English Syntax as a Source of Problems Encountered by EFL University Students in Translation from English into Arabic

A Case Study of the Students of the Faculty of Education - Hantoub, University of Gezira, Sudan (2018)
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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Abdul MajeedAltyaib</td>
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<table>
<thead>
<tr>
<th>Name</th>
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<th>Signature</th>
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<tbody>
<tr>
<td>Prof. Abdul Majeed Altyaib</td>
<td>Chairperson</td>
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</table>

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DECLARATION OF AUTHENTICITY

I declare that all the material presented in this thesis is my own work, or fully and specifically acknowledged wherever adapted from other sources. I understand that if at any time it is shown that I have significantly misrepresented material; any degree or credits awarded to me on the basis of that material may be revoked.

Students' Signature:___________      Date:_______________
DEDICATION

To my parents.
To my wife.
To my children.
And to the soul of my sister Ihsan.
ACKNOWLEDGEMENTS

First of all, praise be to Allah, the Almighty Allah, Who made it possible for me to carry out this study.

I would like to express my sincere gratitude to my supervisor Prof. Abdul Majeed Altyaib Omer for his invaluable help and support with this study. His precious comments, patience and encouragement made this research possible. Thanks are also due to Dr. Zahir Abuobaida Ahmed for his guidance and the insightful comments that he has made to enrich this study. However, the responsibility of the contents lies on the shoulders of the researcher.

I am also indebted to the teachers of department of English where the questionnaire was conducted.
Abstract

English syntax is considered one of the most important and complicated form of linguistics that cannot be neglected, denied or avoided by educational institutions, especially in Higher Education. In spite of this necessity, it is noticed that lack of knowledge of English syntax is a serious problem among EFL university Students. They are unable to translate into Arabic. Thus, this study aimed at investigating the problems of translating English structure into Arabic language by EFL university students. The study also aimed at finding out the nature of problems encountered by these students in translating English syntax, and, providing them with some techniques which may help in translating English sentences into Arabic. The study adopted the descriptive analytical methods. A diagnostic test and a questionnaire were used as tools for data collection. The sample of the study consisted of (100) students purposely chosen from the students of Faculty of Education-Hantoub, Department of English, to sit for the diagnostic test. They represent nearly all of the students who studied the required translation courses. The sample also included (10) staff members of the Faculty of Education -Hantoub who teach translation to respond to the questionnaire related to problems faced by their students in translating English syntax. Data was analyzed manually using simple percentage. The results of the diagnostic test revealed a number of results, the most important of which are that most of students of Faculty of Education-Hantoub find problems in translating English structures (100%), which is caused by their lack of knowledge about the differences between English and Arabic language (94%). They, also find difficulty in translating English text (90%), noun and verb phrases (85%) and explaining types of sentences used in English text (80%). Consequently, the study recommends that English syntax should be taught in all semesters so that students will have enough knowledge of the English language to translate properly. Moreover, the selected English text needs to be more varied, and well parsed based on sentence components. Finally, the study suggests carrying out more studies concerning effective methods of translating English texts.
تناولت دراسة حالت طالبات كلية التربية - حمص، جامعة الجزيرة، وفادة الجريدة (2018) مشكلات بناء الجملة الإنجليزية التي تواجه طلاب الجامعة الدارسين للغة الإنجليزية بوصفها لغة أجنبية عند الترجمة من الإنجليزية إلى العربية.

أاردت من إدريس بابكر إدريس من خلال هذه الدراسة أن تكشف أسباب الضعف في ترجمة الجملة الإنجليزية إلى اللغة العربية ومحاولة تحسين هذه الترجمة. فهذا البحث صعد طبيعة تلك المشكلات التي تواجه هؤلاء الطلاب وتوزيعهن بعض التقييمات التي قد تم تقديمها في ترجمة بناء الجملة الإنجليزية. استخدمت الدراسة التصميم المعني التحليلي. حيث تم استخدام الاختبار التشخيصي والاستبانة بوصفهما أدواتاً لجمع البيانات. تكونت عينة الدراسة من (100) طالبة تم اختيارهن عشوائياً من طالبات كلية التربية - حمص. وقدمت اللغة الإنجليزية الدفعة (39) وتم إبلاغهم للإلمام التشخيصي وذلك لأنهم درسون السنة الدراسية المطلوبة في الترجمة ويمثلن (69٪) من مجتمع الدراسة. واستندت العينة أيضاً على (10) من أعضاء هيئة التدريس كلية التربية - حمص. وقدمت هذه التقييمات بيد التدريس المعني للطلاب. وقد تم اختيارهم بغض النظر عن البيانات المتعلقة بطلاقاتهم العلمي. علماً أن تناجج اللغات المشتركة بين نظرة اللغة العربية واتباعها عند نظرة اللغة الإنجليزية (66٪). وذلك لقلب اللغة الإنجليزية واتباعها عند نظرة اللغة العربية واتباعها عند نظرة اللغة الإنجليزية.

كما أوضحت النتائج أنهن يجدن صعوبة في ترجمة الجملة الإنجليزية إلى اللغة العربية، بينما يمكنهم من وسائل الإنجليزية، وترجمة أنواع الجمل الإنجليزية. ودائمًا، تتجاوز النتائج الإستויות (50٪) من الذين استجابوا، وقد وافقوا على أن الأخطاء بين نظام الجملة في اللغة الإنجليزية هو سبب مشكلات الترجمة، وكذلك فإن الأخطاء منهم (80٪) يوافقون على أن الأخطاء في ترجمة الجملة الإنجليزية. تتفاوت النتائج بناء الجملة الإنجليزية في كل الفصول الدراسية حتى يتضمن لهو معرفة إضافية باللغة الإنجليزية، حتى يمكنهم من ترجمة المسألة الصحيحة. كما توصى أيضًا الدراسة بأن النصوص الإنجليزية المعتمد يجب أن يتناول وتبني في تدريس البناء على أنواع الجمل. تقترح الدراسة إجراء المزيد من الدراسات عن بناء الجملة الإنجليزية عند الترجمة لطلاب الجامعات.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication</td>
<td>v</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>vi</td>
</tr>
<tr>
<td>Abstract (English)</td>
<td>vii</td>
</tr>
<tr>
<td>Abstract (Arabic)</td>
<td>viii-xi</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>xii</td>
</tr>
<tr>
<td>List of tables</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## Chapter One

### Introduction

| 1.0 Background               | 1    |
| 1.1 Statement of the Problem | 1    |
| 1.2. Rationales              | 2    |
| 1.3. Objectives of the Study | 2    |
| 1.4. Questions of the Study  | 3    |
| 1.5. Hypothesis of the Study | 3    |
| 1.6 Significance of the Study| 3    |
| 1.7 Methodology of the Study | 4    |
| 1.7. Limits of the Study     | 4    |

## Chapter Two

### LITERATURE REVIEW

<p>| 2.0 Introduction             | 5-6  |
| 2.1 Concept of Translation   | 6-7  |
| 2.2 The Problem of Translation| 7-8  |
| 2.2.1 Syntactic Problem      | 8-10 |
| 2.2.2 Aspects of Syntactic Structure | 11-12 |
| 2.3 Traditional Grammar      | 12   |
| 2.3.1 Types of Sentences     | 12-13|
| 2.3.1.1 The Syntax of Simple Sentence | 13-15 |
| 2.3.1.2 The Syntax of Compound Sentence | 15   |
| 2.3.1.3 The Syntax of Complex Sentence | 15-17 |
| 2.3.1.4 The Syntax of Compound Complex Sentence | 18   |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.3 Validity of the Test</td>
<td>52</td>
</tr>
<tr>
<td>3.3.4 Reliability of the Test</td>
<td>52-53</td>
</tr>
<tr>
<td>3.3.5 Administration of the Diagnostic Test</td>
<td>53-54</td>
</tr>
<tr>
<td>3.3.6 The Questionnaire</td>
<td>54</td>
</tr>
<tr>
<td>3.3.6.1 The Content of the Questionnaire</td>
<td>54</td>
</tr>
<tr>
<td>3.3.6.2 Validity of the Questionnaire</td>
<td>54</td>
</tr>
<tr>
<td>3.4 Procedures for Data Analysis</td>
<td>54</td>
</tr>
<tr>
<td><strong>Chapter Four</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Results and Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>4.0 Introduction</td>
<td>55</td>
</tr>
<tr>
<td>4.1 Analysis of the Teachers’ Responses to the Questionnaire</td>
<td>55-60</td>
</tr>
<tr>
<td>4.2 Analysis of the Students’ Test</td>
<td>60-63</td>
</tr>
<tr>
<td>4.3 Discussion of the Results in Relation to the Hypotheses of the Study</td>
<td>63-64</td>
</tr>
<tr>
<td><strong>Chapter Five</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion and Recommendations</strong></td>
<td></td>
</tr>
<tr>
<td>5.0 Introduction</td>
<td>65</td>
</tr>
<tr>
<td>5.1 Conclusion</td>
<td>65</td>
</tr>
<tr>
<td>5.1 Findings of the Study</td>
<td>65</td>
</tr>
<tr>
<td>5.2 Recommendations of the Study</td>
<td>66</td>
</tr>
<tr>
<td>5.3 Suggestions for Further Studies</td>
<td>66</td>
</tr>
<tr>
<td>5.4 Suggestions for Further Studies</td>
<td>66</td>
</tr>
<tr>
<td>References</td>
<td>66-69</td>
</tr>
<tr>
<td>Appendices</td>
<td>70-74</td>
</tr>
</tbody>
</table>
## List of Tables

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Most of EFL university students face syntactic problems when translating a text from English into Arabic</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td>Differences in word order between English and Arabic are considered one of the main problems encountered by EFL University Students when they translate from English into Arabic</td>
<td>67</td>
</tr>
<tr>
<td>3</td>
<td>Inversion in English language as a structural unit causes problems in translation</td>
<td>67</td>
</tr>
<tr>
<td>4</td>
<td>Differences between the systems of English and Arabic sentences cause problems in translation</td>
<td>68</td>
</tr>
<tr>
<td>5</td>
<td>When translating idiomatic expressions, meaning is always not clear due to syntactic differences</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>Literal translation of expressions emphasis results in difficulties in translation</td>
<td>69</td>
</tr>
<tr>
<td>7</td>
<td>Literal translation of ellipsis expressions hides the intended meaning</td>
<td>69</td>
</tr>
<tr>
<td>8</td>
<td>Translating English clauses expressions may hide the intended meaning</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>(4.2.1) Students’ translation of sentence structure</td>
<td>71</td>
</tr>
<tr>
<td>10</td>
<td>(4.2.2) Students’ translation of noun phrase</td>
<td>72</td>
</tr>
<tr>
<td>11</td>
<td>(4.2.3) Students’ translation of verb phrase</td>
<td>73</td>
</tr>
<tr>
<td>12</td>
<td>(4.2.4) Students’ translation of word order</td>
<td>73</td>
</tr>
<tr>
<td>13</td>
<td>(4.2.5) Students’ translation of inversion</td>
<td>74</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION
CHAPTER ONE
INTRODUCTION

1-0 Background

English and Arabic belong to different language families and systems. This difference is directly reflected in the way people think, in their syntactic organization, and unavoidably comes up in the process of translating from one language into another. Syntactic analysis is the ability to produce and understand an infinite number of sentences and is, perhaps, the most fascinating aspect of the human language competence. Syntax is defined as "the study of the interrelationships between elements of sentence structure and of the rules governing the arrangement of sentences in sequences." Crystal, David, (1980:346)

Since the concept of translation implies transferring the meaning from the source language (SL) into the target language (TL), a number of syntactic difficulties appear during the process of translation. Investigation into syntactic problems encountered by EFL university students in translation from English into Arabic can pave the way for putting up with these difficulties.

1.1 Statement of the Problem

As many teachers notice, syntactic problems occur during the process of translation from English as a source language (SL) into Arabic as a target one (TL) due to many factors; the different syntactic systems of English and Arabic may cause some of these problems. One of the fundamental problems with the way traditional parts of speech are defined is that they are often a mixture of syntactic features among which sentence structure as an example is the order and arrangement of the clauses in a sentence, which is a group of words that express a complete thought. Many languages have a grammatical gender system whereby all nouns are assigned a gender (most commonly feminine, masculine, or neuter). This is another example of difficulties between the two languages. Syntactic categories also deal with words and word order; words can fall into more than
one category, so the category of a word is always relative to the sentence in which it occurs.

1.2 Rationales

1. Most of the informative mistakes in the Arab world are due to bad translation into.
2. Translation is important because not everyone speaks English
3. Translation is important because people prefer their native language as a matter of sticking to their nationality and culture.
4. Translation connects the global economy to those who see the world as a small village.
5. Although there are machines that can do translations, human translation is still the best form of translating any written document, be it books, legal documents, manuals, product information, websites, personal documents, magazines, letters and advertisements. It means that human translators carry out all the processes involved in the translation of written text.
6. Translation is a complex process that only humans are able to do. It is not a scientific calculation or a mathematical equation that could be programmed into an intelligent machine. The process involves the work of a professional linguist/translator, usually a native speaker or one who has studied the target language extensively. The translator will translate the original text into a version that captures the spirit and meaning of the original using the right tone and style suitable for the target reader of the translated text.
7. Debunk the misconception that are found informative mistakes.
8. The overlapping of languages highlight the real needs for translation.

1.3 Objectives of the Study

1. To investigate the syntactic problems encountered by EFL university students while translating from English into Arabic.
2. To find out the reasons for the difficulties faced by EFL university students when translating an English text into Arabic.
3. To suggest solutions for these syntactic problems encountered by EFL university students while translating from English into Arabic?

1.4 Questions of the Study

1- To what extent do EFL university students encounter by syntactic problems while translating from English into Arabic?
2- What are the syntactic problems encountered by EFL university students while translating from English into Arabic?
3- What are the reasons for the syntactic problems encountered by EFL university students while translating from English into Arabic?
4- What are the appropriate solutions and techniques for overcoming these problems?

1.5 Hypothesis of the Study

H1: Most of EFL university students encounter syntactic problems when translating text from English into Arabic

H2: Sentences structure and word order are considered the most problematic areas that are faced by EFL university students.

H3: Most of the problems encountered by EFL university students are due to differences between English and Arabic

H4: Devoting adequate time to studying translation and practicing various activities on syntactic categories will solve these problems.

1.6 Significance of the Study

This study is intended to provide some investigations into syntactical problems in translating from English into Arabic and to produce factual remedy. Knowing what areas of the syntactic structure of a language are problematic for learners is useful in gaining insights into and awareness of the course of translation process. It is also the researcher's hope that this research will be of great value to EFL learners who are studying translation and those who are interested in
translation. The study is expected to provide insights to the field of applied linguistics and be a base for further studies.

1.7 Methodology of the Study

The researcher will adopt the descriptive, analytical method to conduct this study. The data for the study will be obtained by using two tools: a questionnaire for teachers and a test for the students of the faculty of education – Hantoub University of Gezira (a group of candidates performance in a translation course). The data will be analyzed manually sing simple percentage

1.8 Limits of the Study

The topic of the research is limited to the syntactical problems encountered by EFL university students while translating from English into Arabic. It will be limited to the students of University of Gezira, faculty of education, Hantoub, Batch (39). This study will be carried out in (2017).

In the next chapter, the literature review relevant to the study will be covered.
CHAPTER TWO

LITERATURE REVIEW
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
Matt P (2007.5) states that in linguistics, the word syntax comes from Ancient Greek: coordination of words: which consists of "syn" that means together, and 'táxis" that means ordering , is the study principles and processes by which sentences are constructed in a particular language. In addition to referring to the discipline, the term syntax is also used to refer directly to the rules and principles that govern the sentence structure of any individual language.

Syntax analysis is the ability to produce and understand an infinite number of sentences and is, perhaps, the most fascinating aspect of the human faculty. Syntax is the study of how the brain organizes these sentences from smaller phrases and words. In other words, it the study of the pattern of the formulation of sentences and phrases from words and rules for the formulation of grammatical sentence in a language. No doubt parsing and separating a sentence into grammatical parts such as phrase, help to understand the meaning of an English sentence as a contextual unit and rendering the meaning from source language into target one. When the source and the target languages are different, the problems of finding the exact meaning of the syntactic unit arise. English and Arabic belong to different language families and systems. This difference is reflected in the way people think, in their syntactic organization, and unavoidably comes up in the process of translating into each other. When the syntactic rules and constraints are applied to a text , and the sub categorization frames are specified , post-parsing stage is embedded in difficulties and problems. According to https://acadinfo.wustl.edu/CourseListings Washington translation is a replacing a text by another one in another language depends on the translator's understanding and judgment of the source language as in the target one. To achieve this process , a sentence needs to be parsed. Newmark, (2004:25) states that "translation is not merely dualistic process. It has to take account of five medial factors: ethics ,
reality, logic, pure language, and aesthetics of which only aesthetics is not exclusively universal"

2.1 Concept of Translation

The word ‘translation’ has many definitions since it deals with interpreting the meaning of a source text of language into another target text. According to Longman Dictionary of Language Teaching and Applied Linguistics the term translation means

"the process of rendering written language that was produced in one language (the source language) into another (the target language), or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates to a word-for-word representation of the original is known as a literal translation. A translation that has been produced by a computer is known as a machine translation. The terms translation and interpretation are often used interchangeably. While both activities involve transferring a message between two different languages, translation refers to transfer between written texts and interpretation refers to spoken discourse and the unrehearsed transfer of a spoken message from one language to another."

Dostert (1988:25) defines the term translation as: “that branch of the applied science of languages which is specifically concerned with the problem or the fact-of transference of meaning from one set of patterned symbols… into another set of patterned symbols…”. The term text refers to any stretch of language such as written discourse, which takes place in the process of translation. It means the text to be translated. A text may be a book, a chapter, a paragraph or even less. In the process of translation, the original text is submitted to the translation process; in which every part of it is replaced by the target text material. Though not by any means always, translation is rendering of meaning of a text into another language in the way that the author intended the target language. Translation is a complicated artistic process since it deals with another
different language, putting in consideration the differences between the two languages, the translator pretends to be someone he is not.

Broadly speaking, translation turns a text of source language (SL) into a correct and understandable version of target language (TL) without losing the suggestion of the original. Many people think that being bilingual is all that is needed to be a translator. That is not true. Being bilingual is an important prerequisite, no doubt, but translation skills are built and developed on the basis of one's own long drawn-out communicative and writing experiences in both the languages. As a matter of fact translation is a process based on the theory of extracting the meaning of a text from its present form and reproduce that with different form of a second language.

Conventionally, it is suggested that translators should meet three requirements, namely: 1) Familiarity with the source language, 2) Familiarity with the target language, and 3) Familiarity with the subject matter to perform the job successfully. Based on this concept, the translator discovers the meaning behind the forms in the source language (SL) and does his best to reproduce the same meaning in the target language (TL) using the TL forms and structures to the best of his knowledge.

Larson (1984,190) states that "naturally and supposedly what changes is the form and the code and what should remain unchanged is the meaning and the message". Therefore, one may discern the most common definition of translation, i.e., the selection of the nearest equivalent for a language unit in the SL in a target language.

2.2 Problems of Translation

English and Arabic belong to two different language families, their syntax are sharply different. Several syntactical features of English create variable problems of translation into Arabic. Experience shows that one of the primary mistakes committed by the student of translation is their presupposition that English grammar and Arabic grammar can translate each other in a straightforward way. To confirm that, the problem of
translating the most prominent points of English syntax into Arabic will be discussed below. As a matter of fact, translating any syntactical patterns from English into Arabic or vice versa will clarify the essential nature of syntax in the overall process of translation. When difficulties are encountered, the whole issue of the translatability of the text is raised. Catford (1993:85) distinguishes two types of untranslatability: linguistic and cultural. Linguistic untranslatability occurs when there is no lexical or syntactic substitute in language for the Source language item. There are some particular problems in the translation process: problems that originate from structural and lexical differences between languages. Another problem would be the grammar because there are several constructions of grammar poorly understood, in the sense that it isn't clear how they should be represented, or what rules should be used to describe them. This is the result of the differences between the source language and the target language. Cultural untranslatability is due to the absence in the target culture of a relevant situational feature for the Source language text.

2.2.1 Syntactic Problems

Philip (2000,5) says, that syntax is a central component of human language. Language has often been characterized as a systematic correlation between certain types of gestures and meaning. For spoken language, the gestures are oral, and for signed language, they are manual. It is not the case that every possible meaning that can be expressed is correlated with a unique, unanalyzable gesture, be it oral or manual. Rather, each language has a stock of meaning-bearing elements and different ways of combining them to express different meanings, and these ways of combining them are themselves meaningful. The two English sentences Chris gave the notebook to Dana and Dana gave the notebook to Chris contain exactly the same meaning-bearing elements, words, but they have different meanings because the words are combined differently.
in them. These different combinations fall into the realm of syntax; the two sentences differ not in terms of the words in them but rather in terms of their syntax. Syntax can thus be given the following characterization, taken from Matthews (1982:1): The term ‘syntax’ is from the Ancient Greek syntaxis, a verbal noun which literally means ‘arrangement’ or ‘setting out together’. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence.

First and foremost, syntax deals with how sentences are constructed, and users of human languages employ a striking variety of possible arrangements of the elements in sentences. One of the most obvious yet important ways in which languages differ is the order of the main elements in a sentence. In English, for example, the subject comes before the verb and the direct object follows the verb. The three grammatical relations played a very important role in traditional grammar, and they are a significant component of a number of contemporary syntactic theories, the reason for this is that many important morphosyntactic phenomena appear to involve grammatical relations, and consequently these notions would be important for the description and ultimately for the explanation of these phenomena. Matthew, Robert and Van Valin (2001, 1)

Gazdar and Mellish (1989, 16), demonstrate that as an example of the role that grammatical relations can play in syntactic description, consider finite verb agreement in English. It is traditionally described as being triggered by the subject of the sentence. It is exemplified in:

a. *The boy knows the answer.*

b. *The boys know the answers.*

How does one know that it is the subject NP rather than the direct object NP which triggers agreement? After all, in (a) both NPs are singular and in (b) both are plural. The answer can be seen clearly in:
a. *The boy knows/ know the answers.

b. *The boys know/ knows the answer.

In (a), the subject NP is singular and the direct object NP is plural, and the verb shows singular rather than plural agreement; similarly in (b), the subject NP is plural and the direct object is singular, and the verb shows plural rather than singular agreement. Hence it must be the subject, not the direct object, which triggers agreement. Suppose one were to say that it is not necessarily the subject which is the trigger but rather the first NP in the sentence; how would one show that this is not the correct analysis?

a. *Those boys Chris does/ do not like.

a'. *That boy the girls do/ does not like.

b. *Which teacher do/ does the girls like?

b'. *Which students does/ do the teacher like?

Gucker, (2000:9) shows that in order to analyze any sentence grammatically, you must be able to pick out the verb and the subject, in the above sentences the verb does not agree with the first NP in the sentence; rather, it agrees with the subject. When the initial NP is plural and the subject NP singular, as in (a), (b'), the verb shows singular agreement. Similarly, when the initial NP is singular and the subject plural, as in (a'), (b), the verb shows plural agreement. It is noted that the sentences in (b), (b') show that the rule is not simply ‘the verb agrees with the immediately preceding NP’; while that is true in (2.1), (2.2) and (a), (a'), it is not true in these two sentences. Hence the simplest and most straightforward hypothesis is the initial one: in English a tensed verb agrees with the subject. In the remainder of this chapter grammatical relations will be investigated.

In hindsight, it would have been better to understand the English sentence as parsing it in its syntactic position, taking into consideration the differences between the two languages.
2.2.2 Aspects of Syntactic Structure

Al-Darawish (1983:42) stated four main difficulties in any translation: a) no two languages have exactly identical phonological, morphological, lexical, syntactic and semantic features, b) languages differ in terms of sentence arrangement, c) a translator is forced to front or move backward certain items, and d) the impossibility for a translator to completely master two languages; however, this problem can be resolved through specialized scientific committees (as cited in Al-Hamdalla, (1998, 24). A decade later, El-Zeini (1994, xvii) identified six main problems in translating from Arabic to English and vice versa: lexicon, morphology, syntax, textual differences, rhetorical differences, and pragmatic problems. Another decade later, unsurprisingly Bahameed (2007,43) terms these difficulties/problems as 'hindrances' [for they hinder translators from moving forward and stating in the same spot] and classifies these hindrances of Arabic-English translation into lexical, prosodic, structural, and cultural hindrances.

Robert D. Van Valin(1998,1) say in the syntactic structure of sentences, two distinct yet interrelated aspects must be distinguished. The first one has already been mentioned: the function of elements as subject and direct object in a sentence. ‘Subject’ and ‘direct object’ have traditionally been referred to as grammatical relations. Hence this kind of syntax will be referred to as ‘relational structure’. It includes more than just grammatical relations like subject and direct object; it also encompasses relationships like modifier–modified, for example: tall building or walk slowly (tall, slowly are modifier, building, walk are modified) and possessor–possessed, e.g. Pat’s car (Pat’s is possessor, car is possessed). Relational structure will be the primary focus. The second aspect concerns the organization of the units which constitute sentences. A sentence does not consist simply of a string of words; that is, in a sentence like 'The teacher read a book in the library', it is not the case that each word is equally related to the words adjacent to it in the string. There is no direct relationship between 'read' and 'a' or between 'in' and 'the'; 'a' is related to 'book', which it modifies, just as 'the' is related Syntax, lexical categories, and morphology to library, which it modifies.
'A' is related to read only through a 'book' being the direct object of 'read', and similarly, 'the' is related to 'in' only through the library being the object of the preposition 'in'. The words are organized into units which are then organized into larger units. These units are called constituents, and the hierarchical organization of the units in a sentence is called its constituent structure. This term will be used to refer to this second aspect of syntactic structure. Consider the eight words in the sentence The teacher read a book in the library. What units are these words organized into? Intuitively, it seems clear that the article 'the' or 'a' goes with, or forms a unit with, the noun following it. Is there any kind of evidence beyond a native speaker’s intuitions that this is the case?

2.3 Traditional Grammar

According to Cook, (1985:2) grammar enables language to function because it commands the uniformity and universality of rules of syntax and structure. Languages across geographies and cultural traditions share many of the same basic rules of grammar, which is why some linguists, Naom Chomsky, for instance, argue that rules of grammar are innate and that all human minds are naturally equipped with a universal grammar. The main characteristics of traditional grammar relate to classification of sentence pattern in terms of simplicity, complexity and word order.

2.3.1 Types of Sentences

Chris and Graeme (1987:7) in their theory about English sentences explained that examining the form of English sentences and comparable observations can be made in other languages. It seems that there are certain regularities in the structure of the sentence, in terms of where words may occur (their distribution, in linguistic terminology) and how words and phrases may combine with each other. There is a general pattern $\text{Subject} \{ \text{Verb} \{ \text{Complement} \} \}$ in which the $\text{Subject}$ is some sort of self-contained phrase, the $\text{Verb}$ is one of a particular class of words which behave in certain ways (e.g. varying their endings depending on what the Subject is), and the $\text{Complement}$ is another phrase of some sort. Such regularities are quite widespread, within phrases as well as in sentence
structure, and appear in sentences with quite a wide variety of meanings. This has led to the idea that there are regularities which are purely syntactic (or grammatical), and that some rules can be formulated to describe these patterns in a way that is largely independent of the meanings of the individual sentences.

Allen (1987: 11) demonstrates that

“The assumption (or intention) is that the problem of making sense of a sentence can be usefully decomposed into two separate aspects: syntax (which treats these broad structural regularities) and semantics (which specifies how these groups of items mean something)”

In terms of processing a sentence to extract its meaning, this corresponds to the (extremely common) idea that the analysis can be decomposed into two stages. A few NLP programs perform the input translation in a single stage (so-called “conceptual” or “semantic” parsing), but more often the task is split into two phases | “syntactic analysis” (or “parsing”) and “semantic interpretation”. The first stage uses grammatical (syntactic) information to perform some structural preprocessing on the input, to simplify the task of the rules which compute a symbolic representation of the meaning. This preprocessing stage is usually known as parsing, and could be roughly defined as grouping and labeling the parts of a sentence in a way that displays their relationships to each other in a useful or meaning context.

2.3.1.1 The Syntax of Simple Sentence

Johnson, (1991:84) defines a simple sentence as a sentence that “consists of one main clause only”. A simple sentence structure contains one independent clause and no dependent clauses:

- *I run.*

This simple sentence has one independent clause which contains one subject, I, and one predicate, run.

- *The girl ran into her bedroom.*
This simple sentence has one independent clause which contains one subject, girl, and one predicate, ran into her bedroom. The predicate is a verb phrase that consists of more than one word.

- *In the backyard, the dog barked and howled at the cat.*

This simple sentence has one independent clause which contains one subject, dog, and one predicate, barked and howled at the cat. This predicate has two verbs, known as a compound predicate: barked and howled. This compound verb should not be confused with a compound sentence. In the backyard and at the cat are prepositional phrases. However, this does not mean that the sentence has to be very short, for example, Sara speaksتبتحدث سارة is the simplest sort of simple sentence, contains just a subject (Sara), and a verb (speaks). Sara writes me a letterكتب سارة لي رسالة is a simple sentence, though now the verb (writes) has direct object (letters) and the indirect object (me). Sara and John speakجون وسارة يتحدثان is also a simple sentence, though it has the compound subject (Sara and John). A simple sentence can get quite long and complicated yet remains a simple sentence.

In principle, a sentence is defined as “the largest unit of language that it is the business of grammar to describe” Leech: (2006, 104). A simple sentence consists of only one clause, with a single subject and predicate or it may consist of one finite clause, but a simple sentence has no punctuation mark. So being long or short does not make it simple in meaning. It can also challenge the abilities of translators. A sentence can get quite long and complicated and still remain a simple sentence. Examples of simple sentences:

- Fouad is a hero.
- Randa looks after her small brother.
- The boys are having a new lesson.

It is simple because in spite of its length, it still merely connects one subject or set of subjects to one action or set of actions.

A simple sentence can be ambiguous if it is not well punctuated, as in:

1- *My sister Mary is getting married.* أختي ميري ستتزوج
2- My sister, Mary, is getting married

in the first sentence the meaning is only an informational, but when the same sentence is punctuated the meaning changed into a detailed one in addition to that informational one.

Another example of ambiguity in simple sentences is:

1- The most important novel of John Steinbeck is Grapes of Wrath

2- The most important novel of John Steinbeck, is Grapes of Wrath

2.3.1.2 The Syntax of Compound Sentence

It always contains two or more independent clauses joined by a coordinator. When forming a compound sentence, it is very important to understand the components of the compound sentence and also to use the proper punctuation to join clauses that make writing clearer and more understandable. Examples of compound sentences are:

- Nahla has finished her work and she is resting.
- Ali is sitting at the table but he is not writing.
- Majed has eaten his breakfast and he has drunk a cup of tea but he is still hungry.
- This girl must obey her parents or she will go without sweets.

A compound sentence can be ambiguous if it is not well punctuated, as in:

- When we were eating little children were excluded from the meal
- When we were eating, little children, were excluded from the meal

- Another example of ambiguity in compound sentence:

Let’s eat grandmother

- Let’s eat, grandmother

2.3.1.3 The Syntax of Complex Sentence

According to the New Dictionary of Cultural Literacy, (2002:150) a complex sentence is defined as "a sentence that contains one main clause or independent
clause and at least one subordinate clause or dependent clause.” A subordinate clause (SC), is also called a dependent clause, is a group of words that has its own subject and predicate but cannot stand alone as a simple sentence. It must be included in or connected to an independent clause (IC)—one that can stand by itself as a sentence:

<table>
<thead>
<tr>
<th>SC</th>
<th>IC</th>
</tr>
</thead>
<tbody>
<tr>
<td>-When autumn comes, the trees will be green</td>
<td></td>
</tr>
</tbody>
</table>

A sentence containing one independent clause and at least one subordinate clause is called complex. Therefore, a complex sentence is a sentence that contains at least one full dependent clause with its own subject and predicate.

Quirk (1989:1037-1039) mentions that subordinate clauses may be positioned initially, medially, or at the end of their subordinate clause. For example:

Initial position: *When you are ready, we will go to meet him.*

سنذمًاككلذًا سحأتسسا خرحف

Medial: *We will go, when you are ready, to meet him.*

سنذمًاككلذًا لنقل🌃 لمقابلته

End: *We will go to meet him when you are ready.*

سنذمًا لمقابلته سحأتسسا خرحف

The difference between a compound and complex sentence is that in a compound sentence, both parts are really just simple, independent sentences. In a complex sentence, the dependent clause cannot stand on its own and functions as a constituent (subject, object, adverbial, or attribute) of the main clause, or in some cases, it is only a part of another sentence constituent.

The complex sentence is the one that contains an independent clause and at least one dependent clause. With appropriate punctuation marks a complex sentence should be clear and its clause should not be ambiguous. The potential for spotting appropriate punctuation marks in a complex sentence is very important and in fact it clarifies its ambiguity. Examples of complex sentence:
- Widad does not go to school because she is ill.
- I will eat lunch if my father comes.
- There are some women who are waiting outside to see you.
- We shall go home as soon as the lesson is over.

Examples of complex sentences where commas are used:
- If father comes, I will eat lunch.
- When spring comes, the trees will be green.
- Because he is ill, Sami does not go to school.

A complex sentence can be ambiguous if it is not well punctuated, as in:
- When the board met yesterday, the topic came up and I discussed it with John. According to the place of the comma the meaning is:

  عندما اجتمعت اللجنة بالأمس، ظهر الموضوع فناقشته مع جون

  When the place of the comma is changed, the meaning is changed accordingly
  
  - When the board met, yesterday the topic came up and I discussed it with John

  عندما اجتمعت اللجنة، ظهر الموضوع بالأمس فناقشته مع جون

  Another example of ambiguity in a complex sentence:
- In the morning I will come over, and we will discuss the topic together.

  سأأتي في الصباح و سوف نناقش الموضوع سويًا

  - In the morning, I will come over and we will discuss the topic together.

  سأأتي و سوف نناقش الموضوع سويًا في الصباح

  - The sun shining through the unshuttered window, woke him early

  الشمس الساطعة من خلال النافذة المفتوحة ، أيقظته مبكراً

  - The sun, shining through the unshuttered window woke him early

  الشمس ، إشراقة من خلال النافذة المفتوحة ، أيقظته مبكراً

From the above four examples it is obvious that changing the location of the comma, the meaning has changed accordingly. Thus the translator should carefully recognize the location of comma, otherwise translation will be ambiguous.
2.3.1.4 The Syntax of Compound Complex Sentence

It has the characteristics of both the compound sentence (two or more independent clause) and the complex sentence (at least one subordinate clause). Examples of compound complex sentence:

- Even though government aid finally came, many people had been reduced to poverty, and others had been forced to leave the area (a subordinate clause, and two independent clauses)
- They wanted to go on writing and telephoning, but after they moved into my house I told them to stop.

This sentence has an independent clause up to the comma and another independent clause after the comma, it is a compound sentence, the second independent clause includes not just the main clause I told them to stop but the modifying dependent clause after they moved into my house, so the sentence is also a complex sentence.

2.3.2 Noun Phrase

According to Longman Dictionary of Language Teaching and Applied Linguistics (2002) a noun phrase or nominal phrase (NP) is a phrase which has a noun or indefinite pronoun as its head word, or which performs the same grammatical function as such a phrase. Noun phrases are very common cross-linguistically, and they may be the most frequently occurring phrase type. Noun phrases often function as verb subjects and objects, as predicative expressions, and as the complements of prepositions. Noun phrases can be embedded inside each other; Sometimes a noun phrase can also function as an adjunct of the main clause predicate, thus taking on an adverbial function, as:

- Most days I read the newspaper.
- She has been studying all night.

2.3.2.1 Syntactic Function of Noun Phrase

Noun phrases typically bear argument functions. That is, the syntactic functions that they fulfill are those of the arguments of the main clause predicate, particularly those of subject, object and predicative expression. They also
function as arguments in such constructs as participial phrases and prepositional phrases. For example:

- *For us the news is a concern.* - the news is the subject argument
- *Have you heard the news?* - the news is the object argument
- *That is the news.* - the news is the predicative expression following the copula is
- *They are talking about the news.* - the news is the argument in the prepositional phrase about the news
- *The man reading the news is very tall.* - the news is the object argument in the participial phrase reading the news. Sometimes a noun phrase can also function as an adjunct of the main clause predicate, thus taking on an adverbial function, as:

- *Most days I read the newspaper.*
- *She has been studying all night.*

### 2.3.3 Verb Phrase

Akmajian, and Heny,( 1980:51) explain that , a verb phrase (VP) is a syntactic unit composed of at least one verb and its dependents: objects, complements and other modifiers—but not always including the subject. Thus in the sentence 'A fat man put the money quickly in the box', the words *put the money quickly in the box* are a verb phrase; it consists of the verb *put* and its dependents, but not the subject *a fat man*. A verb phrase is similar to what is considered a predicate in more traditional grammars. A verb phrase consists of a main verb alone, or a main verb plus any modal and/or auxiliary verbs. The main verb always comes last in the verb phrase:

(mo = modal verb; aux = auxiliary verb; mv = main verb)

- We all [MV] laughed.
- Computers [MO] can [MV] be very annoying!
- An apartment [MO] would [AUX] have [MV] cost less than a hotel for four of us.
2.3.3.1 Simple Verb Phrases

A simple verb phrase consists of a main verb. The verb in a simple verb phrase shows the type of clause (e.g. declarative, imperative):
- Your camera takes fantastic pictures. (present simple, declarative clause)
- Dress smartly. Arrive on time. (imperative clauses)

2.3.3.2 Complex Verb Phrases

A complex verb phrase may include one modal verb and one or more auxiliary verbs before the main verb. A modal verb always comes before any auxiliary verbs:

- House prices [MO]could [MV]fall during the next six months. (modal verb + main verb)
- You [MO]may [AUX]have [MV]played this game before. (modal verb + one auxiliary verb)
- The work [MO]should [AUX]have [AUX]been [MV]finished by 30 January. (modal verb + two auxiliary verbs)
2.3.3  Meaning of Auxiliary Verbs in Verb Phrases

Auxiliary verbs give different types of meanings to a verb phrase.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>auxiliary verb (+ form of main verb)</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>continuous</td>
<td>be + -ing form</td>
<td>I was thinking about you all day.</td>
</tr>
<tr>
<td>Perfect</td>
<td>have + -ed form</td>
<td>The girls have all gone out together.</td>
</tr>
<tr>
<td>Passive</td>
<td>be + -ed form</td>
<td>Val’s car was stolen from outside her house.</td>
</tr>
<tr>
<td>interrogative</td>
<td>do + subject + base form</td>
<td>Do they sell newspapers in your local shop?</td>
</tr>
<tr>
<td>negative</td>
<td>do + not + base form</td>
<td>It didn’t last very long.</td>
</tr>
<tr>
<td>emphatic</td>
<td>do (stressed) + base form</td>
<td>It does annoy me when they make so much noise.</td>
</tr>
</tbody>
</table>

2.3.3 4 Order of Verbs in Verb Phrases

The continuous, perfect and passive meanings of auxiliary verbs may be combined in a verb phrase, and auxiliary verbs may combine with modal verbs. The order of the different types (and meanings) of verbs in the verb phrase is shown in the table as 1–5, from left to right.
<table>
<thead>
<tr>
<th>subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>modal verb</td>
<td>perfect have</td>
<td>continuo us be</td>
<td>passive be</td>
<td>main verb</td>
<td></td>
</tr>
<tr>
<td>must be followed by base form</td>
<td>must be followed by – ingform</td>
<td>must be followed by – edform</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Prices | | | | | rose. |
| She | will | | | understand |
| The builders | had | | | arrived. |
| The show | is | | | starting. |
| Four people | | were | | arrested. |
| Seats | cannot | be | | reserved. |
| The printer | should | be | | working. |
| He | must | have | | forgotten |</p>
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>modal verb</td>
<td>perfect verb</td>
<td>continuous verb</td>
<td>passive be</td>
<td>main verb</td>
</tr>
<tr>
<td></td>
<td>must be followed by base form</td>
<td>must be followed by – edform</td>
<td>must be followed by – ingform</td>
<td>must be followed by – edform</td>
<td></td>
</tr>
<tr>
<td>Temperatures</td>
<td>have</td>
<td>been</td>
<td>rising.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William</td>
<td>has</td>
<td>been</td>
<td>promote d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>could have</td>
<td>been</td>
<td>killed/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A combination of all the auxiliary meanings plus a modal verb is possible but is very rare:

She may have been being interviewed for a job. Perhaps that’s why she was there. (modal may + perfect have + passive been + continuous being + main verb interviewed). Verb phrases are generally divided into two types: finite, of which the head of the phrase is a finite verb; and nonfinite, where the head is a nonfinite verb, such as an infinitive, participle or gerund. Phrase structure grammars acknowledge both types, but dependency grammars treat the subject as just another verbal dependent, and they do not recognize the
finite verbal phrase constituent. Understanding verb phrase analysis depends upon knowing which theory obtains in context.

### 2.4 Transformational Generative Grammar

Chomsky (1965:48) originated the Transformational Grammar (TG) or transformational-generative grammar (TGG) is, in the study of linguistics, part of the theory of generative grammar, especially of naturally evolved languages, that considers grammar to be a system of rules that generate exactly those combinations of words which form grammatical sentences in a given language. TG involves the use of defined operations called transformations to produce new sentences from existing ones. Also much current research in transformational grammar has been inspired by Chomsky's Minimalist Program.

Noam Chomsky developed the idea that each sentence in a language has two levels of representation, a deep structure and a surface structure. The deep structure represents the core semantic relations of a sentence, and is mapped onto the surface structure (which follows the phonological form of the sentence very closely) via transformations. Chomsky believed there are considerable similarities between languages' deep structures and that these reveal properties, common to all languages, that surface structures conceal. However, this may not have been the central motivation for introducing deep structure; transformations had been proposed prior to the development of deep structure as a means of increasing the mathematical and descriptive power of context-free grammars. Similarly, deep structure was devised largely for technical reasons relating to early semantic theory.

Noam Chomsky, for instance, argued that rules of grammar are innate and that all human minds are naturally equipped with a universal grammar.

**Traditional grammar** is characterized by proper punctuation. The basic rule of punctuation requires that each sentence conclude with a punctuation mark, whether a period, a question mark or an exclamation point. Beyond ending
punctuation marks, sentences should use punctuation marks when appropriate to make the written sentence readable. Common internal punctuation marks include the comma, colon, semicolon, dash, quotations and parentheses.

According to the scheme set out by Leonard Bloomfield in his book *Language* (1933:166–169), the tagmeme is the smallest meaningful unit of grammatical form. A tagmeme consists of one or more taxemes, where a taxeme is a primitive grammatical feature, in the same way that a phoneme is a primitive phonological feature. Taxemes and phonemes do not as a rule have meaning on their own, but combine into tagmemes and morphemes respectively, which carry meaning. For example, an utterance such as "John runs" exemplifies a tagmeme whose meaning is that an actor performs an action. The taxemes making up this tagmeme include the selection of a nominative expression, the selection of a finite verb expression, and the ordering of the two such that the nominative expression precedes the finite verb expression.

Bloomfield makes the taxeme and tagmeme part of a system of emic units, as follows:

- The smallest (and meaningless) unit of linguistic signaling is the pheneme; this may be either lexical (phoneme) or grammatical (taxeme).
- The smallest meaningful unit of linguistic signaling is the glosseme, either lexical (morpheme) or grammatical (tagmeme).
- The meaning of a glosseme is a noeme, either a sememe (the meaning of a morpheme) or an episememe (the meaning of a tagmeme).

More generally, Bloomfield defines any meaningful unit of linguistic signaling (not necessarily smallest) as a linguistic form, and its meaning as a linguistic meaning; it may be either a lexical form (with a lexical meaning) or a grammatical form (with a grammatical meaning). The tagmeme is the correlation of a syntagmatic function (for example: subject, object) and paradigmatic fillers (for example: nouns, pronouns or proper nouns as possible fillers of the subject position). Tagmemes combine to form a syntagmeme: a syntactic construction, viewed as a sequence of the tagmemes of which it consists. Tagmemics as a
linguistic theory was developed by Pike in his book Language in Relation to a Unified Theory of the Structure of Human Behavior, 3 vol. (1954–1960). It was primarily designed to assist linguists to efficiently extract coherent descriptions out of corpora of fieldwork data. Tagmemics is particularly associated with the Summer Institute of Linguistics.

Tagmemics makes the kind of distinction made between phone and phoneme in phonology and phonetics at higher levels of linguistic analysis (grammatical and semantic); for instance, contextually conditioned synonyms are considered different instances of a single tagmeme, as sounds which are (in a given language) contextually conditioned are allophones of a single phoneme.

2.4.1 Sentences Structure

Conventional grammatical rules mandate that a sentence contains both a subject and a predicate. A subject is a person, place, thing or idea that acts in the sentence. A predicate is the verb (active or passive) in the sentence. Subjects and predicates may be complex (containing several words), and they may be supplemented with clauses, introductory phrases, prepositional phrases or other sentence parts. However, a sentence is incomplete without a subject and predicate.

2.4.1.1 The Syntactic Complexity of Word Order

Languages vary with respect to word order freedom; some have a very fixed word order, like English. In linguistics, word order typology is the study of the order of the syntactic constituents of a language, and how different languages can employ different orders. Correlations between orders found in different syntactic sub-domains are also of interest. The primary word orders that are of interest are:

Russel (1986 :1) shows that in linguistics word order refers to the study of order of the syntactic constituent of language. In any sentence of more than one word there arises the concept of word-order. In English language word-order is more rigid than it is in many other languages, or even it is more rigid than it was
in English itself. This rigidity is due to the loss of the original Germanic system of inflection. There the word-order in English sentence is: subject-verb-direct object as in ‘Joe writes English’. Thus, it is said that English is an (s-v-o) language. There may be basic sentence level organizational differences. Such gross ordering differences within sentences tend to cause translation problems. These problems are a source of error mainly at beginning level. When the word order of a sentence structure in a SL is the same as that in a TL, there will be no problem in translation or no difficulty, as in:

-This book is valuable

-That car is cheap

Word order differences between English and Arabic cause problems faced by English-into-Arabic translation. However, if the word order of a sentence in the SL is similar to that of the TL, the sentence should not be translated literally; word for word translation as in:

-My friend always comes to school early.

If it is literally translated, it will be:

- صديقي دائمًا يأتي إلى المدرسة مبكرًا

Rather, the suitable translation is:

- دائمًا يأتي صديقي إلى الكلية مبكرًا

Because in Arabic language in a verbal sentence the verb comes first.

2.4.1.2 Inversion as Syntactic Structure

Richards and Schmidt (2002 :205) define the term inversion as

*a movement operation by which the order of two expressions is reversed. For example, in English the auxiliary comes after the subject noun in declarative sentences: He will come at 8 o’clock) but before the subject in questions (Will he come at 8?). This specific operation is called subject–verb inversion*
In linguistics, inversion is one of several grammatical constructions where two expressions switch their canonical order of appearance, that is, they invert. The most frequent type of inversion in English is subject–auxiliary inversion in which an auxiliary verb changes places with its subject; it often occurs in questions, such as "Are you coming?", with the subject you is switched with the auxiliary are. In many other languages, especially those with a more free word order than English, inversion can take place with a variety of verbs (not just auxiliaries) and with other syntactic categories as well. Examples:

Usually, the expression is put at the beginning of the sentence to emphasize what are being said. It makes the sentence sound surprising or striking or unusual. Examples:

- Seldom have I seen such beautiful work. ('Seldom' is at the beginning, so we use inversion. This sentence emphasizes what beautiful work it is.)
- I have seldom seen such beautiful work. ('Seldom' is in the normal place, so we don't use inversion. This is a normal sentence with no special emphasis.)

Richards and Schmidt (2002: 15) also state: some negative adverbs and adverb phrases that often used with inversion:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly</td>
<td>Hardly had I got into bed when the telephone rang.</td>
</tr>
<tr>
<td>Never</td>
<td>Never had she seen such a beautiful sight before.</td>
</tr>
<tr>
<td>Seldom</td>
<td>Seldom do we see such an amazing display of dance.</td>
</tr>
<tr>
<td>Rarely</td>
<td>Rarely will you hear such beautiful music.</td>
</tr>
<tr>
<td>Only then</td>
<td>Only then did I understand why the tragedy had happened.</td>
</tr>
<tr>
<td>Not only ... but</td>
<td>Not only does he love chocolate and sweets but he also smokes.</td>
</tr>
<tr>
<td>Expression</td>
<td>Sentence</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>No sooner</td>
<td>No sooner had we arrived home than the police rang the doorbell.</td>
</tr>
<tr>
<td>Scarcely</td>
<td>Scarcely had I got off the bus when it crashed into the back of a car.</td>
</tr>
<tr>
<td>Only later</td>
<td>Only later did she really think about the situation.</td>
</tr>
<tr>
<td>Nowhere</td>
<td>Nowhere have I ever had such bad service.</td>
</tr>
<tr>
<td>Little</td>
<td>Little did he know!</td>
</tr>
<tr>
<td>Only in this way</td>
<td>Only in this way could John earn enough money to survive.</td>
</tr>
<tr>
<td>In no way</td>
<td>In no way do I agree with what you're saying.</td>
</tr>
<tr>
<td>On no account</td>
<td>On no account should you do anything without asking me first.</td>
</tr>
</tbody>
</table>

In the following expressions, the inversion comes in the second part of the sentence:

<table>
<thead>
<tr>
<th>Expression</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not until</td>
<td>Not until I saw John with my own eyes did I really believe he was safe.</td>
</tr>
<tr>
<td>Not since</td>
<td>Not since Lucy left college had she had such a wonderful time.</td>
</tr>
<tr>
<td>Only after</td>
<td>Only after I'd seen her flat did I understand why she wanted to live there.</td>
</tr>
<tr>
<td>Only when</td>
<td>Only when we'd all arrived home did I feel calm.</td>
</tr>
<tr>
<td>Only by</td>
<td>Only by working extremely hard could we afford to eat.</td>
</tr>
</tbody>
</table>
Using inversion when the adverb modifies the whole phrase and not when it modifies the noun: Hardly anyone passed the exam. (No inversion.)

Using inversion instead of 'if' in conditionals with 'had' 'were' and 'should'. This is quite formal:

Normal conditional: If I had been there, this problem wouldn't have happened.

Conditional with inversion: Had I been there, this problem wouldn't have happened.

Normal conditional: If we had arrived sooner, we could have prevented this tragedy!

Conditional with inversion: Had we arrived sooner, we could have prevented this tragedy!

Other types of examples:

On the table was all the money we had lost. (Normal sentence: All the money we had lost was on the table.)

Round the corner came the knights. (Normal sentence: The knights came round the corner.)

Inversion after 'so + adjective...that':

So beautiful was the girl that nobody could talk of anything else. (Normal sentence: the girl was so beautiful that nobody could talk of anything else.)

So delicious was the food that we ate every last bite. (Normal sentence: the food was so delicious that we ate every last bite.)

With regard to relative positions of subject and verbal predicate there are, theoretically, two possibilities (subject-predicate) and (predicate-subject) respectively. On the assumption that subject-predicate is the normal order, predicate-subject and predicate-subject-predicate are sometimes called the inverted order, and placing of the subject after (part of) the (verbal) predicate is known as inversion. A sentence beginning with unstressed ‘there’ shows the word order predicate-subject. This construction is occasionally found with a passive predicate; in which case the word-order is either predicate-subject or predicate-subject - predicate:
There is a man at the door (a man is there at the door)

-There have been many accidents lately

-Once upon a time there lived a king

Matthews (2007 : 67) says inverted syntax occurs when lines do not follow traditional sentence patterns, for example when the subject and verb or the object and subject are reversed. An inverted syntax refers to a change in the pattern of words in the formation of a sentence. It serves as an effective literary device to create rhyming patterns, a specific tempo, a certain mood, or a dramatic effect. Inverted syntax is a literary device wherein the normal structure of words in a sentence is changed. It implies that the regular syntax has been altered and the words have been put in a format that can appeal to the reader. Inverted syntax is a literary device, usually used by poets to break from the monotonous structure of sentences. In literature, it can be used to give emphasis to a certain aspect of a sentence, or to create a dramatic effect. In poetry, it can be used to create a rhyming pattern. The overuse of inverted syntax should be avoided. A 'syntax' is the grammatical order or arrangement of words, as the rules prescribe. In English, the syntax is usually in the SVO format (S - Subject V - Verb O - Object)

Normal syntax: Jane ate a cake.
The format is SVO in this case.
Subject : Jane
Verb : ate
Object : Cake

Inverted Syntax: A cake Jane ate
This is the OSV format.

Considering inversion as a term used to refer to the inverting of the normal word order in a sentence or phrase. Writers will use inversion to maintain a particular meter or rhyme scheme in poetry, or to emphasize a specific word in prose.

Examples of Inversion:
- The ocean blue
- To the store, I will go.
- A cat, fluffy and fat
- My teacher, kind and generous
- Writes the girl

The difference in the sentences formation of the normal format and inverted format, is clearly visible. It beautifies the expressions and stimulate the reader in a more effective manner. So the message has a greater impact because of the use of inverted syntax, but here comes the problem in translating this format into Arabic.

2.4.1.3 Emphasis

Johnson (1982:56) states that emphasis is a discourse or pragmatic function that refers to the most important information in the sentence, and usually is the information that the writer assumes the reader does not share with him or her. Emphatic operator is a usual type of the emphasis as in:
- I'm sorry! I am sorry
- You look pale! You do look pale
- He promised to go \ he did promise to go
- I told you \ I did tell you

Reinforcement is a feature of colloquial style whereby some items are replaced for purposes of emphasis, focus, or thematic agreement. Its simplest form is merely the reiteration of a word or phrase for emphasis or clarity as in:
- it’s far, far too expensive
- I agree with every word you’ve said _ every single word

The problem with translating emphatic expressions is that it should not be translated as its linguistic content but as what the writer’s intention or what the writer focuses on. So the above examples should be translated respectively as:

- إنه لجد باهظ الثمن
- أنا أتفق معك تمامًا في كل ما تقوله

47
Johnson continued that sometimes emphatic front-position is also with objects referring to what immediately proceeds in the context:

-Dates I could never remember

-Invalids we have no use for

-All the accommodation available was put at our disposal; all the available accommodation languages have grammars and all grammars are equal, Grammar is always alike in basic ways, Grammar changes overtime and every language has it is own system in the word order or sentence structure. Arabic is one of the universal languages which have different system comparing with other languages, for instance, Arabic has multiple word order SVO and VSO. This study highlights the Modern Standard Arabic language (MSA), which differs from classical Arabic. Hence, Standard Arabic is the native language for more than 22 countries in the Middle East. It has peerless characteristics which identifies from other languages. The interesting point here is that VOS and OVS word order are possible in Arabic language. The MSA language is used in printed books, newspapers, and official documents. Tucker (2010: 83) gives a full image of Arabic language description such as words order; which allows the SVO, VSO, VOS, and OVS. Besides, he shows the distinctive features of nouns, verbs, adverbs, adjectives and so on. Therefore, Arabic language is rich with grammatical structures.

The complexity of the rules governing word order cannot be reduced to one single principle, but, generally there is a number of principles at work operating often at variance with each other or even contrarily. Moreover, these principles do not operate with the same force in different languages. Generally, there are at least 4 principles constituting the rules of word order: grammatical principles principle, emotive principle and rhythmical principle. The degree to which the FSP principle asserts itself in shaping of word order depends very substantially on the grammatical structure of a particular language (Vachek 1994: 20-23)
2.4.1.4 Emphatic Expression

It is the expression which is said with emphasis and stressed to indicate importance. This type of expression is used to show speaker's strong feelings about what he/she is saying. Often emphatic expressions that are written have an exclamation point (!) at the end of the sentence. While spoken emphatic phrases have stress on the word that is used to emphasize or intensify feelings. Creating an emphatic expression involves adding an adverb intensifier to the existing sentence or expression to make feelings stronger. In an emphatic phrase the adverb intensifier is always added before the verb. The most common emphatic intensifiers in English are “really” and “very much” adding to them:

- deeply – strongly, with much feeling
- fully – completely, without any doubt
- positively – without any doubt
- really – *strongly*
- sincerely – with my best wishes in mind
- strongly – with conviction
- totally – without any doubt
- utterly – without any doubt
- very much – strongly

Also, there are a number of useful emphatic intensifiers among which are:
- He polishes his car every week. → He does polish his car every week.
- He polished his car yesterday. → He DID polish his car yesterday
- I really don't believe him
- He literally wrecked his mother's car.
- She simply ignored me.
- They're going to be late, for sure.

2.5 Structuralism:

Saussue (1959, 120) in sociology, anthropology and linguistics, structuralism is the methodology that elements of human culture must be understood by way of their relationship to a larger, overarching system or structure. It works to uncover
the structures that underlie all the things that humans do, think, perceive, and feel. Alternatively, as summarized by philosopher Simon Blackburn, structuralism is "the belief that phenomena of human life are not intelligible except through their interrelations. These relations constitute a structure, and behind local variations in the surface phenomena there are constant laws of abstract culture. Structuralism in Europe developed in the early 1900s, in the structural linguistics of Ferdinand de Saussure and the. subsequent Prague, Moscow and Copenhagen schools of linguistics. In the late 1950s and early 1960s, when structural linguistics was facing serious challenges from the likes of Noam Chomsky and thus fading in importance, an array of scholars in the humanities borrowed Saussure's concepts for use in their respective fields of study. French anthropologist Claude Lévi-Strauss was arguably the first such a scholar, sparking a widespread interest in structuralism.

Saussure continued that the structuralist mode of reasoning has been applied in a diverse range of fields, including anthropology, sociology, psychology, literary criticism, economics and architecture. The most prominent thinkers associated with structuralism include Claude Lévi-Strauss, linguist Roman Jakobson, and psychoanalyst Jacques Lacan. As an intellectual movement, structuralism was initially presumed to be the heir apparent to existentialism. However, by the late 1960s, many of structuralism's basic tenets came under attack from a new wave of predominantly French intellectuals such as the philosopher and historian Michel Foucault, the philosopher and social commentator Jacques Derrida, the Marxist philosopher Louis Althusser, and the literary critic Roland Barthes. Though elements of their work necessarily relate to structuralism and are informed by it, these theorists have generally been referred to as post-structuralists. In the 1970s, structuralism was criticized for its rigidity and a historicism. Despite this, many of structuralism's proponents, such as Lacan, continue to assert an influence on continental philosophy and many of the fundamental assumptions of some of structuralism's post-structuralist critics are a continuation of structuralism.
2.6 Modern Linguistics

Guido (2011, 11, 12) says linguistics is the scientific inquiry into the human language with all its aspects. All its aspects: these are many. There is a specialized branch for each approach to the examination of language. Until the beginning of the 20th century, scholars were occupied with research on the history of languages and the roots of words in ancient tongues. The famous linguist Ferdinand de Saussure coined this approach the diachronic analysis and moved to the analysis of the system of language, which he assumed to be of greater importance. Saussure stated this in the first decades of this century and thus formed the fundament of modern linguistics.

**Diachronic versus synchronic view:**

**Diachrony**

According to Guido diachronic linguistics views the historical development of a language. Thus, on the diachronic axis we can go back and forth in time, watching the language with all its features change.

**Synchrony:** Synchronic linguistics views a particular state of a language at some given point in time. This could mean Modern English of the present day, or the systematic analysis of the system of Shakespeare's English. However, no comparisons are made to other states of language or other times. Modern linguistics, following Ferdinand de Saussure, is primarily interested in the synchronic point of view. Saussure postulated the priority of synchrony: no
knowledge of the historical development of a language is necessary to examine its present system. He arrived at this radical viewpoint due to his conviction that linguistic research must concentrate on the structure of language. Later, the whole paradigm was hence called structuralism.

Linguistics as a study endeavors to describe and explain the human faculty of language. Linguistic study was originally motivated by the correct description of classical liturgical language, notably that of Sanskrit grammar, or by the development of logic and rhetoric in ancient Greece, leading to a grammatical tradition in Hellenism. Beginning around the 4th century BCE, China also developed its own grammatical traditions.

Traditions of Arabic grammar and Hebrew grammar developed during the Middle Ages, also in a religious context. Modern linguistics began to develop in the 18th century, reaching the "golden age of philology" in the 19th century, with work almost entirely centering around Indo-European studies and leading to a highly elaborate and consistent reconstruction of the Proto-Indo-European language. The first half of the 20th century was marked by the structuralist school, based on the work of Ferdinand de Saussure in Europe and Edward Sapir and Leonard Bloomfield in the United States. The 1960s saw the rise of many new fields in linguistics, such as Noam Chomsky's generative grammar, William Labov's sociolinguistics, Michael Halliday's systemic functional linguistics and also modern psycholinguistics.

In the early 20th century, de Saussure distinguished between the notions of langue and parole in his formulation of structural linguistics. According to him, parole is the specific utterance of speech, whereas langue refers to an abstract phenomenon that theoretically defines the principles and system of rules that govern a language. This distinction resembles the one made by Noam Chomsky between competence and performance, where competence is individual's ideal knowledge of a language, while performance is the specific way in which it is used. Chomsky (1965: 20)
2.6.1 Phonetics

According to Longman Dictionary of Language Teaching and Applied Linguistics (2002) Phonetics is the study of speech sounds. There are three main areas of phonetics:

1. **Articulatory phonetics** deals with the way in which speech sounds are produced. Sounds are usually classified according to the position of the lips and the tongue, how far open the mouth is, whether or not the vocal cords are vibrating.

2. **Acoustic phonetics** deals with the transmission of speech sounds through the air. When a speech sound is produced it causes minor air disturbances (sound waves). Various instruments are used to measure the characteristics of these sound waves.

3. **Auditory phonetics** deals with how speech sounds are perceived by the listener. For example, a listener may perceive: a differences in aspiration e.g. between the aspirated /p/ of [pʰt] pit and the unaspirated /p/ of [tʰp] tip. b other differences in sound quality, e.g. between the “clear” /I/ of [laɪt] light and the “dark” /I/ of [hɔɪl] hill.

2.6.2 Phonology

Bauer, Lieber, and Plag (2013:11) define, phonology is the study of the patterns of sounds in a language and across languages. Put more formally, phonology is the study of the categorical organization of speech sounds in languages; how speech sounds are organized in the mind and used to convey meaning. Despite the above definition, phonology can be related to many linguistic disciplines, including psycholinguistics, cognitive science, sociolinguistics and language acquisition. Principles of phonology can also be applied to treatments of speech pathologies and innovations in technology. In terms of speech recognition, systems can be designed to translate spoken data into text.
2.7 Systems of Sentence Structure in Arabic and English

Lado (1970: 35) says Human’s language is a unique feature of humans. There are many languages but they are not alike. Standard Arabic and Standard English languages, for example, are different but alike. That is, these languages are originally different from one another (Semitic & German) but they do share at least generally some linguistic features at all levels: phonological, morphological, syntactic, semantic, and pragmatics’ level. Fields known as Contrastive Linguistics, Comparative Linguistics and Universal Grammar have a lot to do with these areas.

2.7.1 Syntactic Structure of Arabic Sentences

Arabic is a Semitic language that has a rich morphology and flexible word order.

Some of the characteristics and/or challenges of Arabic language:

T. Abeer and et al (2000, 26) say that:

(1) It has a relatively free word-order, it is not unusual to find each of VSO, SVO and VOS word orders within an Arabic text as in:

qara-a al-mualim-u al-dars-a: VSO

al-mualim-u qara-a al-dars-a: SVO

qara-a al-dars-a al-mualim-u: VOS
All of these are grammatical and imply the same meaning
(The teacher read the lesson).

(2) Arabic is a clitic or clitic-directed language. Clitics are morphemes that have
the syntactic characteristics of a word but are morphologically bound to other
words (e.g., coordinating conjunctions, the definite article, many prepositions and
particles, and a class of pronouns that attach themselves either to the start or end
of words) as in: katābnaa (we wrote) which is made up of the verb (كتب:
ktāb) and the clitic (نا: na) that acts as the subject for the verb (كتب).

(3) The omission of diacritics (syntactic marks) in most written Arabic Texts. for
example this short sentence (درس محمد الدرس) could either mean “Mohammad
studied the lesson”, or “Mohammad taught the lesson”. Our goal is to use the
least number of diacritics to complete the task of resolving the ambiguity for the
native speaker, this it can be resolved using a single marking (درس محمد الدرس)
which fully resolves the ambiguity and the reader knows that the second
interpretation was intended.

(4) Arabic is a pro-drop language. The subject can be omitted leaving any
syntactic parser with the challenge to decide whether or not there is an omitted
pronoun in the subject position. Arabic is considered a null-subject language, as
demonstrated by the following example: Arabic text: ساعد غيرك، يساعدك
Transliteration: sāʿidghayrak, yusāʿiduk
Literal translation: help other, helps you.
Idiomatic translation: If you help another, he helps you.

(5) Homographs of words with/without the same
pronunciation are often produced. They have different
meanings and usually different POS. For example, the
word (ذهب) can be interpreted as thahab-a (verb) meaning
went or thahab-un (noun) meaning gold.

2.7.1 Syntactic Structure of English Sentences:
Strunk, and White (2001,19 ) saysyntactically, sentences are made up of
phrases; phrases are made up of words. Thus, there exists a kind of syntactic
relation, i.e., a hierarchical relation. Such a relation shows the inner layers of sentences. The way the words are arranged hierarchically has an important role in determining the meaning. It is also because of this that the ambiguity is produced. IC Analysis (Immediate Constituent Analysis) proposed by Leonard Bloomfield can be used to reveal the hierarchical structure of a sentence. Take the following for instance “old men and old women” if we regard old as a modifier of both men and women; or “women and old men” if we think old is a modifier of men but not of women. The ambiguity can be captured by two different hierarchical structures.

```
old men and old women
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old men and woman
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old men and woman
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old men and woman
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2.7.2 Comparison of Syntactic Structure in Arabic and English

Ibrahim (2000: 26) demonstrates that one obvious difference between (SA) and (SE) is that Arabic is originally Semitic (Asian language) whereas English is Germanic in its origin (European language). While Arabic spread is to a great extent for religious reasons, in English it is for business, academic, educational and economic reasons. In other words, learning Arabic language is a must for being a Muslim, for that matter and in most cases, Arabic is being learnt and acquired by those who want to join this religion. Needless to say, there are exceptions, those who learn it for just academic purposes but a very few number, they are. English, on the other hand, is being learnt and taught for covering the educational, scientific, technological, gaps which appeared
as a result for the quickly spread of English in all over the world. Other areas of difference between (SA) and (SE) are their writing system and number of the letters they use. While Arabic is a right to left writing system language, English is left to right writing system language. Once again, Arabic has twenty eight (28) letters and English does have only twenty six (26). More major differences between (SA) and (SE) are may be phonetic, phonological, morphological, syntactic, semantic and pragmatic. Phonetically, (SA), unlike English has some more places and manners of articulations which are not required in (SE) like Velarized and pharyngalized sounds. Phonologically, vowels are basic and more importantly more in their number compared to Arabic vowels which are basically three. Additionally, vowels do not usually appear in written words as in the case of English, instead, they are realized by case-markers or diacritics (nominative, accusative and genitive cases). Morphologically, Arabic is a more complex inflectional language than English language is. Semantically, words which appear similar in the two languages may have in one language more than one meaning or words, each to be used in a particular situation. Consider, for example, the word (Maktabah), in Arabic it means all (bookshop, bookstore, library, and stationary). This issue and other issues are semantic differences between the two languages. In terms of Pragmatics, a particular sentence or more accurately utterance or word said by a speaker of Arabic would mean something for speakers of Arabic but would mean something else or nothing at all for English speakers. For instance, the words (you are divorced) uttered by a man when he wants to be separated from his wife in Islamic societies, would directly result to the situation that this or that particular woman has become forbidden to that particular man who was before uttering these words her husband and allowed to stay and sleep with her. Dissimilarly, for our purpose at least, in English these words would mean nothing and are without acts. Syntactically, English and
Arabic are to a great extent different from one another. Major syntactic differences are sentences’ structure, word-order, subject-verb agreement and other syntactic areas. In short, whereas (SA) is a free-word-order (FWO), (SE) is a fixed-word-order (FIWO). In other words, (SA) sentence’s structure can be both (S+V+O) or (V+S+O), as a statement but (SE) can be only (S+V+O). In spite of these differences between (SA) and (SE) languages, they do have in common some linguistic features and issues. Both, for example, (SA) and (SE) are inflectional languages though the former is more complex than the latter. That is, (SE) is more flexible regarding words’ inflection. Similar to (SE) is Arabic in allowing the simple sentence to start with a subject (NP), followed by a verb (VP) and an object or complement in the case of transitive verbs. To conclude, (SA) and (SE) are different yet alike. Although the two languages differ in many areas: Phonetics, Phonology, Morphology, Semantics, Pragmatics, Syntax, and origins; they share some linguistic feature within the same areas.

Wightwick, (1998: 511) states that to begin with nominal sentences vs. verbal sentences: a nominal sentence will be viewed as the sentence which necessarily starts with a noun (NP) followed be a verb (VP) and a complement if necessary on condition this sentence can be inversed/changed into a verbal sentence without any changes or additions to its elements except in case-marking if required. A verbal sentence, on the other hand, is the one which inevitably starts with a verb (VP), followed inescapably by a subject (NP) and ended with a complement prospectively depending on the type of the verb. For instance, (الهدف الخاص إنه هدف دينياً) (The particular aim was a religious aim.) The syntactic Arabic system of the sentence in general and of the simple sentence in particular allows us to move the verb to be or any verb, here it is [kanaa-was], the past form of the verb be, moved to the beginning of the sentence(s). Consequently, we will have a verbal sentence instead of the nominal sentence. Syntactically, the sentences are all grammatical, well-formed and acceptable. The output of this
process will be the following sentence: (إنه هدف الخاص هدفاً دينياً). More interestingly, however, is that in the case of (SE) or the translation here will be the same in both cases: verbal and nominal sentences. (The particular aim was a religious aim.) (As verbal sentence in Arabic) Or (The particular aim was religious.) (As nominal sentence in Arabic) An example for a verbal sentence which can be changed into a nominal sentence without additions or basic changes is the following one: (ورث سليمان داوود). 21. Solomon inherited David. This sentence according to the Arab grammarians is a verbal sentence which can be inverted to a nominal sentence without any changes except in case-marking and mere semantic matters as some Arab grammarians would argue. To make it clear, this sentence can be simply changed into the following sentence: (سليمان داوود ورث). Solomon inherited David. As shown above, in (SE), the sentence appears the same. Hence, one can simply infer that (SE) does not allow this kind of structure in its system. Conversely, (SA) does allow this kind of structure in its system, that is, it can be either (NP+VP+ Comp/¢) or (VP+NP+ Comp/¢). In spite of this, it does not mean that (SA) does allow any kind of sentences to be inverted from one structure to another just like the above examples! That is to say, there are actually some restrictions and rules wherein a sentence in some cases requires subject-verb agreement in order to do the process of inversion, or in some cases basic changes (additions, deletions, insertions) will be unavoidably required to do such a process and keep the produced/made sentence grammatical, well-formed and acceptable. Principally, an equational (non-verbal) sentence is a sentence wherein the verb to be is [deleted] or the sentence is with no verb at all according to some grammarians. Alternatively, a verbal sentence is the one which starts again with a verb (VP) but in this case it must agree in one way or another with the following subject (NP). For that matter, it is proposed here, that not all verbal sentences are equal in a sense that they can be changed into nominal sentences said by Ahmed Mohammed Saleh Alduais:

*International Journal of Linguistics ISSN 1948-5425 (2012, Vol. 4).* Once again, not all sentences in Arabic can be without a verb except in the
present simple case. To make clear, consider the following examples:

22. (Pupils stood up respectively for the teacher.)

Well, this sentence is a verbal sentence because it starts with a verb (VP) [kaamaa] [stood up], and it is followed by a subject (NP) [aatlaamith] [pupils], and ended with a complement (Comp) [ihtramanlilawstath] [respectively for the teacher]. In order to invert this sentence into a non-verbal sentence one has to make into consideration the agreement between the subject (NP) [pupils] and the verb (VP) (stood up). Has this sentence been changed on the basis of the verbal vs. nominal sentences, the result no doubt will be ungrammatical, Ill-formed and unacceptable sentences in (SA) language.

22. (Pupils stood up respectively for the teacher.) According to the (SA) system, this sentence is not allowed, it is ungrammatical, ill-formed and unacceptable because in a such a case the verb must agrees with the subject, that is, the subject (NP) is plural and the verb too must be plural. In order to formulate a plural verb in (SA), it requires adding the mark of plural and to take into consideration whether the plural is male or female (masculine or feminine.

It has been declared that Standard Arabic and Standard English languages are not alike. Differently put, they are different but alike: different in that English’s simple sentence structure in the form of statement can never start with a verb (VP) and alike in that they both have simple sentences which have the order (NP+VP+…). Predictably, a number of the potential problems have been mentioned as faced by learners of either Standard English as (EFL) or as (ESL), or by learners of Standard Arabic as (AFL) or as (ASL). Problems can vary starting from wrong structure to translation problems according to the level of the learners.
2.8 Previous Studies

The researcher has surveyed the studies carried out by different researchers in different universities and came to know that the exact topic "Syntactical Problems Encountered by EFL University Students while Translating from English into Arabic" has not been investigated yet. Therefore, some previous studies are to some extend related to the topic which investigates English Syntax as an academic subject:

The first study is an MA dissertation conducted by Ageel Ahmed (2010) *Occurrence of Structural and Lexical Ambiguity in EFL Learners' Written Discourse* – Faculty of Education - Hantoub, Gezira University. The main objective of the study was to investigate the reasons for the occurrence of structural and lexical ambiguity in EFL learners' written work. It is found that occurrence of structural and lexical ambiguity in EFL learners' written work, phrase structure ambiguity (%94) and lexical ambiguity (%85). Thus, it recommends that intensive practice should be done to tackle the most common ambiguity items.

Satti, (2006) wrote a PhD thesis under the title "The Impact of Translation on English Language Learner's Communicative Competence at University Level" a. As the researcher stated: The study aims at finding out the ways to develop EFL learners' ability in translation. The main findings are: the translation courses in EFL programs aimed at developing student’s competence. The time allocated for teaching translation is inadequate. The important recommendations are the best method of teaching is that the teacher points out and discusses the linguistic features, structures, semantics, stylistics and culture.

Another M.A dissertation by Omaima Ahmed (2007) *Teaching English Structure in Contexts as an effective Technique for Teaching English* - Faculty of Education - Hantoub, Gezira University. The main objective of the study was to find out more about the difficulties EFL learners might have with English Structure. It is found that inadequacies of the students' knowledge of English grammatical rules hinder the learning process. It recommends that English language teachers should provide students with extensive practice of the
structure of English in context, in order to bridge the gap between the theoretical and practical study of English structure.

Mohammed, AmalFathuArahman Omer (2015-09-14): *Syntactic and Lexical Avoidance Strategy in Spoken and Written English*, This study investigates the avoidance strategy, which means keeping away from the syntactic and lexical difficulties of the language. Moreover, the study analyzes this strategy as a learning strategy adopted by Sudanese learners of EFL in the first year of the University of Khartoum. The study also examines and determines the reasons and factors beyond the adoption of avoidance strategy which plays an important role in the process of learning English language.

Another one, Ahmed Ishag Adam Shatta (2008) Faculty of Art, University of Khartoum, entitled *"Investigating the Relationship between Grammatical Competence and EFL Learners' Writing Quality"*, the main objective of the study is to investigate EFL learners’ writing problems at grammatical level and, hence, increasing motivation for good English writing. Findings of this study have proved that grammatical proficiency, are undoubtedly, a major differentiating factor between good and poor student-writing, in that the writing which is based on grammatical accuracy was found to be better evaluated than the writing which is not. Thus, this study recommends that Sudanese EFL learners need to keep studying grammar on a regular basis which is believed to have a tremendous impact on their overall written discourse task. In so fulfilling, it suggests the learner-oriented method of instruction as a solid foundation of developing students’ grammatical skills. For teachers, the study recommends that teachers need to create an environment that makes writing more likable and interesting for the students through achieving student–student interaction. For course-designers, it recommends well–organized grammar-based courses to be introduced as part of the department’s courses. Moreover, special writing-centered and grammar–directed courses should be designed to act as a training instrument to strengthen students’ academic standard alongside with their general courses.
Another M.A dissertation by Omer Hayban Omer Hajana (2006) entitled “The Relationship between Grammatical Competence and Writing Quality”. College of Graduate Studies, University of Khartoum. The main objective of this study is to investigate the relationship between grammatical knowledge and the quality of writing for the students at university level who show a little knowledge of how to make their writings of high quality. The study finds out that writing quality is significantly correlated with grammatical competence as well as rhetorical awareness. It recommends that students who have a good command of grammatical and rhetorical competence necessary for producing high quality writing, need to put this competence in the framework of practice. Moreover, students need to be helped to keep a balanced perspective in the use of conjunctions or connectives in particular. It must be explicit to the student that cohesion does not mean scattering lots of connectives and other categories of cohesive devices all over the text. They should be shown how connectives are used aptly and selectively can signal different types of logical relationships between sentences.

Dr. Hemabati Ngangbam Ph.D (2016) An Analysis of Syntactic Errors Committed by Students of English Language Class in the Written Composition of Mutah University. English Department, Faculty of Arts, Hail University, KSA, aim: This study was undertaken through an error analysis, to investigate why and what problems tend the freshmen English language class university students to have syntax error findings: it can be seen that the most frequent error committed by the subjects were in spelling, punctuation, sentence fragments, syntax, prepositions and verbs. The study recommends: The following suggestions were postulated for further research. Study with a wider sample group should be taken. Study comparing students who finished from private schools and ordinary publish schools. Study comparing the achievement and progress of the students whom taught by an experience educator.

Another study, An M.A study by Masaad, (2004) entitled “Analyzing Sentence Structure in Student’s Translated Texts”, A case study, Faculty of Education-
‘Hasheisa’ Gezira University. The study attempts to investigate some errors that are committed as a result of differences between (SL) and (TL) in translating texts. The researcher has drawn special attention to the mistakes in the process of translation such as punctuation, word order and that occurred as a result of interference between the two languages. He also recommended that students have to observe the differences between ‘L1’ and ‘L2’ structure to overcome the problems in translating texts.

Another study is an M.A by Fahd, A. (1999) under the title “Aspects of Sentence Analysis in the Arabic Linguistic Tradition, with Particular Reference to Ellipsis”. A case study, University of ‘Durham’ (United Kingdom). The main aim of this study was to provide a better understanding of sentence analysis in Arabic linguistic tradition and to discuss its syntactic and semantic aspects, with particular reference to ellipsis. The major findings of this study are that the attention of Arab grammarians seem to have focused mainly on the form of the sentence, without giving priority to the meaning. In addition, any Arabic linguistic phenomenon, including ellipsis, should be treated in accordance with both subjects because each of them complements the other. Among the recommendations of this study is comparative study comparing traditional Arabic linguistic terms with contemporary linguistic terms would represent a useful contribution to the field of translations.

Another study is conducted by Mohammed Al shehab,(2013) entitled ‘Investigating the Syntactic Difficulties which Encounter Translation Students at Irbid National University’ in Jordan from Arabic into English. It aims at identifying the most important difficulties that the Jordanian students in English may encounter in syntax (omission, addition and grammar) through translating Arabic sentences into English. Among the most important findings of this study: most of the errors related to problems of grammatical areas result from the students' lack of knowledge for the rules of application for the English and Arabic sentences throughout translation from a language into another. Moreover, EFL students cannot render the meaning of the sentence from English into Arabic, as a result
of wrong word order between the two languages. The study recommends that: Teaching and learning a textbook "issues of translation" that can help in overcoming these problems by training students to trace the forerunner of each problem. In addition, most of students' errors stem from their lack of understanding of the general idea or the details. Intensive training in reading comprehension followed by detailed questions should be an everlasting activity in translation classes.

Most of the above previous studies focus mainly on different topics of English grammar in general. But the current study "English Syntax as a Source of Problems Encountered by EFL University Students in Translation from English into Arabic" is different from them, because it adds a new area of investigation. The area of problems of English syntax that encountered by EFL university students in translation from English into Arabic. In addition to that it adds a number of techniques and strategies that should be used when translating the meaning of the components of English syntax into Arabic.

In the next chapter the methodology adopted in conducting the study will be covered.
CHAPTER THREE

METHODOLOGY OF THE RESEARCH
CHAPTER THREE
METHODOLOGY OF THE RESEARCH

3.0 Introduction

This chapter is concerned with the procedures followed in carrying out the study. It provides a description of the sample, tools for data collection and analysis. In addition, this chapter includes calculation of reliability and validity of the test for the EFL students and the questionnaire for the EFL lecturers in the domain of translation.

3.1 Study Design

The researcher has adopted the descriptive analytical approach. The most suitable study design for this study as it helps in obtaining the overall picture of EFL students’ performance in dealing with the syntactical problems encountered by university students while translating from English into Arabic.

3.2 Sampling

The sample of the study is composed of two groups. The first group consists of (10) teachers related to the field of translation. They are working at the faculty of education, Hantoub, Gezira University. The second group is (100) EFL university students at the department of English faculty of education, Hantoub, Gezira University Batch (37) semester (8). This group was chosen because they had already studied two translation courses. They were chosen randomly through selecting random names from the attendance sheet.

3.3 Tools for Collecting Data and Procedures

For the sake of collecting reliable data, the researcher used two tools as methods of data collection. These tools were two diagnostic tests and a questionnaire. They were intended to elicit the data required for carrying out the study. The questionnaire was handed out to the first group - (10) teachers - related to the field of translation. The diagnostic test was designed in order to find out difficulties in the process of translation. These tools have been
constructed to ensure the maximum validity and reliability of the collected data. The following is a detailed account of the constructions of both tools.

3.3.1 The Test Design

The test was designed according to the criteria of a good test. The sentences are chosen carefully from different resources in order to detect the points of difficulties in the process of translation.

3.3.2 The Content of the Test

The diagnostic test consists of (10) questions (See Appendix). The researcher has designed the test as follows:

The first question consists of ten (10) English sentences which include all the items covered in chapter two. The second question consists of an English text for analysis.

3.3.3 Validity of the Test

Validity is considered as an essential characteristic of a good test. Richard et al (1999:93) define validity as “a test is said to be valid when it measures what is supposed to measure”

Validity was checked by presenting the test to four staff members at Faculty of Education Hantoub, Department of English, University of Gezira. All the lecturers agreed that the test is valid.

3.3.4 Reliability of the Test

To measure the reliability of the diagnostic test, the test was divided into odd and even numbers so as to get two scores for each student. A co-efficient was calculated for the test using Spearman Rank- Difference Method to measure the tests’ reliability as follows:
The degree of reliability obtained for the test was (0.85), which indicates considerable reliability.

3.3.5 Administration of the Diagnostic Test

The researcher was helped by two other lecturers in administering the test to the sample. A hundred students were selected to be involved in the study and
it was optional to write one’s name. The time of the test was about an hour. The students were also assured that the results would only serve the purpose of the study. The exam was completed in full and the papers were collected for correction and for the result.

3.3.6 The Questionnaire

The questionnaire was designed to find out the lecturers points of view about the syntactical problems encountered by university students while translating from English into Arabic. The researcher has chosen ten (10) statements as response to the optional questions to cover the points of the study. In addition, two open ended questions were designed to find suggestions for promoting the students’ performance according to the lectures’ experience and also to find ways to avoid that problems.

3.3.6.1 The Content of the Questionnaire

The ten questions of English are set to find out syntactical problems encountered by university students while translating from English into Arabic. The test covers the elements in the literature review. Finally the two open-ended questions were set to generate suggestions for promoting EFL students performance in translation.

3.3.6.2 Validity of the Questionnaire

To obtain the validity of the questionnaire, the questionnaire was checked and judged by four experienced staff members in the department of English at faculty of education-Hantoub, University of Gezira.

3.4 Procedures for Data Analysis

The tool used to analyze the data was manual using simple percentage. Percentage and means were used to convey the statistical information.

In the following chapter, the results of the data analysis will be displayed and discussed in relation to the hypotheses of the study.
CHAPTER FOUR

RESULTS AND DISCUSSION
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 INTRODUCTION

This chapter is concerned with the analysis, presentation, and interpretation of the obtained data. The researcher will present the results of the data, which have been collected through the students’ test and the teachers’ questionnaire in tables. In addition to that, the obtained results will be discussed in relation to the hypotheses of the study.

4.1 Analysis of the Teachers’ Responses to the Questionnaire

The results of the questionnaire were analyzed by calculating the percentages of the options that the respondents have chosen. Each statement will be treated separately and will be presented by tables.

Table (4.1.1) “Most of EFL university students face syntactic problems when translating a text from English into Arabic.”

<table>
<thead>
<tr>
<th>options</th>
<th>Responses</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>To some extent</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4.1.1) illustrates that the greatest majority of the respondents, i.e., (90%) have agreed that Most of EFL university students face syntactic problems when translating a text from English into Arabic., while only (10%) have chosen the second option “to some extent”. None of them have disagreed.
Table (4.1.2) “Differences in word order between English and Arabic are considered one of the main problems encountered by EFL University Students when they translate from English into Arabic”.

<table>
<thead>
<tr>
<th>Options</th>
<th>Responses</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4.1.2) indicates that the majority of the respondents (80%) have agreed that differences in word order between English and Arabic are considered one of the main problems encountered by EFL University students when they translate from English into Arabic, while (20%) have chosen the second option “to some extent”. None have disagreed.

Table (4.1.3) "Inversion in English language as a structural unit causes problems in translation."

<table>
<thead>
<tr>
<th>Options</th>
<th>Responses</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4.1.3) shows that (60%) of the respondents have “agreed” with this statement, while (40%) have chosen the option “to some extent”, and no one has disagreed with this statement. These results prove that the majority of the teachers (100%) believe that inversion in English language as a structural unit causes problems in translation.
Table (4.1.4) "Differences between the systems of English and Arabic sentences cause problems in translation".

<table>
<thead>
<tr>
<th>Options</th>
<th>Responses</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>To some extent</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4.1.4) demonstrates that (90%) of the respondents have agreed that differences between the systems of English and Arabic sentences cause problems in translation, while the (10%) have chosen the second option “to some extent”. These percentages prove that these differences between the systems of English and Arabic sentences cause problems in translation.

Table (4.1.5) “When translating idiomatic expressions, meaning is always not clear due to syntactic differences.”

<table>
<thead>
<tr>
<th>Options</th>
<th>Responses</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4.1.5) indicates that (60%) of the respondents have agreed that when translating idiomatic expressions, meaning is always not clear due to syntactic differences, while (30%) of the subjects have chosen the second option “to some extent”, and one has responded “disagree”. These results prove that the majority of the teachers have agreed that when translating idiomatic expressions, meaning is always not clear due to syntactic differences.
Table (4.1.6) “Literal translation of expressions of emphasis results in difficulties in translation.”

<table>
<thead>
<tr>
<th>Options</th>
<th>Responses</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4.1.6) illustrates that (50%) respondents have agreed that literal translation of expressions emphasis results in difficulties in translation, while three teachers (40%) have chosen the second option to “some extent”, and one has responded “disagree”.

Table (4.1.7) “Literal translation of ellipsis expressions hides the intended meaning.”

<table>
<thead>
<tr>
<th>Options</th>
<th>Responses</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4.1.7) shows that (70%) of the respondents agree that literal translation of ellipsis expressions hides the intended meaning, while (30%) have chosen the second option “some extent”. None has disagreed.
Table (4.1.8) “Translating English Clausal Expressions may hide the intended meaning.”

<table>
<thead>
<tr>
<th>Options</th>
<th>Responses</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

It is clear that table (4.1.8) demonstrates that (60%) of the staff members have regarded the options “agree” and (30%) have chosen the second option “to some extent” and (10%) have disagreed. So, translating English clausal expressions may hide the intended meaning.

9. Analysis of the Teachers’ Responses to the Open-ended Questions:

Q9. “What are some of the problems that are faced by EFL University Students when translate from English into Arabic”?

The suggestions provided by the teachers in response to the ninth question of the questionnaire were carefully read and examined. The survey has shown the following suggestions:

All the teachers (100%) have suggested that some problems are related to the misuse of words clauses, word order, idioms and cultural differences.

Q.10 “How can a student translator avoid syntactic problems?” The following suggestions are provided by the teachers:

- (80%) of the subjects suggested that a student translator should be knowledgeable in the two cultures and languages.
- All of the teachers (100%) recommended that a student translator should avoid using literal or word-for-word translation.
- (60%) of the respondents advised that a student translator should be equipped with highly professional and up-to-date materials.
• (90%) of the teachers suggested that good knowledge of semantics and syntax of both languages helps in avoiding difficulties.

• (100%) of the subjects suggested that a student translator should carefully precise the text in order to achieve the intended meaning.

• (100) of the respondents suggested that a student translator should be of high sense and should always consult dictionaries, references and experts.

4.2 Analysis of the Students’ Test

The diagnostic test was administered to investigate English syntax that causes difficulties in translation. The (100) students’ scripts of answering the written test were carefully marked. The following tables summarize the results which were obtained from the test:

1. Sentence Structure

Table(4.2.1) Students’ translation of sentence structure

<table>
<thead>
<tr>
<th>Items</th>
<th>Sample</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple sentence</td>
<td>100</td>
<td>34%</td>
<td>66%</td>
<td>100</td>
</tr>
<tr>
<td>Compound sentence</td>
<td>100</td>
<td>29%</td>
<td>71%</td>
<td>100</td>
</tr>
<tr>
<td>Complex sentence</td>
<td>100</td>
<td>00%</td>
<td>100%</td>
<td>100</td>
</tr>
</tbody>
</table>

Table(4.2.1) shows that all the students (100%) fail in translating the English sentence structures into Arabic, the majority (71%) unable to translate the sentence, while (29%) answered correctly. This result indicates three types of responses, some of them obviously do not know the structure of the English sentences, others tried to guess the meaning through context, because in their answers they wrote the noun before the verb as it is in English sentence, while the minority failed. It is known that the translating of English sentences into Arabic requires knowledge of the difference between the two structures, which made them fail to translate correctly. These results show that the majority of the students face difficulty in translating sentence structure.
2. Noun Phrase:

<table>
<thead>
<tr>
<th>Items</th>
<th>Sample</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun phrase (1)</td>
<td>100</td>
<td>3%</td>
<td>97%</td>
<td>100</td>
</tr>
<tr>
<td>Nounphrase(2)</td>
<td>100</td>
<td>2%</td>
<td>98%</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (4.2.2) shows that the majority of the subjects (97%) are unable to translate the English sentence into Arabic correctly, while only (3%) students are able to translate it correctly. Regarding the English sentence (2), (98%) of the sample fail to achieve the appropriate translation, whereas (2%) students succeed. English sentence has a particular word order: subject, verb, object (SVO) this indicates the lack knowledge of syntactic role which made them have wrong translation. This failure to translate properly is due to differences in the grammatical structures the nominal sentence of the source and target languages compared with the Arabic one.

3. Verb Phrase:

<table>
<thead>
<tr>
<th>Items</th>
<th>Sample</th>
<th>Correct</th>
<th>Incorrect</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb phrase (1)</td>
<td>100</td>
<td>0%</td>
<td>100%</td>
<td>100</td>
</tr>
<tr>
<td>verb phrase (2)</td>
<td>100</td>
<td>21%</td>
<td>79%</td>
<td>100</td>
</tr>
</tbody>
</table>

It is obvious that (100%) students were unable to translate the first sentence correctly. For the second sentence, the majority of the students (79%) failed in translating verb phrase, while (21%) succeeded. The difficulty of translating such sentences is that phrases are not similar between both languages, a gain words order is the cause of this failure.
4. Word Order:

Table (4.2.4) Students’ translation of word order

<table>
<thead>
<tr>
<th>Items</th>
<th>Sample</th>
<th>Correct</th>
<th>Incorrect</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence (1)</td>
<td>100</td>
<td>1%</td>
<td>99%</td>
<td>100</td>
</tr>
<tr>
<td>Sentence (2)</td>
<td>100</td>
<td>3%</td>
<td>97%</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (4.2.4) shows that the majority of the students (99%) and (97%) were unable getting the exact meaning of the two sentences, while (1%) and (3%) succeeded respectively.

5. Inversion:

Table (4.2.5) Students’ translation of inversion

<table>
<thead>
<tr>
<th>Items</th>
<th>Sample</th>
<th>Correct</th>
<th>Incorrect</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence (1)</td>
<td>100</td>
<td>2%</td>
<td>98%</td>
<td>100</td>
</tr>
<tr>
<td>Sentence (2)</td>
<td>100</td>
<td>8%</td>
<td>92%</td>
<td>100</td>
</tr>
</tbody>
</table>

Concerning the first sentence, (98%) of the students failed to translate the expression into Arabic. While only (2%) were able to gain the right translation. In the second sentence, it seems almost the same (92%) of the students’ translations are incorrect, while (8%) are correct. Because the expression has to be taken as one unit in order to establish a meaning, the students failed to do the suitable translation.

6. Emphasis:

Table (4.2.6) Students’ translation of emphatic expressions

<table>
<thead>
<tr>
<th>Items</th>
<th>Sample</th>
<th>Correct</th>
<th>Incorrect</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence (1)</td>
<td>100</td>
<td>0%</td>
<td>100%</td>
<td>100</td>
</tr>
<tr>
<td>Sentence (2)</td>
<td>100</td>
<td>14%</td>
<td>86%</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (4.2.6) illustrates that all the students (100%) answers were inappropriate in translating the first sentence into Arabic, concerning the second sentence, (86%) failed to translate it into Arabic language, while (14%) of
the students succeeded. Though emphatic expressions in Arabic language are not so different from that of English language, the students face difficulties in translating such expressions. Also, the problem and the error in translating emphatic expressions is that the students translated it as a linguistic content, it should be translated as the writer’s intention or what the writer focuses on.

4.3 Discussion of the Results in Relation to the Hypotheses of the Study

The study has posed four hypotheses which were tested and verified against the results.

4.3.1 Testing Hypothesis (1)

“Most of EFL university students face syntactic problems when translating text from English into Arabic”

According to the analysis of the questionnaire item (1) in table (4.1.1), (90%) of the total subjects agreed that students face syntactic problems when translating text from English into Arabic.” and (10%) agreed to some extent. The testees’ responses as shown in tables (4.2.1),(4.2.2) and are (68%), (97%) and respectively, fail to render the exact meaning. These results prove that most of Most of EFL university students face syntactic problems when translating text from English into Arabic. So the hypothesis is strongly verified.

4.3.2 Testing Hypothesis (2)

“Sentences structure and word order are considered the most problematic areas that are faced by EFL university students.”

The verification of this hypothesis is obvious through the analysis of the questionnaire, where (80%) agreed and (20%) agreed to a some extent that Sentences structure and word order are considered the most problematic areas that are faced by EFL university students, this is also shown in table (4.1.4) The total agreement is (100%). The testees’ responses in table (4.2.3), (4.2.4) are (95%), (60%) respectively, which show that the students failed to translate this structure correctly. So the hypothesis is largely supported.
4.3.3 Testing Hypothesis (3)

“Most of the problems encountered by EFL university students are due to differences between English and Arabic.”

(50%) agreed and (40%) agreed to some extent that differences between English and Arabic are real problems encountered by EFL university students when translating from English into Arabic. The total agreement is (90%) The testees’ responses shown in tables (4.2.4), (99%), (97%) where the total response is (94%) which shows that the majority of them face problems in dealing with English text. So, the third hypothesis is proved to be valid.

4.3.4 Testing Hypothesis (4)

“Devoting adequate time to studying translation and practicing various activities on syntactic categories will solve these problems”.

With reference to the questionnaire, verification of this hypothesis is clearly shown through the respondents answers to the open-ended statement. All the (10) teachers have agreed that the students’ performance in translation will improve enormously in case they are exposed to more practice of translation and have more extra tasks for practicing translation. In addition to this, they proposed that students should give adequate time for translation. Moreover tools such as dictionaries and lexicon will help the students to improve their translation.

The following chapter will be devoted to summary, main findings, and the recommendations of the study.
CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS
CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter includes the conclusion, findings, recommendations and
suggestions for further studies.

5.1 Conclusion

This study aimed at investigating the syntactic problems encountered by
EFL university students while translating from English into Arabic. Two tools
were used for collecting data: a questionnaire for (10) EFL teachers/translator
and a diagnostic test for (50) EFL students. The collected data was analyzed by
(SPSS). On the basis of data analysis and discussions, the study has reached the
following;

5.2 findings:

1- Most of EFL university students encounter problems when translating English
text into Arabic. (Table (4.2.1) (68.5%)

2- The majority of EFL university students do not recognize the differences
between English and Arabic languages (Table (4.2.1.3) (97%) and table (4.1.1)
(%100 )

3- Translating English text into Arabic language is a real problem for EFL
university students as shown in the analysis of all tables. VERB+NOUN
phrases are the most difficult type for EFL students when translate into Arabic.
(Table and Figure (4.2.2.4)

4- Most of EFL university students do not distinguish between the nominal phrase
and verbal one.

5- Students’ answers include all types of linguistic errors which are due to lack of
linguistic knowledge and lack of practicing translation.

6- English syntax is a real problem for EFL university students when translating
it into Arabic language.
5.3 Recommendations

1- EFL university students should understand the main differences between English and Arabic languages in order to translate properly.

2- EFL university students should be exposed to more example of translated English texts.

3- EFL university students should be trained to get the exact equivalence when translating English texts into Arabic.

4- Since translating English idiomatic expressions is difficult, EFL university students should be directed to avoid literal translation and consider cultural differences in the two languages (English/Arabic).

5- A lot of practice should be provided to help EFL students to become more capable of dealing with translating the most difficult types of English phrases (VERB+NOUN) into Arabic language.

6- It is advisable to use specialized and acknowledged dictionaries when translating English into Arabic.

7-. EFL university students should be trained on how to translate English texts and sentences into Arabic language. Parsing may help to bring a near meaning.

5.4 Suggestions for Further Studies:

The researcher sees that the following topics can be put forward to be attempted:

1- Problems in translating Arabic texts into English Language.

2- Challenges of Translating Arabic phrases into English language

3- English and Arabic Sentences as a Contrastive study in Translation.
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A Questionnaire for English Language Teachers

Dear Lecturer

The researcher would be grateful if you could answer the following questions which help to collect reliable data for PhD thesis entitled: “English Syntax as a Source of Problems Encountered by EFL University Students in Translation from English into Arabic”. The researcher will appreciate your response to this questionnaire. Please tick (√ ) the option which you think is appropriate.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Agree</th>
<th>To some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Most of EFL university students face syntactic problems when translating a text from English into Arabic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Differences in word order between English and Arabic are considered one of the main problems encountered by EFL University Students when they translate from English into Arabic.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Inversion in English language as a structural unit causes problems in translation.

4. Differences between the systems of English and Arabic sentences cause problems in translation.

5. When translating idiomatic expressions, meaning is always not clear due to syntactic differences.


7. Literal translation of ellipsis expressions hides the intended meaning.

8. Translating English clauses expressions may hide the intended meaning.

9. What are some of the problems that are faced by EFL University Students when translate from English into Arabic?

10. How can a translator avoid syntactic problems?
Appendix 2
Students' Test

Question (1)
Translate the following sentences into Arabic:

1- My friend always comes to school early.

2- My teacher, kind and generous, helps all students.

3- It’s far, far too expensive.

4- The girl thinks herself intelligent.

5- When we were eating, little children were excluded from the meal.

6- We will go, when you are ready, to meet him.

7- Let’s eat, grandmother.

8- How else would I get there, after all?
9- Um…I’m not sure that’s true.

10- My wife would like tea; I would prefer coffee.

**Question (2)**

**Translate the following text into Arabic:**

You’re paying more these days not only at the gas pump but also at the grocery store. Blame it on rising oil prices, disappointing crop yields, global warming, or the weak dollar. What it all means is that you need to find smart ways to save. These expert tips and strategies can help you slash (to make less) your grocery costs without sacrificing nutrition. Katherine Tallmadge, says, "Take inventory (list) of what you have on hand so you don’t overbuy (buy too much). Create a detailed shopping list based on your needs and weekly menu plan, and take into account how you plan on using leftovers." Have a light snack (a light meal) before you go shopping, and stick to your grocery list to help avoid impulse purchases or costly mistakes like falling for the displays at the end of the aisles. Before you plan your weekly menu, check the ads to see what’s on sale and use coupons to take advantage of sales and money-saving coupons. You can even sign up online to receive coupons and email alerts from your favorite grocers.