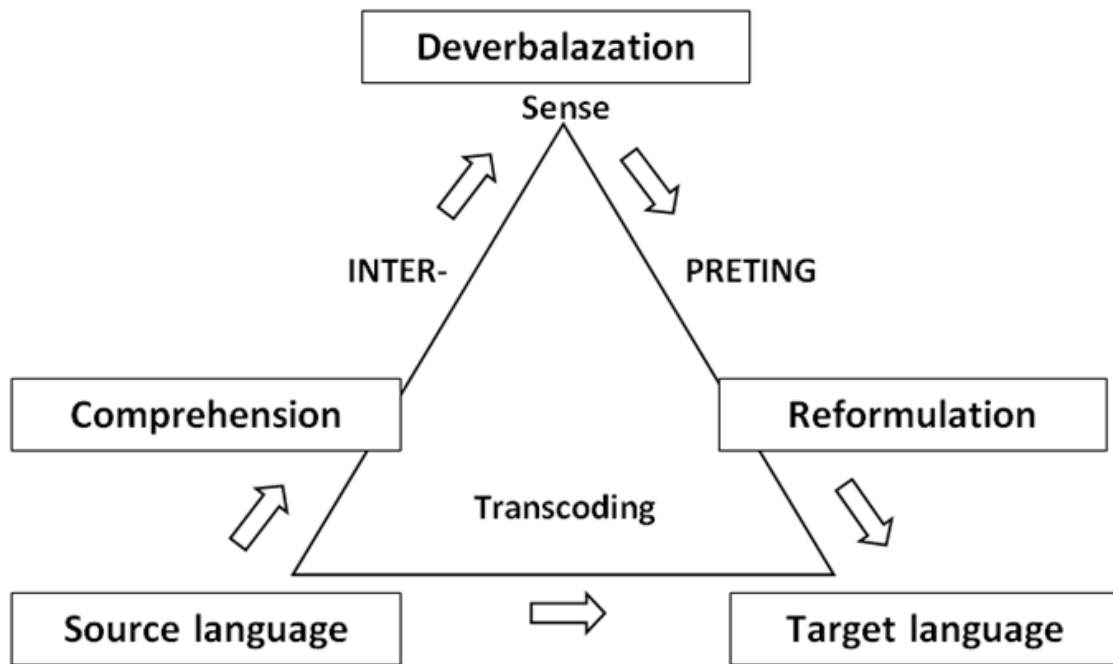
In practice, however, it is hard to consistently translate idiomatically or literally. These translations are often a mixture of literal and idiomatic forms of language.

### 1.3. The process of translation

The process of translation (or translating) describes how we proceed at translating something in practice. It starts with the reading and comprehension phase (of the source text), and it ends with the reformulation phase (of the target text). Not to mention the important stage that lies in between the two previous phases which assure a linking point to them. In fact, this stage is very conceptual, mental, and cognitive in which the student translator make use of his/her knowledge background and language competences to form a clear idea about what has been read during the first phase. In other words, s/he grasps and interprets the meaning on which s/he will built his/her reformulation phase.

According to Seleskovitch (1978), the process of translation is divided into three stages: Comprehension, Deverbalization, and Reformulation; furthermore, deverbalization assumes a vital role between both comprehension and reformulation. She claims that oral or written speech is evanescent, its sounds disappear instantly once being heard or read, but meaning or sense remains. Reformulations in another language show clearly that sense is the consequence of comprehension, itself made up of two elements: contextualized language meanings and cognitive complements.

Seleskovitch (1978) challenged the view prevailing at the time that translation was no more than a linguistic activity, one language being merely transcoded into another. She described translation as a triangular process: from one language to sense and from sense to the other language (See Figure.1).



**Figure 01: Seleskovitch's triangular model of interpreting**

It is the organized stages of translating in application. But the question that comes to one's mind when starting the act of translation is always about the way we deal with different fragments, portions or parts of the text; do we proceed word by word, Phrase by phrase, Clause by clause, Sentence by sentence, Paragraph by paragraph, or text by text? In fact, we do not proceed this way; we proceed unit by unit. Each unit is called 'a unit of translation'.

#### **1.4. Unit of translation**

A unit of translation is any word, or group of words that can give either a small or a large part of the meaning of a sentence. Therefore, it is a unit (or a part) of meaning which can be taken together and understood independently. It makes a stop we take at translating to write down a meaningful part of sentence that is not affected by, or dependent on its remaining part.

In this respect, Vinay, J. P and J. Darbelnet reject the individual word. They consider the unit of translation to be a combination of a “lexicological unit” and a “unit

of thought” and define it (1995: 21) as: “the smallest segment of the utterance whose signs are linked in such a way that they should not be translated individually”.

This means that it can be one word (like: thus, therefore, yet, actually, clearly, but and other adverbials at the beginning of sentences), a phrase (e.g. collocations like: pass a law - يسن قانونا - , brain drain - هجرة الأدمغة - , etc., or idioms such as: tall order- مهمة شاقة - , sitting duck - لقمة سائغة/فريسة سهلة - ), a clause (e.g. “She did not come to work yesterday because she was sick ” - (لم تأت إلى العمل أمس، لأنها كانت مريضة - ) or a sentence (e.g. "the man who paid me a visit last week when I was away, was an old friend of mine" - (كان الرجل الذي قام بزيارتي حيث كنت مسافرا، صديقا قديما لي).

Last example is regarded as one unit because the main clause (i.e. «the man was an old friend of mine ") is divided into two parts: one at the beginning of the sentence (i.e. 'the man') and another at the end of it (i.e. 'was an old friend of mine').

Thus, the main verb of the sentence (i.e. 'was') occurs towards the end of the sentence, away from its subject (i.e. 'man'). In Arabic, we start the sentence with this verb (i.e. كان), which means that we have to read the whole English sentence before starting translating. Thus, in practical terms, the target unit of translation is the sentence for it is the basic unit of thought (Newamrk, 1988:30-31), not the clause (Bell, 1991), nor the text (Hatim & Mason, 1990& 1997).

### 1.5. Importance of Translation

Translation is not easy skill; it is complex process which comprises a number of activities that are drawn upon other disciplines. Keenan (1978:13), in the translation process, there are three major activities concomitantly run:-To transfer the data from the source language to the target language,-Synchronic-analysis of text and translation of subject-matter, and-To develop self-learning. Schaffner (1998:56) agrees with Keenan (1978:13), by asserting that the translation and exercises are useful and beneficial to

foreign language learners in order to: 1. Improve their verbal agility, 2. Expand their vocabulary in second language 3. Develop their style in translation, 4. Improve the understanding of how languages are worked, 5. Consolidate second language structures for active use, 6. Monitor and improve the comprehension of second language. Ross (2000: 66) states that translation “is recognized as the fifth skill and the most important social skill since it promotes communication and understanding. As a form of communication, translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching”.

### **1.6. Translation Problems**

Ghazala (2008) classifies problems related to translation as a process into four main types; each one of them reflects a certain insufficiency in given language skill.

#### **1.6.1. Grammatical Problems**

Grammatical problems are the result of complicated SL grammar, different TL grammar or different TL word order. Among the most frequent grammatical problems:

- a. The translation of verbs “be”, “have” and modals.
- b. The translation of tenses and articles.
- c. The translation of adjectives and personal pronouns.
- d. The translation of nominal, verbal and conditional sentences.

Ghazala (2008; 28-80)

#### **1.6.2. Lexical Problems**

These problems are due to the misunderstanding or the total ignorance of the words meaning. Lexical problems which may be encountered when translating can be classified as follows:

1. Literal meaning.
2. Synonyms.

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3. Polysemy and monosemy.
4. Collocations
5. Idioms
6. Proverbs
7. Metaphors
8. Technical terms
9. Proper names, titles, political establishments, geographical terms and UN acronyms (Ghazala, 2008:20-21).

### 1.6.3. Phonological Problems

The main concern of these problems is sounds and their effect on meaning. These problems are limited to literature and advertising. As a result, they do not influence translation as the other three types do.

### 1.6.4. Stylistic Problems

Style is a part of meaning which may cause problems for translators. These problems may affect meaning strongly. The degree of formality or informality is a problem which concerns words and grammar. Joos (1962) suggested a formality scale of the English language consisting of five degrees as follows:

1- Frozen formal	فصيح جدا/متصلب/فح
2- Formal	فصيح
3- Informal	غير فصيح/شبه فصيح
4- Colloquial	عامي
5- Vulgar or slang	سوقي

**Table 01: five degrees of formality scale** (Cited in Ghazala,2008:225 )

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Ghazala (2008: 225) gives the following examples to illustrate this scale.

Frozen	Be seated	اجلس
Formal	Have a seat	تفضل بالجلوس
Informal	Sit down	اجلس لو سمحت
Colloquial	Feel at home	خذ راحتك / استرح / ارتاح
Vulgar or slang	Sit bloody down	اقعد في مكانك

**Table 02: Examples to illustrate formality scale**

This scale shows differences between the source and the target languages which result in problems for students because they do not know about these scales (Ghazala, 2008).

### 1.7. Methods of Procedures Translation

The difference between SL and TL and the variation in their cultures make the process of translating a real challenge. Among the problematic factors involved in translation such as methods, strategies, procedures...etc.; we are going to concentrate mainly on the methods and procedures of translation.

According to Newmark (1988:81) "While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language."

Newmark puts methods in the form of a flattened V diagram:

<b>SL emphasis</b> <b>Word-for-word translation</b> <b>Literal translation</b> <b>Faithful translation</b> <b>Semantic translation</b>	<b>TL emphasis</b> <b>Adaptation</b> <b>Free translation</b> <b>Idiomatic translation</b> <b>Communicative translation</b>
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**Figure02: Methods flattened V diagram. Adopted from Newmark (1988:45)**

### **1.7.1. Word-for-word Translation**

In which the SL word order is preserved and the words translated singly by their most common meanings, out of context.

### **1.7.2. Literal Translation**

In which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.

### **1.7.3. Faithful Translation**

It attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

Faithful translation is a translation that sticks very closely to the original meaning of the article or text from SL that was translated.

### **1.7.4. Semantic Translation**

It differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text. i.e. translation of certain cultural words into neutral equivalents in the TL.

### **1.7.5. Adaptation**

Which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

### **1.7.6 Free Translation**

It produces the TL text without the style, form, or content of the original. It focuses on the content of the target text rather than the form, which means that the same content is expressed in the target text but with very different grammatical structures.

### **1.7.7 Idiomatic Translation**

It reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original, means that makes use of idioms and colloquialisms that are not present in the source text.

### **1.7.8. Communicative Translation**

It attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. Communicative translation aims to reproduce the exact message of the ST in content and context with acceptability and comprehensiveness to the TT readership.

Newmark (1988:43) said that there is a continuum existing between "semantic and "communicative" translation. Any translation can be "more, or less semantic, more or less communicative even a particular section or sentence can be treated more communicatively or less semantically." Both seek an "equivalent effect."

N.B: the translation method known as Global translation strategies which means for many translators the overall strategy that you apply to a text as a whole. The primary choice you have to make here is how to close the ST you want to your TT. While the procedures of translation known as local translation strategies: strategies you apply in the translation of individual expressions in the ST, such as (words, grammatical constructions, idioms... etc.)

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Methods of Translation	Examples
<b>Word-for-word translation</b>	SL: I like that clever student TL : انا احب ذلك الطالب الذكي SL: I have a blind confidence in you TL : انا املك ثقة عمياء بك
<b>Literal translation</b>	SL: His effort came to nothing TL : ضاعت جهوده هباء SL : To run to fat TL : يميل الى السمنة
<b>Faithful Translation</b>	SL: He was a broker in New York Bursa TL : كان وسيط في بورصة نيويورك
<b>Semantic Translation</b>	SL: This kind of thing is in great demand at the moment. TL : مثل هذه الاشياء عليها اقبال كثير الان
<b>Adaptation</b>	SL: Shakespeare's play {King Lear} Translated into arabic play called : TL : الشيخ الغني الاعمى و اولاده الثلاثة
<b>Free Translation</b>	SL: Honesty is the best policy TL : انت خنت الامانة SL : Shegotnothingat the end TL : عاد خالي الوفاض
<b>Idiomatic Translation</b>	SL: Car racing is not my cup of tea TL : سباق السيارات ليس محل اهتمامي. سباق السيارات ليس ما استمتع به
<b>Communicative Translation</b>	SL: To kill two birds with one stone TL : ضرب عصفورين بحجر واحد SL: Let bygones be bygones TL : عفا الله عما سلف

**Table 03: Methods of Translation with Examples**

### 2. The Concept and the Nature of Error

#### 2.1. Error Analysis

In learning a language, learners make errors partly because of interlingual transfer or overgeneralization within the target language itself. Errors can occur at different levels: grammatical, syntactical, lexical, phonological, or semantic level. Foreign language teachers should realize that errors made by the students need to be analysed, that is by conducting error analysis.

Brown (1994: 206) identifies the fact that learners make errors and that these errors can be observed, analysed and classified to reveal something of the system operating within the learner, led to a surge of study of learners called error analysis.

Whereas, according to Ellis (1985: 296) error analysis is a procedure involving collecting sample of the learner's language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

According to Sunardi (2002), error analysis is an activity to reveal errors found in writing and speaking.

Richards et.al in Sunardi (2002:43) state that error "analysis is the study of errors made by the second and foreign language learners".

From the definitions above, one can conclude that error analysis may be defined as a study of student's errors covering collecting samples, identifying, describing, classifying, and evaluating errors.

To sum up, error analysis stands as a source of information for the teacher. This precious means can help the teacher classify, interpreted, and describe the errors made by the students, correct them, and improve the effectiveness of their teaching. Therefore, we decided to conduct an error analysis as the best way for describing and

explaining errors made by the students while translating from one language into another in order to disclose the types and the sources of these errors.

### **2.2. The Importance of Error Analysis**

Corder in Ellis (1994: 48) notes that errors provide information for the teacher about how much the learner has learnt, provide the researcher with evidence of how language was learnt, and served as devices by which the learner discovered the rules of the target language. The same opinion is proposed by Norrish (1994: 80). He states that an error analysis can give a picture of the type of difficulty learners are experiencing. He further explains that by using error analysis as a monitoring device, the teacher can assess more objectively how teaching is helping his students. While Sharma (1986: 76) states that error analysis can be a very useful device both at the beginning and during the various stages of a foreign language teaching program.

### **2.3. The Differences between Error and Mistake**

The time between acquiring a second language and mastering its rules and skills, with the different system of language, could make the learner make errors and mistakes. Error and mistake is two faces of one coin, the two terms lead to one thing; something incorrect or wrong. In order to get the proper perception between errors and mistakes, it is crucial to make a distinction between them.

#### **2.3.1. Definition of Error**

Brown (1987: 125) defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner. While Richards (1997: 25) states that a learner's errors provides evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some systems, although it is not yet the right system).

The appearance of such errors can be detected. It means that the errors arise because each learner has different motivation, social background, and intelligence. It has a relationship with the learner's language competence. In learning a second language, some errors appear because the learners have not yet understood the grammar of the second language

### **2.3.2. Definition of Mistake**

A mistake occurs when learners fail to perform their competence. Ellis (1997: 17) states that mistake reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what he or she knows.

While according to Brown (1987:165) a mistake refers to performance error that either random guess or slip, it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of deficiency in competence but the result of some sort of breakdown in process of producing speech.

From the explanation above, it can be concluded that erroneous expressions are divided into two kinds; they are mistakes and errors themselves. Errors refer to the competence, whereas mistakes refer to the performance. In analysing student's erroneous expressions there is a way to check the difference between mistakes and errors based on student's consistency. Ellis (1997:18) proposes one way to check the consistency of learner's performance, that is, ask learners to try to correct their own deviant utterances. Where they are unable to correct their own deviant utterances, the deviations are errors; where they are successful, they are mistakes.

### 2.4. Translation Errors

In general, errors are the problematic aspects of learners. They are some segments of the text or speech which depart from the accepted norms of any specific language. Since norms are general phenomenon common to all languages, novice language learners cannot provide or translate a text without systematical errors (Dulay, Burt & Krashen, 1982). A translation error is illustrated as “What rightly appears to be linguistically equivalent may very frequently qualify as ‘translationally’ non-equivalent.”(Neubert & Shreve, 1992, p.5) That’s why identifying and defining translation errors might be a challenge to the scholars in the field. This is particularly the case for second language learners for whom translation errors are accompanied with linguistic errors (O’Grady, Dobrovolsky, & Katamba, 1996).

In his turn (Delisle: 1999, 189) see translation error as “any fault occurring in the target text, ascribable either to ignorance or to inadequate application of translation principles, translation rules, or translation procedures.” It can result from either the misinterpretation of a source text segment, or methodological error (Methodological errors reflect a disregard for professional practices and language usage. They can include insufficient research in parallel texts or previously translated texts, poor use of dictionaries, and failure to revise the target text. It can lead to a language error or a translation error in the target text).

### 2.5. Types of translation Errors

No attempt has been made to include all the possible types of errors that can occur during translation. However, and according to (Delisle: 1999, 208) the most common types of translation errors are:

### **2.5.1 Nonsense**

Where the translator misinterprets the sense of a word or statement in the source text or commits a methodological error, which leads to an illogical formulation in the target text. (ibid: 163)

### **2.5.2 Misinterpretation**

Where the translator misunderstands the text or lacks general cultural knowledge, with the result that a word or segment from the source text is given an entirely erroneous sense from that intended by its author. (In terms of information loss or distortion, a misinterpretation represents a more serious error than the selection of an incorrect meaning, but is less significant than creation of nonsense) (ibid: 159)

### **2.5.3. Incorrect Meaning**

Where a sense is attributed to a word or a segment from the source text that it does not have in the context in which it appears. (The demarcation line between an incorrect meaning and a misinterpretation is sometimes difficult to establish) (ibid: 147)

### **2.5.4. False Calque**

A translation error that results from a wrong transfer of a source language expression encountered in the source text into the target text using a literal translation of its component elements. (Calques that are fully lexicalized in the target language are listed in dictionaries as integral elements of a language) (ibid: 122)

### **2.5.5. False Friend (or Faux Ami)**

A word in a given language whose form resembles a word in another language, but the meaning of the two words or one of their senses is different.

### **2.5.6. Interference**

A translation error that results from ignorance or a methodological error and that introduces a characteristic peculiar to the source language into the target text. It can be morphological, lexical, syntactic, stylistic, or typographical. (ibid: 148)

### **2.5.7. Loss**

The disappearance of an element of meaning that produces a reduction in the expressive, rhetorical or stylistic features of the target text, resulting in an impoverishment of the target text when compared to the source text. The importance of loss varies depending on the evaluation of the nature of the text being translated: it is likely to be great in the case of a poem, but insignificant or even nil for a well-written technical document. Loss can be remedied to a certain extent by resorting to such strategies as compensation and explicitation, etc. (ibid: 155)

### **2.5.8. Omission**

It's where the translator fails to render a necessary element of information from the source text in the target text. It is important not to confuse omission with either implicitation, which involves the justified exclusion of a source text element, or with loss. (ibid: 165)

### **2.5.9. Under-Translation**

A translation error where the translator omits in the target text any compensation, amplifications or explicitations required in order to obtain an idiomatic translation that conforms to the presumed sense of the source text. (ibid: 197)

### **2.5.10. Addition**

It is a translation error where the translator introduces into the target text superfluous information or stylistic effects not in the source text. It should not be confused with explicitation which is justified, or with compensation.

### **2.5.11. Over-Translation**

A translation error where the translator explicitates elements of the source text that ought to be implicitated in the target text. (ibid: 166)

### **2.5.12. Inappropriate Paraphrase**

It is a translation error that results from a methodological error and consists of translating a text segment from the source text using an inappropriately long target text. It can involve additions or excessive use of circumlocutions that make the target text cumbersome.

### **2.5.13. Transcoding**

It's an operation where the translator establishes correspondences between two languages on the lexical or phraseological level.

### **2.5.14. Word-For Word Translation**

It is a procedure that consists in transferring the elements of the source text into the target text without changing the word order. It can distort the sense and intelligibility of the source text.

### **2.5.15. Hyper translation**

A methodological error where the translator systematically chooses to use wording that is formally quite different from the original expression in the source text even if a literal translation is possible and quite acceptable. (ibid: 143)

### **Conclusion**

After exposing in details all the necessary notions needed in our research that fall within the conceptual and theoretical framework of the topic under study, it is worth mentioning that they will help understanding the steps and techniques followed in this work, notably, the types of translation errors that will be used in the error analysis.

CHAPTER TWO

**FIELD  
WORK**

### **Introduction**

This chapter outlines the methodology followed and gives information about the population and the sample used in this and study. It also describes the data collection instruments and procedures, confirms its validity and reliability and provides the outcomes of the data analysis and the research.

#### **1. Research Methodology**

The objective of the study is to investigate the types and causes of errors made by participants. To reach its objectives, the study opts for a descriptive method. It adopts both of a quantitative and a qualitative approach. Quantitative methods are research techniques that are used to gather quantitative data-information dealing with numbers and anything that is measurable (Nunan, 2001: 86-92). Similarly, Qualitative approach will be ideal as this study focus on the reasons why errors occur.

#### **2. Data Collection and Sampling**

The target population is third year students they are 86 Students, all of them have been chosen as a sample of the study. This population is chosen on the bases of two factors; first of all, they have studied translation for two years so they are aware of its procedure unlike lower level students who were not introduced to the translation process. Second, they represent an advanced level comparing with first or second year students the thing that makes them possess a richer cultural background and translational competence. Data were collected through analyzing their 1st semester answer sheets of the translation course exam, of the academic year 2019/2020. Moreover, a questionnaire made up of fourteen (14) pertinent questions was administered to the same selected population in order to know their attitudes and opinions towards the issue of translation error types and the causes behind, and then comparing between the collected data of the two instruments; firstly in terms of

classifying the translation errors detected through the analysis, and secondly in terms of interpreting their frequency in light of what has been obtained as information from the questionnaire.

### **3. Description of the questionnaire**

The questionnaire was designed in order to know the students' attitudes towards types and causes of errors made by the EFL student during the exercise of translation, also to know the difficulties they face in translating, to have a clear idea about kinds of errors they often commit when translating, and to attempt to guess the reasons behind these errors.

The questionnaire was designed in such a way that it would be very simple and clear to students. It consists of fourteen (14) questions divided into two main parts (sections).

The first part tends to get general information about the translation process as well as the time devoted to translation sessions. In other words, to check whether the task of translation is hard or not and estimated the students' level in translation process.

The second part tends to reveal some information about possible or potential types of errors that they face when translating, and the reason of this errors.

### **4. Description of the Analysis Procedure**

An analysis study was carried out on the 1st semester answer sheets of the translation course exam of third year students at university of Abbess Laghrour, of the academic year 2019/2020. Through this procedure we try to investigate and examine the errors that EFL students in translation exercises may made. The examined material was the 1<sup>st</sup> exam sheets which were provided by our supervisor and teacher of translation to meet the requirements of the current study. The reason behind using such a procedure is that ready-made translated texts within the context of an official exam is very reliable a

## CHAPTER TWO: FIELD WORK

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realistic material that can allow us identifying the errors made by students when translating the text from Arabic into English, and then classify them into types. With Coronavirus outbreak things messed up, however, our teacher handed a help. He provided us with necessary materials; which are corrected copies of his third year students of English with some guidelines and orientations about how this case of analysis would be. Therefore, we could detect the errors made by students for he made it easy for us to obtain students' translations.

### 5. Data Analysis

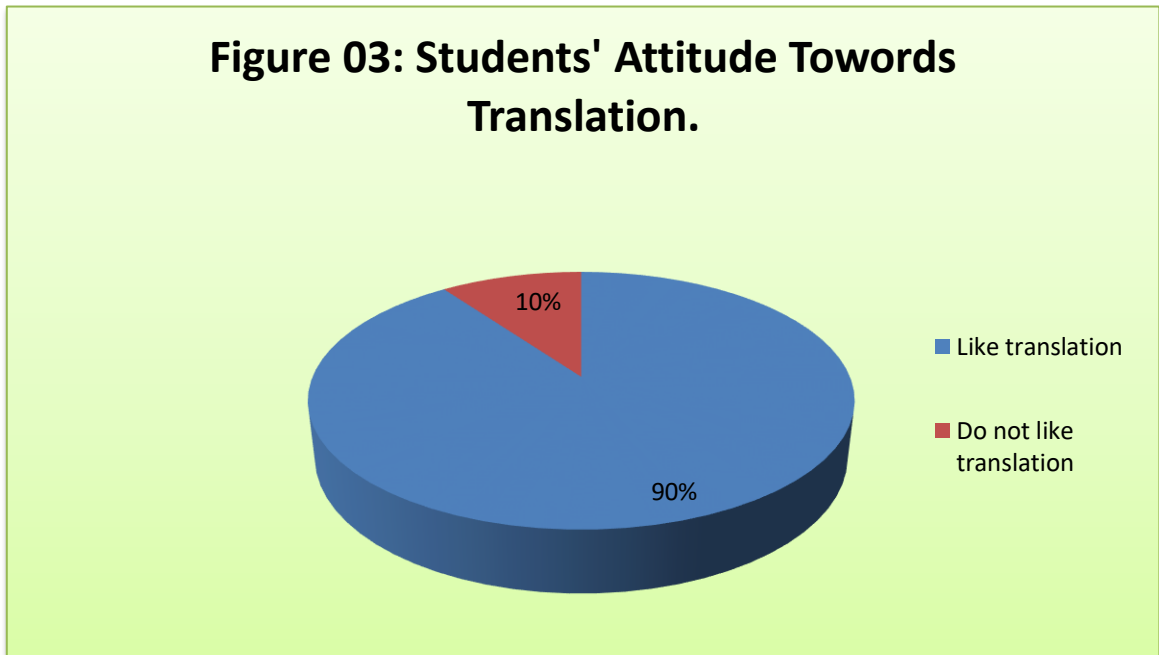
#### 5.1. Analysis of the Students' Questionnaire Answers

**Question one:** Do you interest in translation yes or no?

<b>Student's Attitude</b>	<b>Answers</b>	<b>Percentages %</b>
<b>Like translation</b>	<b>27</b>	<b>90 %</b>
<b>Don't like translation</b>	<b>3</b>	<b>10 %</b>
<b>Total</b>	<b>30</b>	<b>100 %</b>

**Table 04: Students' Attitude towards Translation**

**Figure 03: Students' Attitude Towards Translation.**



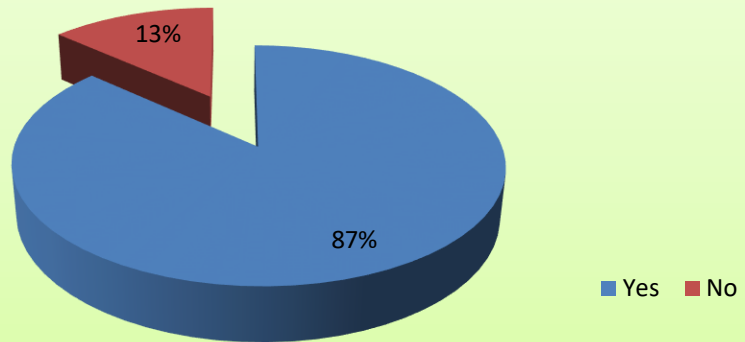
As Table 1 shows that 90 % of students like to translate, whereas the remaining 10 % of Students have a Negative attitude towards translation.

**Question two:** Do you think the implementation of translation course helps students to learn English more effectively?

Translation Course Helps Students Learn English	Answers	Percentage %
Yes	26	86,66 %
No	4	13,33 %
<b>Total</b>	<b>30</b>	<b>100 %</b>

**Table 05: The Effectiveness of Translation in Learning English**

**Figure 04: The Effectiveness of Translation in Learning English**



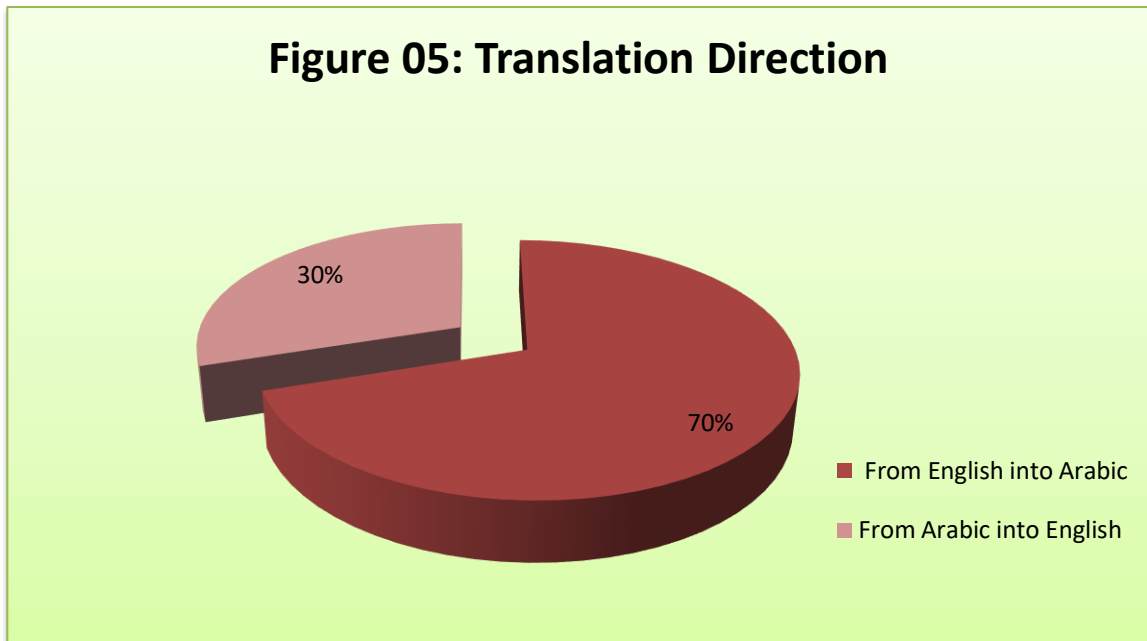
As we see in the table the most of students 86, 66 % said that translation course helps students to learn English effectively, only 4 students who represent 13.33 % said the opposite.

**Question three:** Which translation direction you prefer? Justify?

Translation Direction	Answers	Percentage %
From English into Arabic	21	70 %
From Arabic into English	09	30 %
<b>Total</b>	<b>30</b>	<b>100 %</b>

**Table 06: Translations Direction**

**Figure 05: Translation Direction**

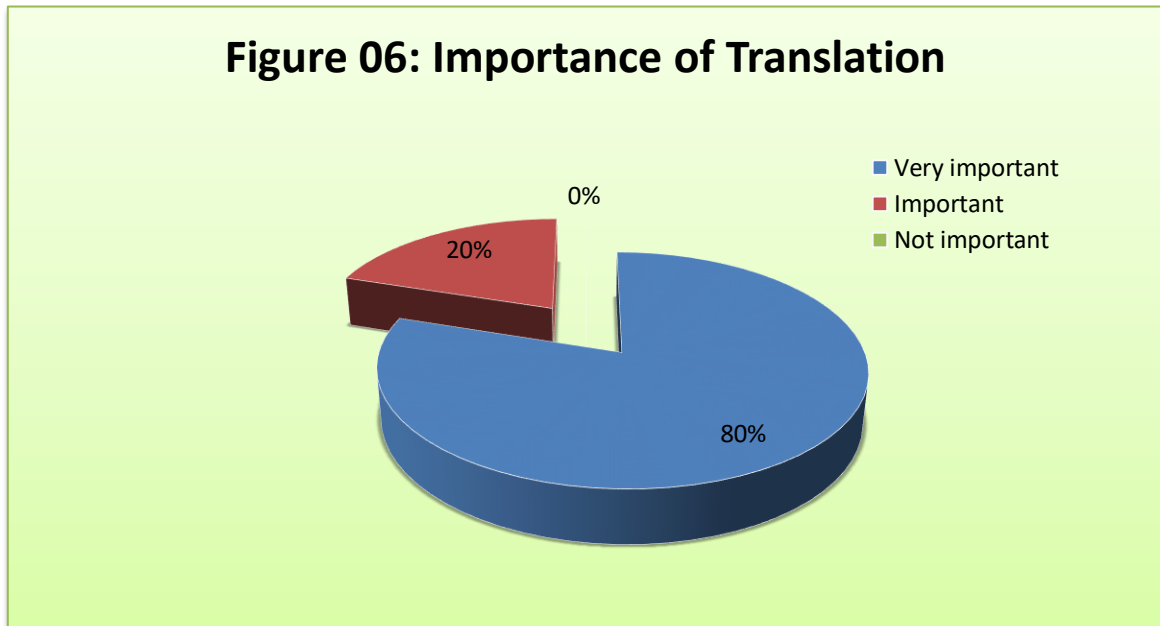


By examining this table we can see that only (9) respondents who represent 30 % prefer translation from Arabic into English, because it is their mother language they understand the meaning not like the foreign language. However, 70% prefer translation from English to Arabic because they find it easier and they enjoy practicing translation.

**Question four:** Do you think that translation is important, very important or not important? Justify your answer?

Translation Importance	Answers	Percentage %
Very Important	24	80 %
Important	6	20 %
Not Important	0	0 %
<b>Total</b>	<b>30</b>	<b>100 %</b>

**Table 07: Importance of Translation**



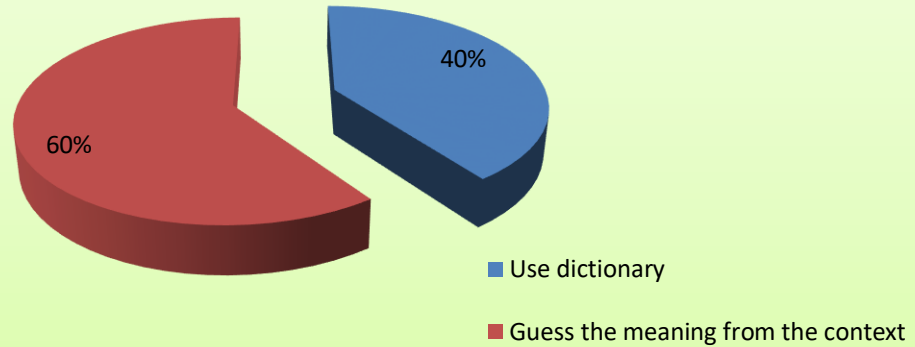
As the table shows that the large majority of students 80 % responded that translation is very important because it improves their knowledge. However, (6) students who represent 20 % believe that translation is important, because it is not their field of study. But, no one sees that translation is not important.

**Question five:** When you do not understand a word or expression, do you use the dictionary or guess the meaning from the context.

Translation Strategies	Answers	Percentage %
Use Dictionary	12	40 %
Guess the Meaning From the Context	18	60 %
<b>Total</b>	<b>30</b>	<b>100 %</b>

**Table 08: Students' Translation Strategies**

**Figure 07: Students' Translation Strategies**



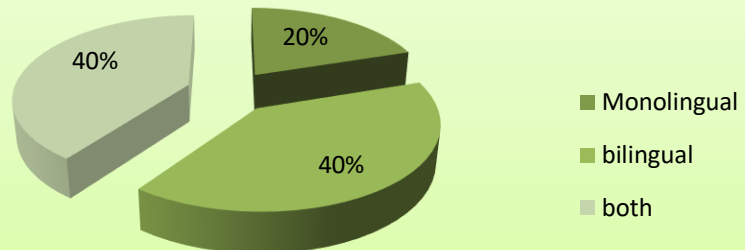
We can notice from the table that (18) students who represent 60 % said that they guess the meaning from the context when they don't understand the meaning. While the rest (12) of students who represent 40% use the dictionary.

**Question six:** If you choose answer (1), which kind of dictionaries you often use?

Type of Dictionary	Answers	Percentage %
Monolingual	6	20 %
Bilingual	12	40 %
Both	12	40 %
Total	30	100%

**Table 09: Type of Dictionary Used By Students**

**Figure 08: Type of Dictionary Used by Students**



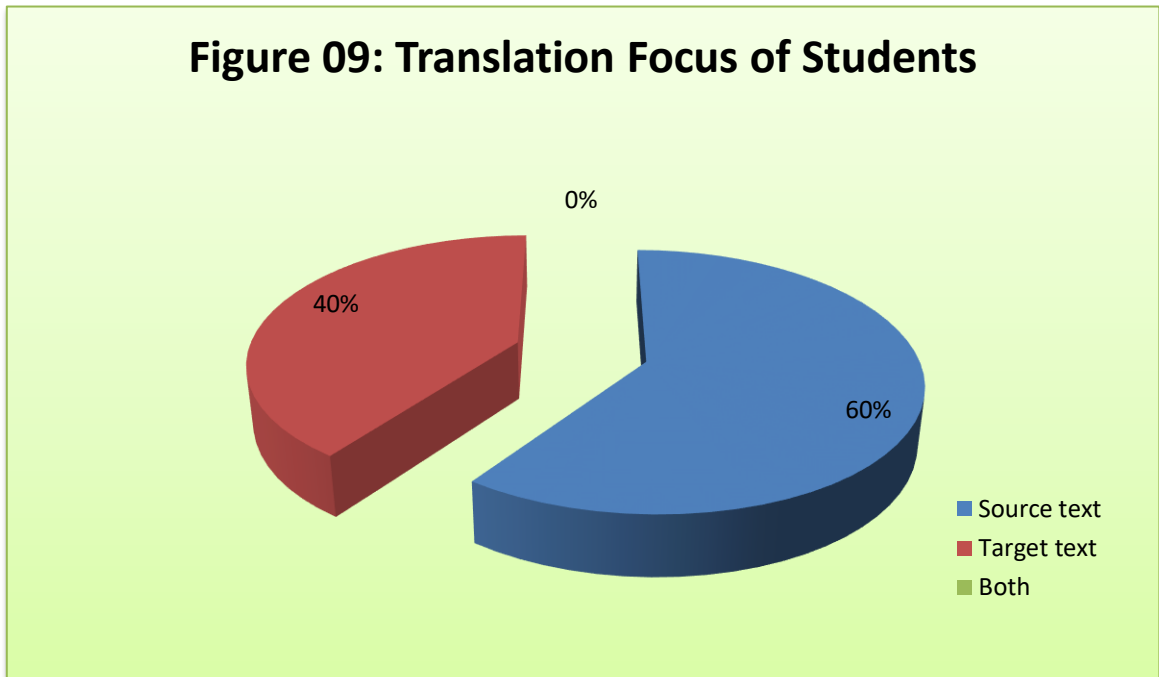
We can see from this table that (6) respondents who represent 20 % use monolingual dictionary (English/ English). While (12) students who represent 40 % use bilingual dictionary (English /Arabic/English). Furthermore, the rest (12) students who represent also 40 % use both monolingual and bilingual dictionary.

**Question seven:** When you translate do you focus on the source text, the target text or both of them?

Translation Focus	Answers	Percentage%
Source Text	18	60%
Target Text	12	40%
Both	0	0%
Total	30%	100%

**Table 10: Translation Focus of Students**

**Figure 09: Translation Focus of Students**



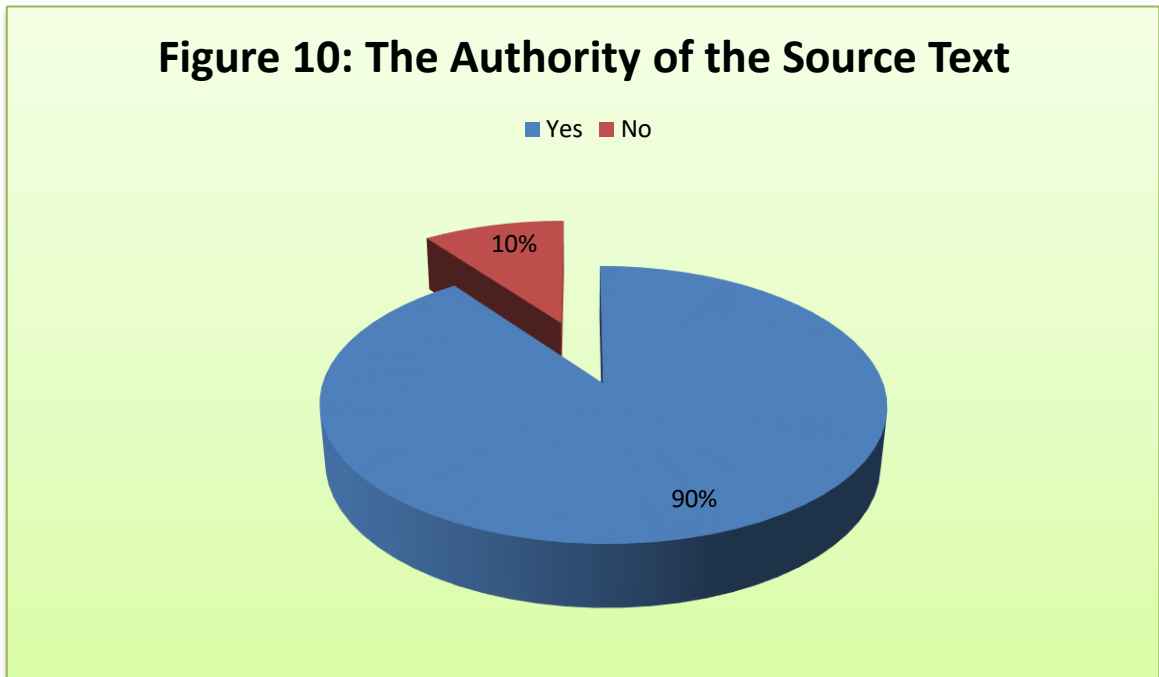
The table above illustrates that most of (18) students who represent 60 % focus on the source text, whereas (12) students who represent 40 % focus on the target text. While no one of students focus on both texts.

**Question eight:** While translating, do you feel the authority of the source text? (The source text prevents you from thinking in the target language).

Authority of the Source Text	Answers	Percentage %
Yes	27	90 %
No	03	10 %
<b>Total</b>	<b>30</b>	<b>100 %</b>

**Table 11: The Authority of the Source Text**

**Figure 10: The Authority of the Source Text**



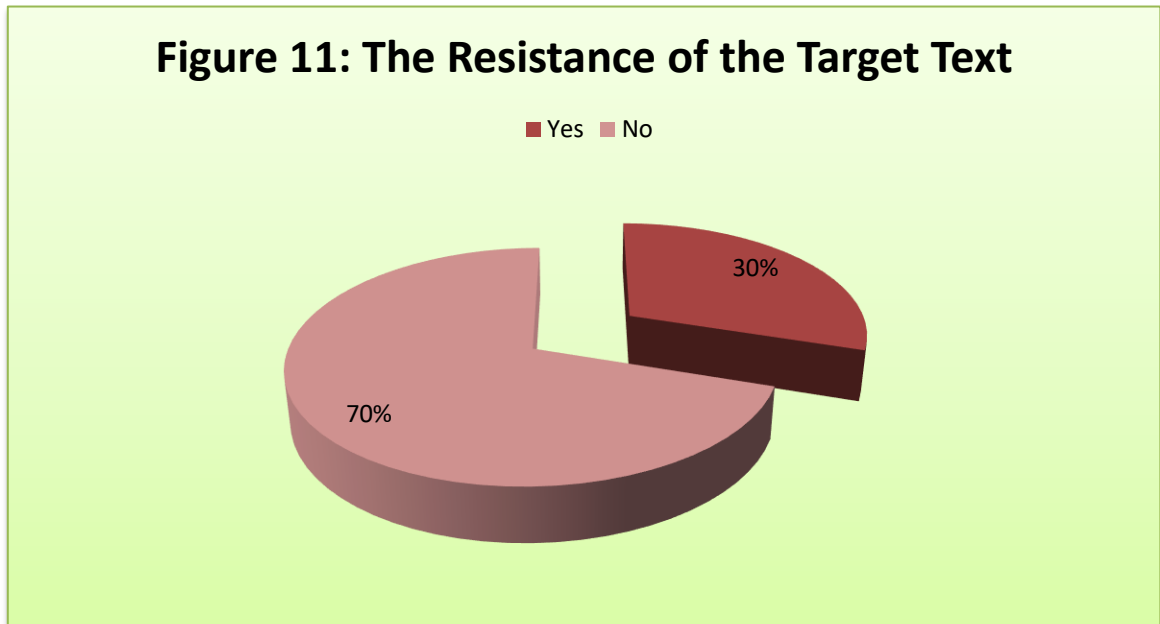
We can notice from table 08 that (27) students who represent 90 % feel the authority of the source text. While the rest (03) students who represent 10 % answered negatively.

**Question nine:** Which translating, do you feel the resistance of the target text? (The target text prevents you from producing a good translation.

The Resistance of the Target Text	Answers	Percentage %
Yes	9	30 %
No	21	70 %
Total	30	100 %

**Table 12: The Resistance of the Target Text**

**Figure 11: The Resistance of the Target Text**



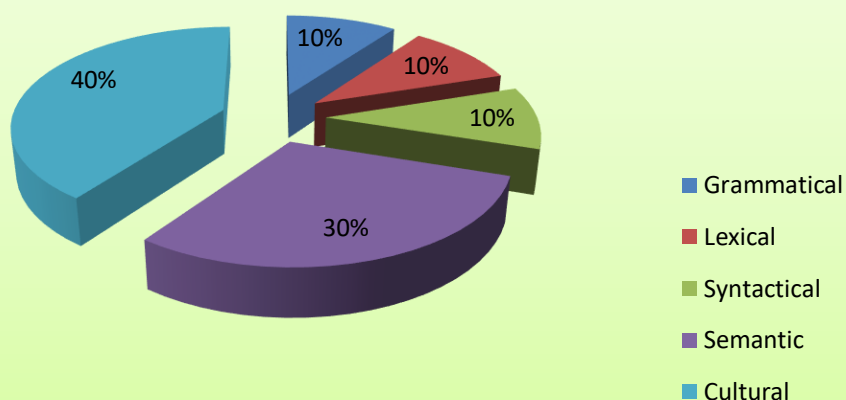
It is appeared from the table 9 that the majority of students (21) who represent 70 % answered negatively. While (9) students who represent 30 % feel the resistance of the target text.

**Question ten:** What types of problems you often face during the comprehension of the source text?

Types of Problems	Answers	Percentage %
Grammatical	3	10 %
Lexical	3	10 %
Syntactical	3	10 %
Semantic	9	30 %
Cultural	12	40 %
<b>Total</b>	<b>30</b>	<b>100 %</b>

**Table 13: Types of Students' Problems during the Comprehension of the Source Text**

**Figure 12: Types of Students' Problems during the Comprehension of the Source Text**



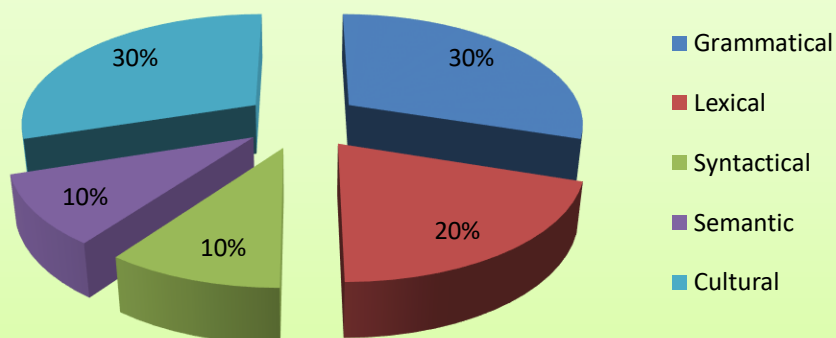
From the table 10 we can notice that (3) students who represent 10 % face grammatical problems, the same percentage with lexical and syntactical problems. While (9) students who represent 30 % face semantic problems. The rest (12) students who represent 40 % face cultural problems.

**Question 11:** What type of problems you often face during the reformulation of the target text?

Problems' Type	Answers	Percentage %
Grammatical	9	30 %
Lexical	6	20 %
Syntactical	3	10 %
Semantic	3	10 %
Cultural	9	30 %
Total	30	100 %

**Table 14: Types of Students' Problems during the Reformulation of the Target Text**

**Figure 13: Types of Students' during the Reformulation of the Target Text.**



We can see from the table 11 that (9) students who represent 30 % face grammatical problems, the same percentage with cultural problems. While (6) students who represent 20 % face lexical problems. Only three students who represent 10 % face syntactical problems, the same percentage with semantic problems.

**Question 12:** Which translation procedure you follow during translation?

Translation Procedures	Answers	Percentage %
Word For Word	9	30 %
Unit By Unit	18	60 %
Free Translation	3	10 %
Total	30	100 %

**Table 15: Students' Translation Procedures**

**Figure 14: Students' Translation Procedures.**

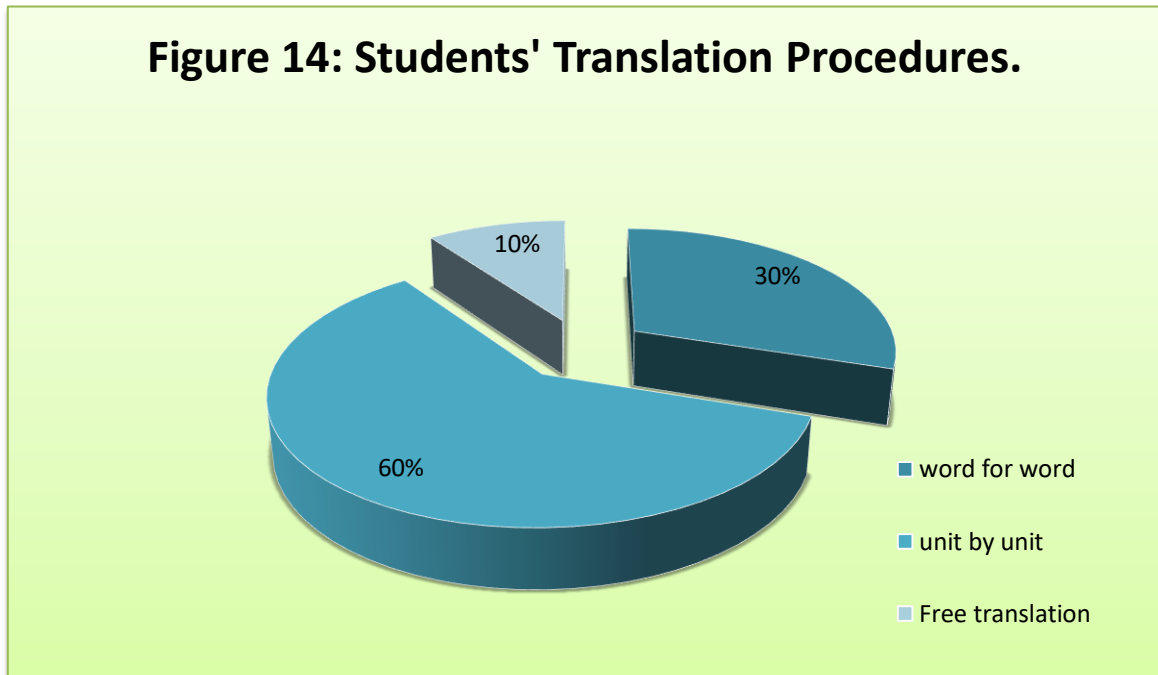


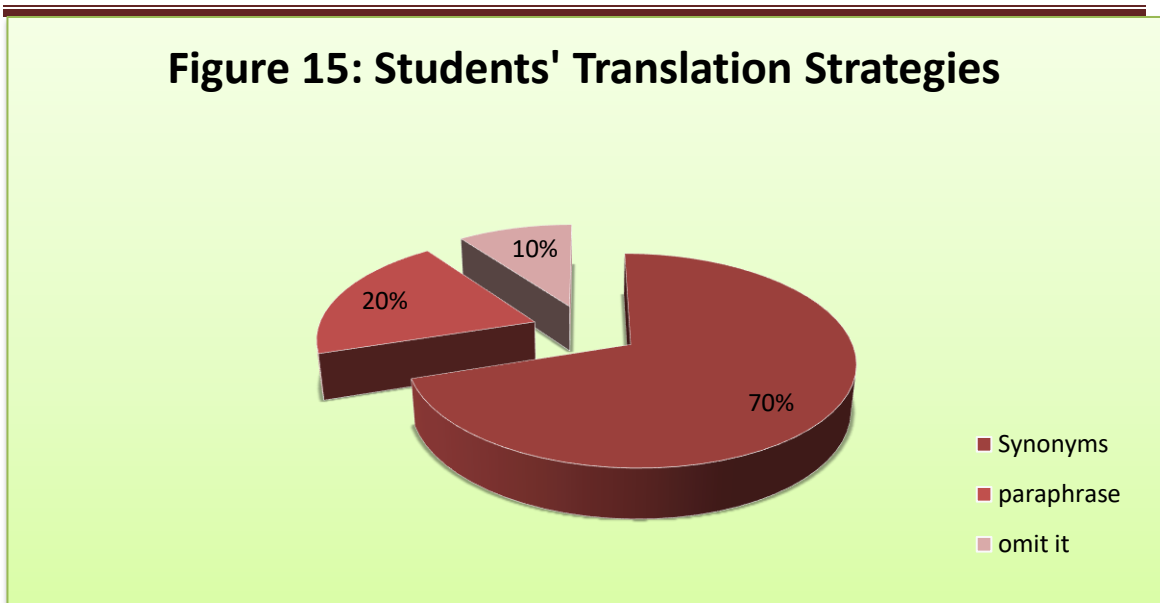
Table 12 illustrates that (9) students who represent 30 % use word for word translation. While (18) students who represent 60 % use unit by unit translation. The rest (3) students who represent 10 % use free translation.

**Question 13:** When you do not find the exact counterpart of a word or expression, do you use synonyms, paraphrase of a word or expression, or omit it?

Translation Strategies	Answers	Percentage %
Synonyms	21	70 %
Paraphrase	06	20 %
Omit It	03	10 %
<b>Total</b>	<b>30</b>	<b>100 %</b>

**Table 16: Students' Translation Strategies**

**Figure 15: Students' Translation Strategies**



We can see from table 13 that 21 students who represent 70% use synonyms when they don't find the exact meaning. While 18 students who represent 60% use paraphrasing. The rest 3 students who represent 10% omit the word or expression when they don't understand the meaning.

**Question 14:** How do you see yourself in translation? Good / Bad/ Average/Excellent

This question aims at knowing whether the level of the students have an important in their translation or not.

Student's Level in Translation	Answer	Percentage %
Good	21	70 %
Average	06	20 %
Bad	03	10 %
Excellent	00	0 %
Total	30	100 %

**Table 17: Students' Level in Translation**

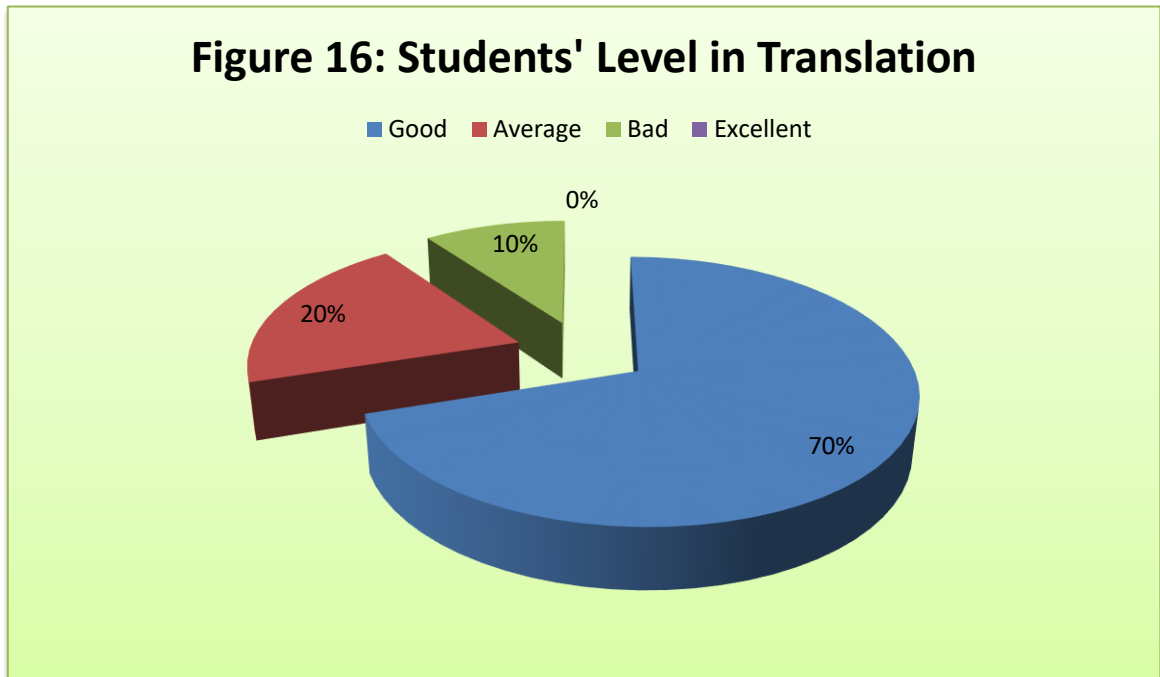


Table 14 showed that the majority of students 21 who represent 70% their level in translation was good, 6 students who represent 20% their level in translation was average, while 3 students who represent 10% their level was bad. No student was excellent in translation.

### 5.2. Summary of the Questionnaire results

According to data collected from the questionnaire, the majority of students like translation and they responded that translation is very important because it improves their knowledge in English, only few students responded that they do not like translation. However, no participant responded that translation is not important. In addition to that, the level of most students in translation was good. We can notice that the most dominant types of problems that face students are both grammatical and lexical problems. It is noticed, from the results of the questionnaire, that the best way of translation for most student is unit by unit translation, while few students tend to use free translation. Almost all the participants prefer to translate from English into Arabic and vice versa and. According to them when they translate from foreign language to

## CHAPTER TWO: FIELD WORK

their mother tongue because they think it is easy when they translate into their mother language, translation from mother tongue into foreign language helps students to learn more about the foreign language

### 5.3. Analysis of the Students' 1<sup>st</sup> Exam Answer Sheets of Translation Course

After a meticulous analysis of the 3<sup>rd</sup> year students 1<sup>st</sup> exam answer sheets of the translation course held during the first semester, following advice and orientations of our supervisor, and according to Delisle (1999) taxonomy and translation errors classification mentioned at the end of the literature review chapter, we managed to find out and classify fifteen (15) translation errors from all the papers of the whole sample population. The table below indicates their frequencies and percentages.

Type of error	Frequency	Percentage
Addition	34	07,57 %
Calque (False)	00	00 %
False Friend (Faux Ami)	00	00 %
Incorrect Meaning	09	02,00 %
Inappropriate Paraphrase	104	23,16 %
Interference	73	16,25 %
Hyper-translation	57	12,69 %
Loss	01	0,22 %
Misunderstanding	03	0,66 %
Nonsense	07	1,55 %
Omission	15	3,34 %
Over-Translation	30	6,68 %
Under-Translation	27	6,01 %
Literalism (Word For Word)	89	19,82 %
Transcoding	00	00 %
<b>Total</b>	<b>449</b>	<b>100 %</b>

Table 18: Identification and Classification of Errors

### 6. Discussion and Interpretation of the Findings

As mentioned in the research methodology section, the results found from the analysis of the 3<sup>rd</sup> year students' exam sheets of the 1<sup>st</sup> semester will be discussed in light of the results of the questionnaire. This technique will permit us to justify why students fall in the trap of these common translation errors and find plausible explanations to the causes behind committing such errors by them.

The table represents the percentages and the frequencies of the error types detected in the students exam sheets of translation, which reveals that they have a serious problems in some competences (linguistic, semantic, and cultural) during the act of translating the original message from the SL into the TL

Four main translation error types are mostly committed by 3<sup>rd</sup> year students. Inappropriate Paraphrase errors are the most common ones, they represent (23,16%) of the total errors in translation, followed by Literalism (word for word) (19,82%), Interference (16,25%) and, then, Hyper-Translation (12,69%) as it shown in the table above.

#### 6.1. Inappropriate paraphrase

The first most frequently error type committed by students is the inappropriate paraphrase. (104) cases have been detected among all answer sheets, which is equivalent to (23,16 %) of errors' the total number. This kind of errors usually results from a methodological error, a failure to apply a specific translation procedure or technique, and consists of translating a text segment from the source text using, very often, an inappropriately long target text. It can involve additions or excessive use of indirect oblique choices that make the target text feels weighty and sometimes awkward. The cause behind the students' bad choices in dealing with some segments is mainly the resistance of the target text, as the questionnaire analysis suggests (see table

08), that prevents them from finding and producing equivalent counterparts especially when they lack necessary linguistic and cultural competences.

### **6.2. Literalism**

We noticed that in the second place comes the error of Literalism found in (89) cases. It represents (19,82%) of translation errors in all sheets. They are related to clinging to the word order when transferring the elements of the source text into the target text, and to the bad reading and comprehension of the source text. The questionnaire showed that (60%) of the students focus on the source text when they translate, the thing that explains the relative high rate of literalism error in their translation productions.

### **6.3. Interference**

Interference errors are the third common errors in the students' translation exercises; they represent (73) cases which are equivalent to (16,25%). This kind of errors is due to ignorance and methodological procedures errors which consist in introducing characteristics peculiar to the source language into the target text. The information gathered in the questionnaire about the authority of the source as well as the resistance of the target one demonstrate the reason behind falling in the problem of interference and language and culture differences.

### **6.4. Hyper-Translation**

At the fourth place of errors comes Hyper-Translation. It represents (57) cases, that is equivalent to (12,69%). The same as inappropriate paraphrase, it is a methodological error where the student systematically chooses to use wording that is formally quite different from the original expression in the source text even if a literal translation is possible and quite acceptable.

Again, the question, that deals with the use of dictionary or guessing the meaning from the context in the questionnaire, confirms that (60%) of the students are susceptible to commit this error.

### **6.5. Over-Translation**

Over-Translation errors represents (30) cases, which are equivalent to (6,68%). It is related to the students' over expression of a source idea explicating elements that ought to be implicitated in the target text, or when they use their wrong cultural knowledge about the target. Causes of this error fall within the area of reformulation phase depicted by the questionnaire in the answers of its question that deals with translation focus (see table 10), where students give much more importance to the target text and culture.

### **6.6. Under-Translation**

Under-Translation consists of (27) cases, which represents (6,68%) of total errors. Students sometimes tend to omit, the in the target text, any compensation, amplification needed in the target text so as to produce an idiomatic translation conforms to the presumed sense of the source text. It is usually caused by students' wrong estimation of the meaning components and incapacity to cut out the source text into small units of meaning. (See table 15)

### **6.7. Addition**

We also seen that Addition errors representing (34) cases which are equivalent to (07,57%) of total errors. This rate reveals that students usually add unnecessary elements especially at level of sentence while translating because of the differences in grammatical structures between the SL and TL.

### **6.8. Omission**

Omission error represents (15) cases among all sheets' errors, which are equivalent to (3,34%) of total errors. It is the unjustified exclusion of the ST necessary elements that results in important loss of the message meaning. Generally, it is due to students weak evaluation during the deverbalization stage (see figure 01). It is, also, important not to confuse omission with either implicitation.

### **6.9. Incorrect meaning**

Incorrect meaning error represents (09) cases, equivalent to (02,00%) of total errors. The reason that lead to make this error is the students' attribution of a given sense to a word or a segment from the source text that it does not have in the context in which it appears which generally results in reproducing long target segment counterpart with meaningless and ambiguous sentences. It demonstrates the students' lack of understanding and ability to convey sufficient meaning into TT. But, it is worth mentioning that the demarcation line between an incorrect meaning and a misinterpretation is sometimes difficult to establish.

### **9.10. Nonsense**

This type of errors represents only (07) case among all errors detected. It represents (1,55%) of the whole errors committed. This kind of errors occurs when the student misinterprets the sense of a word or statement in the source text or commits a methodological error, which leads to an illogical formulation in the target text. This low rate of cases is justified by the several answers in the questionnaire in relation of the phase of understanding and applying adequate translation methods.

### **9.11. Misunderstanding**

Given that the translation was effectuated from Arabic into English, the supposed translation direction to help students improve their language and writing

skills, misunderstanding error rate was too low, only (03) cases the equivalent of (0,66%) of total errors. This is because students read and understand an Arabic ST (considered to be their first language) which is much easier than dealing with English. However, it is worthy to underline that the 3rd year students of English have difficulties in writing correct English because of their lack of linguistic knowledge of the target language.

### **9.12. loss**

Only one case of loss errors has been detected in all the students' papers. It represents (0,22%) of total errors. relevant to bad evaluation of the nature of the text being translating. it causes the disappearance of an element of meaning that produces a reduction in the expressive, rhetorical or stylistic features of the target text, resulting in an impoverishment of the target text when compared to the source text. This pretty low rate is justified by the type of the text dealt with in the translation exam; which is a general one whose main function is not properly aesthetic, thus, it lacks enough aesthetic features.

### **9.13. Calque (false), False Friend (Faux Ami) and Transcoding**

Calque (false), False Friend (Faux Ami) and Transcoding, the last frequent subcategory, are quasi absent. None of them has been found within all the translations. As far as false calque and false friends are concerned, we consider their absence is due to the fact that the ST doesn't any of them within its content. As for transcoding, we can say that Arabic and English are two remote languages the thing that prevents such errors from occurring. Moreover, the learners do not depend a lot on literal translation. (see table 15)

### Results

The research work was carried out to investigate the most frequent translation errors made by student of English language in Abbas Laghrour University of khenchela, during their translation exercises or exams, and the causes behind this phenomenon. It, also, stands as an attempt to answer the questions: What are the different types of translation errors that EFL students frequently made? What are the main reasons behind students' errors in translating? What are the best strategies to follow in order to surmount these problems?

As for the first research question, we saw in the chapter two (Field Work) that the application of the Delisle's Taxonomy and classification, discussed in details as the last point of the first chapter, had allowed us to detect (within the 3<sup>rd</sup> year students 1<sup>st</sup> term translation exam sheets) almost all the translation errors mentioned except for three (03) of them because of their absence in the ST. these translation errors are namely; Addition, Calque (False), False Friend (Faux Ami), Incorrect Meaning, Inappropriate Paraphrase, Interference, Hyper-translation, Loss, Misunderstanding, Nonsense, Omission, Over-Translation, Under-Translation, Literalism (Word For Word), and Transcoding.

However, only six of them, which are: Inappropriate Paraphrase, Literalism (Word for Word), Interference, Hyper-translation, Addition, and Over-Translation, could be qualified as serious errors since they represent relatively high rates (more than 30 cases found) comparing with the others. Clarifications and explanations about them provided in the discussion and interpretation of data section illustrates best their nature and origins deeply rooted in the inconsistent relationship between the two sides of translation which are Arabic and English; first, in terms of remote and different language systems, and second, in terms of contrast and divergent cultural universes.

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As far as the reasons behind these errors are concerned, we can summarize them as follows:

- a- The low level of students' linguistic competences.
- b- Students' tendency to the use of direct methods and literal translation.
- c- Languages' interference and the impact of the mother language and culture on the translation process.
- d- The lack of familiarity with the target culture and environment.
- e- The inconsistency of curricula and teaching methodologies.

Finally, the best strategies to be followed in order to surmount these problems should not be restricted to one single field; but rather, they should be sought through looking at different levels. The first level is the very translation process; where students should respect the three steps of the translation act which are: understanding, deverbalizing, and reformulating, by giving each one of them its necessary care in order to accomplish the translation task properly. The second level is the text type, where students should pay more attention to the text they are dealing with and its main fiction so as to adopt the suitable method that could ensure producing sufficient and efficient equivalent TL counterparts. As for the third level, it is the language and culture competences where students should multiply their efforts in reading and practicing linguistic and cultural activities to enhance their level of performance.

### **Conclusion:**

In this chapter, we have examined the research method, design, participants, instruments, and collected data as well as procedures adopted in the study. the analysis of both the students exam sheets and the questionnaire reveals important information about the types and the causes of translation errors made by 3<sup>rd</sup> year students of English, summarized, interpreted and finally translated into results.

### General Conclusion

The research study comes to the general conclusion that, in addition to the fact that translation is an effective way of communication between different cultures; it would be a very effective way in teaching English as a foreign language as well, if it is properly adapted and used.

Data gathering tools using in this study, namely the questionnaire and the analysis of the exam sheets, showed their efficiency, validity and reliability to cope with the subject matter. They were helpful in giving us an idea about students' level and attitudes towards translation. The results of the questionnaire showed that most students like translation and show a positive reaction towards it with an acceptable level of performance. However, some weakness points have to be remediated and corrected all along the years of graduation.

At the first place, our work aimed to investigate types and causes of translation errors made by third year students of English at university Abbes Laghrour Khenchela. We managed to fulfil our objectives by classifying all the possible translation errors that one may come-across while analyzing students' translation works, the thing that facilitates the assessment and evaluation of students' linguistic level. The causes found out from insightful analysis and interpretation may serve as a solid data base on the basis of which major teachers could build new course syllabi to guarantee keeping pace with the new changes and challenges.

Finally, we have to emphasize on the necessity of giving particular consideration to topics dealing with translation as a teaching tool to leave room to students to exploit its shadow areas and therefore contribute in the development of the field.

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# Appendix

## Students' Questionnaire

### A Questionnaire to Investigate Students' Responses towards Translation Errors

The purpose of this study is to examine foreign language learners' responses towards translation errors. Through the following questions, we are interested to know your PERSONAL opinions. DO NOT write your names. Your responses will be very helpful for our research. Please give your answers sincerely since this will guarantee the success of the investigation. Thank you for your collaboration.

### Questionnaire

**Question 1:** Do you like translation?

1. Yes
2. No

**Question 2:** Do you think the implementation of translation course helps students to learn English more effectively?

1. Yes
2. No

**Question 3:** Which Translation direction you prefer?

1. from Arabic into English
2. from English into Arabic

Justify your answer

.....  
.....

**Question 4:** Do you think that translation is:

1. Important
2. Very important

3. Not important

Justify your answer

.....  
.....

**Question 5:** When you don't understand a word or expression, do you:

1. Use the dictionary
2. Guess the meaning from the context

**Question 6:** If you choose answer (1), which kind of dictionaries you often use?

1. Monolingual Dictionary (English/English)
2. Bilingual Dictionary (English/Arabic/English)
3. Both

Justify your answer

.....  
.....

**Question 7:** When you translate do you focus on:

1. The source text?
2. The target text?

Justify your answer

.....  
.....

**Question 8:** While translating, do you feel the authority of the source text?

(The source text prevents you from thinking in the target language)

1. Yes
2. No

**Question 9:** While translating, do you feel the resistance of the target text?

(The target text prevents you from producing a good translation)

- 1. Yes
- 2. No

**Question 10:** What type of problems you often face during the comprehension of the source text?

- 1. Grammatical
- 2. Lexical
- 3. Syntactical
- 4. Semantic
- 5. Cultural
- 6. Other (Precise)

.....

.....

**Question 11:** What type of problems you often face during the reformulation of the target text?

- 1. Grammatical
- 2. Lexical
- 3. Syntactical
- 4. Semantic
- 5. Cultural
- 6. Other (Precise)

.....

.....

**Question 12:** Which translation procedure you follow during translation?

1. Word for word
2. Unit by unit (unit of translation)
3. Free translation

**Question 13:** When you do not find the exact counterpart of a word or expression, do you:

1. Use Synonyms?
2. Paraphrase?
3. Omit it?

**Question 14:** How do you see yourself in translation?

1. Good
2. Average
3. Bad
4. Excellent

**Thank you for your cooperation**

## ملخص

تسعى هذه الدراسة إلى البحث في أنواع الأخطاء في ترجمات طلاب اللغة الإنجليزية وأسبابها. بغية الكشف عن أنواع هذه الأخطاء الترجمية وتصنيفها وكذا تحديد الأسباب المحتملة التي أدت إلى حدوثها، اتبعت الدراسة منهجية مختلطة، حيث تم اختيار ثلاثون طالبًا عشوائياً كعينة من بين ستة وثمانين طالبًا من السنة الثالثة في قسم اللغة الإنجليزية - جامعة عباس لغرور خنشلة. جُمعت البيانات من خلال إستبيان وكذا تحليل أوراق امتحان طلاب السنة الثالثة التي تحصلنا عليها بمساعدة الأستاذ المشرف لتسهيل عملية البحث، في حين اتبعت تقنيات الملاحظة والتحليل والتدوين لضمان جودة البيانات المتحصل عليها. أظهرت النتائج التي تم الحصول عليها أنه، على الرغم من أن طلاب اللغة الإنجليزية يبدون مواقف إيجابية تجاه الترجمة، إلى جانب تمتعهم بمستوى مقبول جدًا في الأداء ، إلا أنهم ما زالوا يقعون في فخ بعض الأخطاء الفادحة التي يجب معالجتها وتجنبها.