

# Staff Errors in Translating Arabic Abstracts into English

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Most journals require the existence of an abstract in both languages, such as the source and the target one, since it represents the preface of the research. The starting point of any work seems to be the most difficult one since it paves the way for all the coming steps. Another difficulty arises with researchers who do not specialise in English when trying to translate their Arabic abstracts into English. Most of them use Google translation or send their abstracts to other people who specialise or have knowledge in English. A few of them try their own translation depending on their experience and knowledge. As a result, they may commit various types of errors in doing so. Due to this, these errors will be collected, classified, and explained. A random sample of 24 abstracts taken from different issues of the Journal of the College of Administration and Economics has been selected to be studied, statistically analysed, classified, and then explained, to determine the various types of errors committed. It has been concluded that most researchers with specialisations other than English, suffer greatly from the various types of errors which they commit under the effect of different reasons, including primarily those related to interlanguage and intralanguage interference.

**Keywords:** *Errors, Errors analysis, Interlanguage, Intralanguage, staff.*

## Introduction

A focus on the errors committed by foreign language learners has been the aim of many studies since the Second World War, which "aroused great interest in foreign language teaching".(Keshavarz, 1999: 1) The studies on teaching a foreign language have put great emphasis on comparing languages to show the contrastive aspects between them and then to facilitate the learning process. In contrastive analysis, the main concern is on language transfer.



The new approach is mainly dependent on second-language learning theories and the similar and different aspects that may appear between them. This approach is known as error analysis. According to it, errors are considered an important part of the learning process.

Error analysis is simply defined as the process whereby learners' errors can be diagnosed, identified, and then explain their causes (Mahmoodzadeh, 2012: 734). Likewise, James (1998: 1) describes error analysis as "the process of determining the incidence, nature, causes and consequences of unsuccessful language". Additionally, Keshavarz (1999: 43) emphasises that the main concern within error analysis is "on the evidence that the learner's errors provide to an understanding of the underlying processes of second-language acquisition".

Studying errors and how they are committed by a learner is an urgent stage in understanding "...the nature of his knowledge of the target language at a given point in his learning process" in order to discover what linguists or specialists should pay attention to, and then follow "linguistic terms" in treating these errors. Being a diagnostic process, error analysis can be utilised to "... build up a picture of the features of the language which are causing him learning problems" (Ibid: 44). Diagnosing the problematic areas in learning a language helps all linguists provide the necessary steps for curing them, and then facilitates the learning process. Errors also provide a feedback for both the linguists to test the accuracy of their teaching methods, and for the learners if they want to avoid them and develop their learning process (James, 1998: 148).

### **Error Analysis: General Remarks**

Errors are often seen as the natural systematic deviations that occur in learning a language. They are identified as "the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning" (Richard & Schmidt, 2002: 184). To put it another way, if a certain word or rule is not well learned, an error will be the result in applying this word or rule (Norrish, 1983: 7). Crystal (2008: 173) adds that errors are "...the unacceptable forms produced by someone learning a foreign language". He divides them into two types: those committed by a speaker, and others committed by a hearer. They are called errors of production and those of perception, respectively. They show the learner's level of knowledge 'competence' as opposed to mistakes, which reflect the performance level of the learner and can be corrected.

Corder (1981: 45) declares that error analysis has two main functions. The first function is theoretical which penetrates the nature of the language learning processes to know their nature, and then be able to describe "the learner's knowledge of the target language at any particular moment in his learning career in order to relate this knowledge to the teaching he has been receiving". The second function is a practical one in which error analysis plays a guidance role in building up a remedial course "...to correct an unsatisfactory state of affairs for learner or teacher".

Errors were not essentially based on the process of language learning and teaching because language acquisition was based on behaviouristic justifications that claim errors are the result of the "learner's mother tongue habits in the target language". (Dulay et al. 1982: 138). Thus, there was an urgent need to find a new technique for describing and classifying other types of errors and finding out their causes. They (1982: 138) state that error analysis has two crucial purposes. The first purpose aims at getting the required data from which "interference about the nature of the language learning process can be made". The second purpose is to help teachers, researchers, and curriculum designers to identify the difficult areas in the target language which learners suffer from and which type of errors "detract most from a learner's ability to communicate". Errors are regarded as a crucial element that provides feedback for the whole teaching-learning process.

Jain (as cited in Keshavarz, 1999: 45) states that the importance of errors lies in:

- A. Understanding the process of second-language acquisition.
- B. Planning courses incorporating the psychology of second-language learning.

In a nutshell, errors are important for all the elements of the learning and teaching process. In other words, they are important for the teacher or researcher, the learner, and the methods of teaching as well. Errors help the teacher evaluate the level of progress their students have made and then know what needs to be tackled and learned. For researchers, errors provide them with "...evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language" (Corder, 1967: 167, cited in Ibid, 1999: 45). Errors are also beneficial for a learner, in that they help the learner to know the most difficult and problematic areas in their learning process, and later, they will do their best to avoid committing them. Errors are a means which the learner may adopt in order to learn.

Turning to the method of teaching used, errors may help in discovering the disadvantages or weaknesses in certain aspects, a matter that causes error committing. As a result, teachers and researchers can make changes and build up remedial courses. This of course creates an idea about the effectiveness of the teaching method followed. It seems that errors are a reflection "in a systematic way, the level of competence achieved by a learner" (Crystal, 2008: 173).

Since errors are related to the innate linguistic capacity learners have, it is said that they are deeply rooted and can hardly be remedied. Most Iraqi teachers, for instance, got used to uttering the word **تصليح** to describe the correction process of exam sheets. However, we know that the meaning of this Arabic word is completely different from the intended meaning. In other words, **تصليح** is translated as "repair", whereas the accurate word that should be used is **تصحيح**, which is translated as "correct". This is something deeply rooted inside them.

Other valid examples are noticed in their own translations of their research abstracts. Most of them forget using the ‘s’ of third person singular, applying the wrong tense, using unsuitable verb or preposition, etc. All these errors will be tackled in the practical part when discussing the abstracts chosen for the research.

As far as the aims of this research are concerned, identifying the errors committed by staff members who do not specialise in English will help remedy such types and avoid committing them or at least most of them, in making their own abstracts in English.

### **Types of Errors**

An essential step that should always be made here is describing and classifying the errors noticed into their suitable type in order to know where the problems lie, and later, what are their causes. Most linguists are after this aim.

A highly important distinction must be made between *interlanguage* errors and *intralanguage* ones. The former refers to the type of errors caused by the first language mother tongue. Schachter and Celce-Murcia (1977: 443) define *interlanguage* errors as the errors that result from the effect of the first language on the learner's production in the target language "in presumably those areas where languages clearly differ". It is the mother-tongue transfer that causes such an error.

Brown (1987: 175–77, as cited in Keshavarz, 1999: 53) suggests four essential stages for interlanguage development. Those stages are as follows: random error-stage, emergent stage, systematic stage, and stabilisation or post-systematic stage. A wide gap is indicated by the learner's errors committed in the first stage and can then be corrected and stopped in the last. Consider the following examples:

***Milton may play.***

Here, the same learner uses two different incorrect structures that express "...a stage of experimentation and in accurate guessing" (ibid). The second stage is characterised by the learner's inability to correct his errors, even if they are pointed out in front of him, as in the following conversation between the learner (L) and a native speaker (NS):

***L: "I buy a car last week".***

***NS: "Oh, you mean you bought a car last week?"***

***L: "Yes, I buy a car last week".***

A distinctive change noticed in the third stage is the learner's ability to correct his errors once they are pointed out to him. A few errors are noticed with self-ability to correct in the last stage.

Lim (2010: 24) affirms that mother tongue interference has been a subject of long dispute since it is an essential source of error-committing in the foreign or second language learning process. The effect of the first language on learning a foreign or second language is unavoidable. In translation, for instance, most learners and writers may rely on word-for-word translation, depending on their mother-tongue structures. Therefore, interference errors may appear in their translation. To put it simply, the linguistic structures and rules can be an essential source or error problem and error for foreign or second language learners (Dulay et al., 1982: 163). Regardless, in error analysis, it cannot be said that such a type of "interlanguage errors" reflect the "persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language" (Erdogan, 2005: 265).

Intralinguage errors, on the other hand, are simply the result of the foreign or second language itself. This means that the first language does not play any role in this type of error. Simply, such errors occur as a result of wrongly applying a second language rule to the learning process instead of another rule in the same language or may be the result of incomplete acquisition or learning this aspect (Richards, 1974: 174). Regardless of the fact that the sequences of acquisition and learning are not the same, Corder (1967: 161) comments that "...some at least of the strategies adopted by the learner of second language are substantially the same as those by which a first language is acquired". Intralinguage errors reflect the general features of the process of learning. Intralinguage errors are subdivided into four main subtypes, which are as follows:

#### ***A. Overgeneralisation***

A learner overgeneralises the use of a rule to other new rules with which such a rule cannot be applied. The application of the suffix (-ed) to all verbs, regardless of being regular or irregular, is a very clear example.

#### ***B. Ignorance of Rule Restriction***

This is similar to the previous type, in that the learner tries here to apply rules "...to contexts where they do not apply". It is some sort of generalisation or interference since the learner has made use of "...a previously acquired rule in a new situation" (Richards, 1974: 175).

### ***C. Incomplete Application of Rules***

In this type, learners may use simple rather than difficult structures and rules to express something. Richards states that "the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances" may be noticed (Ibid: 177).

### ***D. False Concepts Hypothesised***

This type of intralanguage error results from the poor or weak gradation of teaching items. A learner may understand the use of "was" and "did" as a marker for the past tense, as a result, he may produce structures such as:

***He was finished the duty.***

## **Stages of Error Analysis**

The steps or stages of error analysis may vary in number, but they all depend upon each other. Corder (1974: 126) contends that there are three stages of error analysis: recognition, description, and explanation. The recognition stage depends highly on a valid interpretation of the learner's intention. Once a valid interpretation has been made for the recognition of an error, the description stage comes into use. A good description of the learner's errors will lead to a good explanation. Description is done on a linguistic basis, i.e. "the application of a linguistic theory to the data of erroneous utterances produced by a learner or a group of learners". Thus, there is a positive relation between the description of errors and the linguistic theory employed. In other words, "the more adequate the linguistic theory the better will be the linguistic description of errors" (Corder, 1981: 36).

Explanation seems to be the most complicated stage in error analysis, as it entails accurate justifications that should take into account all aspects such as text, spoken or written, social and psychological status of the learner, etc. Accordingly, explanation is regarded as being a psycholinguistics stage in error analysis. How and why errors are committed is the main concern in this stage.

Ellis (1994: 48) enlarges the number of these stages into four, which are: *collection* of a sample; *identification* of errors; *description* of errors; and *explanation* of them. Later, on a parallel aspect, Gass and Selinker (2008: 103) established a fivefold model for analysing errors, in which we find: *collect data*, *identify errors*, *classify them*, *quantify them*, *analyse them*, and *remediate them*. Regardless, the objectives remain the same.



Applying the previously mentioned stages to the present research, the researcher has collected a number of abstracts in English, which are written and translated by teaching staff members with specialisations in disciplines other than English. Due to his role being the English evaluator of the Journal of the Administration and Economics College, he has noticed that they face great difficulty in rendering their Arabic abstracts into English, regardless of their scientific academic titles. The researcher has selected a group of abstracts of different topics and carefully analysed them to determine the various types of errors committed. Furthermore, the researcher attempted to find scientific justifications for their occurrence, and then suggested a remedial course that minimises, if not stops them.

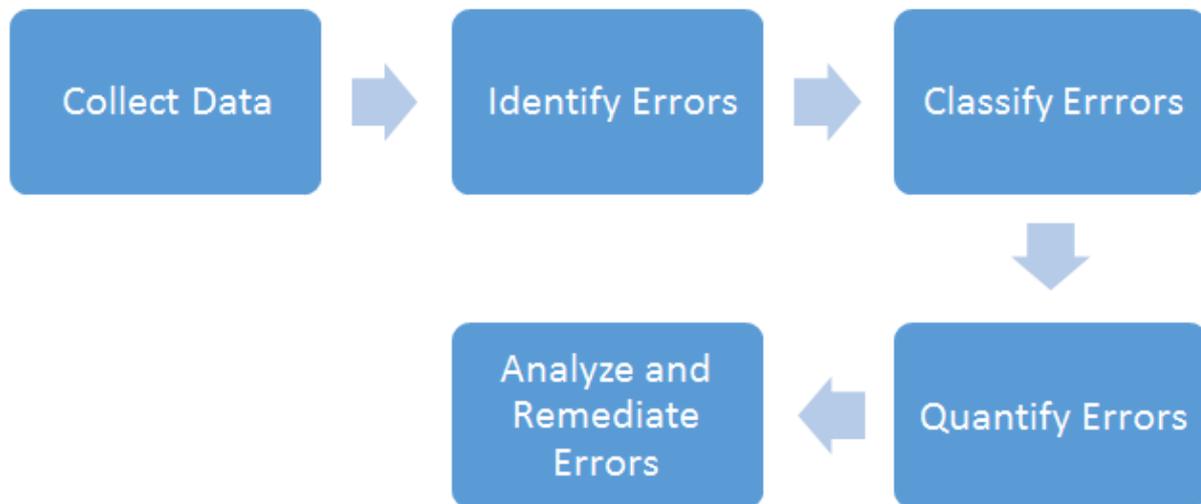
To be more specific, the researcher limits himself to syntactic errors committed in translating these abstracts into English. This type of error has been selected due to its importance and that the majority of errors committed by learners belong to this category. After collecting them, the errors will be classified according to the following syntactic categories (Brown, 2000: 288–90):

### **Method and Model**

This paper employs descriptive-analytic (qualitative) and quantitative methods in the data analysis and results analysis. On the one hand, it is qualitative as it lays a principal emphasis on investigating a sample of purposely chosen abstracts to be examined in terms of error analysis, including identification, description, classification, and justifications of the errors committed by the subjects. On the other hand, it is quantitative as it "relies on statistical analysis (mathematical analysis) of the data which is typically in a numeric form" (Creswell, 2012: 13). That is, the frequencies of the staff errors are collected and tabulated in terms of their percentages. In sum, the descriptive-analytic analysis is sustained by postulating error frequencies, and their percentages are supported by illustrative tables.

Gass and Selinker's (2008: 103) model will be adopted to the analysis of the data. Most steps will not be tackled separately due to their fused interrelation. Both crucial sources of errors, interlanguage and intralanguage errors — as explained in the first part of this research — are focussed on in this part of the article to determine the most influential source of them. The model is adapted as follows:

**Figure 1**  
**Error Analysis Stages**



### **Data Analysis**

A sample of 24 research abstracts taken from the Journal of the College of Administration and Economics has been placed under investigation and analysis. The abstracts are written in Arabic and were translated into English, as an essential requirement in any research. The first draft of each abstract has been taken and analysed since the researcher himself has later corrected them before being published in the Journal of the College of Administration and Economics.

### **Difficulty Level**

Having been randomly selected, the 24 abstracts were carefully analysed to identify the paces of the previously mentioned types of errors. In a nutshell, Table 1 shows the different types of errors committed in translating research abstracts and their frequency. In this table, eleven types of errors, which the researcher believes in their importance, have been studied and identified within the 25 abstracts under study. The '+' and '-' marks refer to the existence and non-existence of the errors respectively.

**Table 1:** Types of Errors and their Frequencies

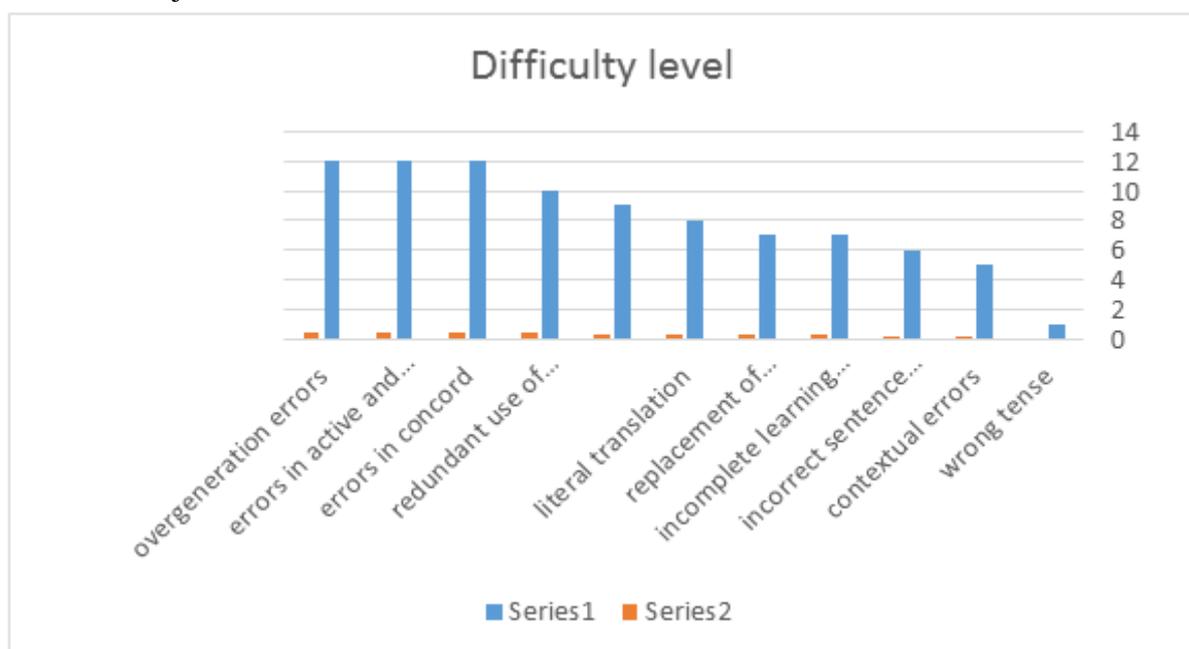
Type of error	Application in Abstracts																							
	Abstracts No.																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Wrong tense	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+
Omission of an essential part	+	+	+	-	+	+	-	-	+	+	-	+	+	-	-	+	-	+	+	+	-	+	+	-
Literal translation	+	-	+	-	+	+	+	-	+	+	-	+	+	+	-	+	-	-	+	+	-	+	+	+
Incorrect sentence order	+	+	+	+	+	+	+	+	-	-	-	+	+	+	-	+	+	-	+	+	-	+	+	+
Errors in concord	-	-	-	+	-	-	-	+	+	-	+	+	+	-	-	+	+	-	+	-	+	+	+	-
Errors in active and passive structures	+	+	-	+	+	-	-	+	+	-	-	+	+	-	+	-	-	-	+	-	-	-	+	+
Overgeneralised errors	+	-	+	-	-	-	-	+	+	-	+	+	+	+	-	-	+	-	+	-	+	-	+	-
Incomplete learning and application process of rules	+	+	-	+	+	+	-	+	+	-	+	+	+	+	+	+	-	+	+	+	+	+	-	-
Replacement of incorrect element for a correct one	+	+	+	+	-	+	+	+	-	+	-	+	-	-	+	+	-	+	+	+	-	+	+	+
Contextual errors	+	+	+	+	+	+	-	+	+	-	+	-	+	+	+	-	+	+	-	+	+	+	+	+
Redundant use of certain parts	+	-	+	+	-	-	+	+	-	-	+	+	+	-	-	+	-	-	+	+	-	+	+	+

The 24 abstracts under study have been carefully analysed and studied to determine the various types of errors committed by the staff in translating them into English. Therefore, by dividing the total number of abstracts by the number of error types, the result is 264 responses divided into 175 errors and 89 correct translations. Among the 264 responses, only 89 provided correct translations. Thus, the difficulty level of the all types is 0.337, whereas that of the wrongly translated types is 0.662. This result indicates that some researchers have been able to correctly translate and make use of their previous knowledge, in order to avoid committing such types of errors (Gronlund, 1981: 267).

Moving to the difficulty level of each of the eleven types of errors, it is found that the difficulty level of all types ranges from 0.5 to 0.041 (Bloom et al., 1981: 95).

Chart 1 and Table 2 show the difficulty level of each type of error. It can be concluded that some types have been a great source of difficulty for most researchers, such as choosing the correct tense and contextual criteria of writing and then translating abstracts into English. In Chart 1, the types of errors have been arranged in a descending order, starting from the most difficult type. The blue lines in the chart show the number of researchers who have correctly translated their abstracts, as far as each type of error is concerned. Choosing the correct tense is the most problematic type of error which most researchers have experienced.

**Chart 1.** Subjects' Correct Translation



The easiest types have also created a problematic area for 50 per cent of the researchers. An important point to stress is that some researchers have committed the same contextual errors in

their Arabic abstracts. This reveals a full unawareness of such crucial strategies that should be paid attention to in writing or translation. Therefore, even here, they have literally translated the content and form into English. Table 2 reinforces the previously stated explanation concerning the difficulty level of each type investigated.

**Table 2:** Correct Translation of Each Type and its Difficulty Level

No.	Type of errors	Correct translation	Difficulty level
1	Wrong tense	1	0.041
2	Contextual errors	5	0.208
3	Incorrect sentence order	6	0.25
4	Incomplete learning and application process	7	0.291
5	Replacement of incorrect element for a correct one	7	0.291
6	Literal translation	8	0.333
7	Omission of an essential part	9	0.375
8	Redundant use of certain parts	10	0.416
9	Errors in concord	12	0.5
10	Errors in active and passive voice	12	0.5
11	Overgeneralisation errors	12	0.5

### Data Analysis, Description and Explanation of Errors

Having been statistically treated, the results show that the eleven different types of errors have been responded to differently by the researchers. Table 3 below shows the percentage of errors committed in each type, supported by their numbers.

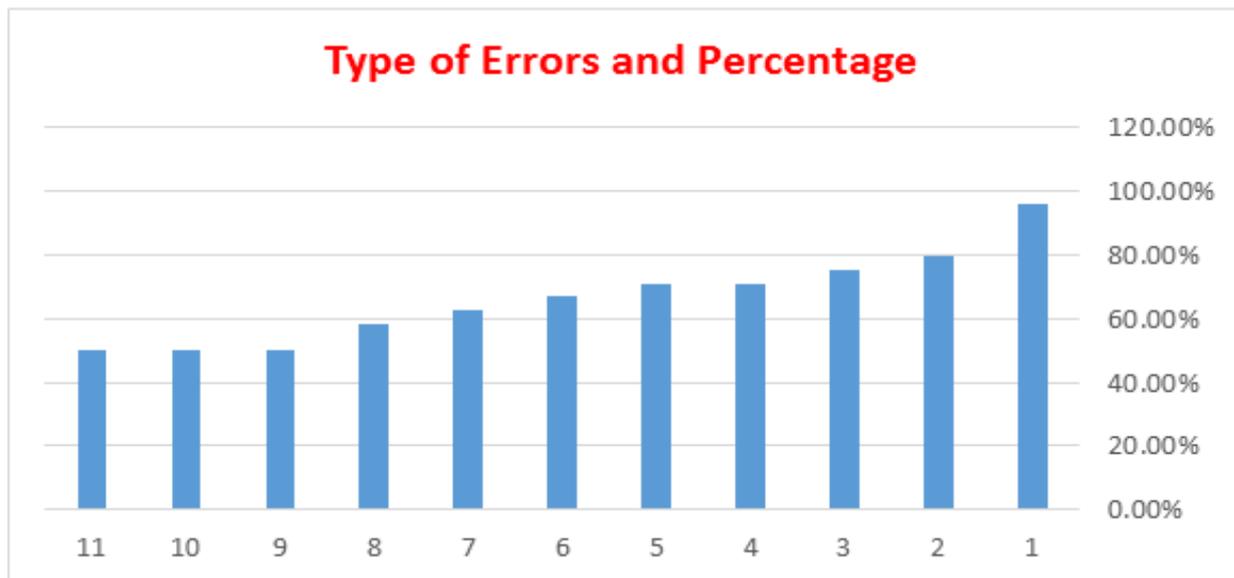
**Table 3:** Numbers of Errors Committed and their Percentages

Type of Errors	Errors Committed	Percentage
Wrong Tense	23	95.83%
Contextual Errors	19	79.16%
Incorrect sentence order	18	75%
Incomplete learning and application Process	17	70.83%
Replacement of incorrect element for a correct one	17	70.83%
Literal translation	16	66.66%
Omission of an essential part	15	62.5%
Redundant use of certain parts	14	58.33%

Errors in concord	12	50%
Overgeneralisation errors	12	50%
Errors in active and passive structures	12	50%

Table 3 and Chart 2 reveal that the use of the wrong tense has been the greatest source of difficulty for most researchers. Twenty-three out of 24 members failed to choose the correct tense, as opposed to the use of active and passive voice which received the lowest percentage among the other uses, although it is 50 per cent. This can be justified under the effect of mother-tongue interference, as stated before. Most researchers are not aware of the use of present perfect tense and just focus on the real tense of their Arabic verbs.

**Chart 2.** Percentage of Errors in Each Type



It is worth mentioning that contextual errors are used to indicate the style and arrangement of the abstract form. Most researchers have not paid attention to such a type of error. They have no idea about what a paragraph is. As a result, they write their abstracts in one paragraph only, regardless of their ideas, sizes, and the number of sentences. This includes that many of them have written their paragraph in one sentence starting from the beginning to end. This can be justified under the effect of ignoring the rules of writing a paragraph, although they are the same in both the languages studied. For instance, each paragraph must be indented, contain one single idea, and a limited number of sentences. A look at abstract-samples 1, 2, 4, 6, 8, and 9, which are shown in Appendix A, can prove this. For instance, sample number 15 consists of only two sentences.

The percentage of each error type clearly shows that mother-tongue interference represents the main source of the errors committed. This is vividly reflected in the first six types of errors

committed by the researchers. Most of them have unconsciously been driven by their mother-tongue rules in their translation, as clarified in the forthcoming discussion.

A crucial part to start with, that has a noticeable effect, is the interlanguage errors. It is scientifically proven that mother tongue interference plays a central role in learning a foreign language. Syntactically speaking, consider the following example:

1-واوصى البحث باهمية تطبيق النموذج في السوق لا عطاء صورة واضحة.

Is translated as follows:

1- Recommended the research the importance of applying the model in the market to give a clear picture.

This reflects that the researchers have totally been affected by their mother-tongue sentence order, which usually starts with the verb. In sentence order, English begins with the subject in such declarative statements. There are many other examples in which the same error is committed, as in the following:

2-تعد المسؤولية الاجتماعية في منظمات الاعمال من المواضيع المهمة في وقتنا الحاضر.

2- Representing the social responsibility is an essential aspect organisation should be adopted when....

3-تم اختبار الدراسة في جامعة بغداد من خلال اختبار عينة مؤلفة.

3- Was the study tested at Baghdad University through the selection of a sample .

4-تكونت الاستبانة من 45 سؤال موجه الى العينة.

4- Formed questionnaire of 45 questions addressed to the sample.

Most researchers here have adopted a literal translation in rendering their abstracts into English, forgetting the differences in structure between the two languages. Adding or removing parts in translation under the same effect of the mother tongue can also be noticed here. For instance, most researchers have added or omitted an auxiliary, a preposition, third person singular 's', definite and indefinite articles, and many other parts. Consider the following examples:

5-الغرض من هذا البحث تحديد ما تسهم به.

5- *The purpose of the research identifying the contribution.....*

Unlike English, Arabic does not contain auxiliary verbs, a matter that is cause for error for most learners.

6-...الى التعرف على الدور الذي يمكن ان تلعبه دوافع مشاركة المعرفة.

6-...to identify the role that can be played motives of knowledge.

Making a shift in a sentence structure or tense requires various changes that should be paid attention. In the previous example, the original sentence is in the active voice form, but the researcher unconsciously has turned it into passive voice, which requires the addition of a preposition after the past participle form of the main verb. Therefore, it would be correct if it were:

6- To identify the role that can be played by .

Look at this example:

7-اهمها ضرورة التوسع بتطبيقات الذكاء الصناعي وحسب احتياج الاقسام.

7- *The most important was the need for wider applications of artificial intelligence, and according to the needs sections.*

In this example, it can clearly be noticed that the translator has been completely affected by his mother tongue word order. In Arabic, the adjective should follow the noun it modifies, as opposed to English. However, what has happened here is that he has followed the Arabic word order in translation. The word "needs" should follow rather than precede the word "sections". Within the same example, the comparative degree of the adjective "wider" should be accompanied by "than", otherwise it cannot be used. The translator should use the positive form of this adjective in this example since there is no form of comparison.

Another influence of the translator's native language is noticed in the addition of an unnecessary part or the omission of a necessary one. Consider the following statement:

8-من اهمها بيان اهمية وطبيعة هذه العقود ومدى حجم استخدامها.

This statement has been translated as follows:

8- *The most important of them is to state of the importance and nature of these contracts.*

It can be noticed that there is an unnecessary preposition added, i.e. "of", which should never be used in such a place.

Also consider the following statement:

9-تهدف الدراسة في البحث في مفهوم تمهيد الدخل.

Which has been translated as follows:

9- *The aim of this paper is to search in the concept of income smoothing.*

This reveals that the preposition "in" should not be used here and should be replaced with "for" or "about" or even "x" preposition. Here, the translator has literally followed the same word-for-word structure found in his mother tongue.

The deletion of a necessary part can also be noticed because of mother-tongue interference.

Examine the following example:

10-وتجلت اهمية البحث في ردم الفجوه المعرفية بين الطروحات.

Which has been translated as follows:

10- *The importance of the research? In bridging the knowledge gap.*

Here, the translator has forgotten to add a verb to their sentence. This is justified under the literal translation adopted by the translator whose native language places the verb at the very beginning, rather than delaying it.

11-(ممارسات القوة، سلوكيات القيادة الاخلاقية) -

11- *(power practices, behaviours Ethical leadership).*

The absence of the preposition "of" makes the translation incorrect.

The replacement or the use of an incorrect word instead of another is also a source of the committed errors. Most researchers have great difficulty in tackling English prepositions which represent a thorny area for native speakers themselves. To prove this, consider this statement:

12- ويهدف الى اختبار مستوى تأثير الوضوح الاستراتيجي في تعزيز الاشراف المستقبلي.

Most researchers have associated the preposition **في** with the English preposition "in", an issue that creates an unlimited number of errors. This statement has been translated into English, as follows:

12- and aim to test the level of impact of strategic clarity in enhancing.

It is well known that the noun "impact" requires the use of "on" rather than "in" with it. The same is noticed in:

13- وتطبيقه في الوحدات الحكومية الخدمية.

13- and its application in service government units.

Some other researchers may use a preposition in a place where it should not be used. This is also done under the effect of mother-tongue interference. The Arabic verb

يدخل الى

requires the use of the preposition **الى**. The equivalent English verb is either 'go into' or 'enter'. What is noticed is that some researchers have added the preposition "to" after the verb "enter", being affected by their mother-tongue rule. In the following example:

14- اذ يمكنها من الدخول الى الاسواق الخارجية.

14- which enable them from enter to the foreign markets.

Not only has the researcher used "to", they also added "from". The same is noticed in:

15- توصل الباحثان من خلال البحث لمجموعة.

15- The two researchers reached to several....

It is a well-known fact that researchers must pay attention to the agreement between subjects and verbs that follow them. This aspect may be a source for committing errors. In other words, researchers may forget what the real subject is, and as such, they commit mistakes in choosing the suitable verb. To clarify this, consider the following examples:

16- وتتلخص مشكلة الدراسة.

17- ان عملية التخطيط الاستراتيجي لظاهرة معينة وعملية اتخاذ القرارات المناسبة تعتمد بشكل اساس على.

18- بمجموعة من الاستنتاجات اهمها ان قياس كلف الجودة.

These three previous examples have been translated respectively as follows:

16- *The problem of the study are summarised to not.*

17- *The process of strategic planning of a particular phenomenon and the process of making appropriate decisions depends on.*

18- *The most important ones is measuring.*

The lack of concord "agreement" between the subject and its verb can clearly be noticed here. Making long sentences may lead researchers to forget what the real subject is, whether the subject is singular or plural, and this is what can be noticed in the second example above. Another error is noticed in the following example:

19- اما اهم التوصيات هي ان على المصارف تحديد كلف الجودة وتبويبها....

Which has been translated as follows:

19- *The most important recommendations ...that the banks interest select the quality costs and classifying them.*

An incorrect sentence structure has been noticed in the previous example, reflected through the use of the present simple form "select" first, and then the continuous one "*identifying*". Furthermore, the incorrect literal translation followed represented by "*interest*" and "*select*".

Some types of errors may belong to more than one type since most types overlap each other. For instance, the deletion of 's' third person singular may belong to the native language effect or an incomplete learning process. The use of two main verbs, one after the other, is also justifiable to either. This can be noticed in the translation of this statement:

20- اما الاطار الميداني من الدراسة فقد تضمن توضيح العلاقات.

20- *The empirical framework of the study included clarify correlation....*

The incorrect translation of the Arabic word توضيح into "*clarify*" is totally erroneous since it is used here as a noun rather than a verb. Thus, it would look correct it was translated as follows:

20- *The empirical part of study included clarifying.*

Another syntactic type of error is noticed in the sentence structure. For instance, after a preposition the verb should be in the gerund form, otherwise it is incorrect. Therefore, writing such a statement is incorrect:

21- *The criteria of write the report.*

To be syntactically acceptable, it must be stated this way:

21- *The criteria of writing a report.*

This type of error has also been identified here. Consider the following statement:

22- *والمواصفات التي يحتاجها من خلال تحديد ابعاد الجودة.*

22- *and the qualities it needs through determine the dimensions.*

The lack of '-ing' makes the statement incorrect.

A widely spread type of error that most, if not all, researchers suffer from, and may belong to various sources of error committing, is the tense used in writing their abstracts or even research. Most abstracts analysed have been written using the past tense, the equivalent form of their mother-tongue tense as they believe, forgetting the present perfect tense and its essential use. If we have a look at most abstracts, we notice that the majority of the verbs used are in the past form such as:

23- *(هدفت الدراسة، توصل الباحث، تم تحليل النتائج، وزعت الاستبانة، اظهرت النتائج، سلطت الضوء على، تكونت الاستبانة، قدم البحث،... الخ)*

Since all the previously listed verbs are in the past form, most researchers have used their English past counterpart forms. In some cases, but not all, the past can be used. Mother-tongue interference and an incomplete learning process or ignorance of the use of certain structures are the main reasons behind such types of errors. An essential use of the present perfect tense is in describing or asking about new unknown things or events. The lack of this tense in Arabic leads most learners and researchers to ignore this rule. They believe that since the Arabic verb is in the past, the translation should be in the past too.

The common answer received when asking the respondents about the reasons behind using the past tense was:

“Our verbs are in the past form, so it is incorrect to use the present tense”.

There are so many other errors committed under the effect of mother-tongue interference. They will be statistically treated later to show their level of importance. Intralanguage interference with its four strategies also plays a central crucial role in error committing. Learners and researchers, as translators, commit various types of errors under the effect of the different categories or strategies of intralanguage interference. For instance, some researchers have overgeneralised or unconsciously ignored a previously learnt rule to other structures. Though they are rare here, such a type of error has also been noticed. Consider the following examples:

24- تم التوصل الى مجموعة من الاستنتاجات.

25- قد يحتوي النموذج على متغيرات مستقلة كثيرة والتي تؤثر سلبا على.

These examples have been translated as follows:

24- *The most important conclusions comes out of the study.*

25- *The model may contain many explanatory variables which negatively affects.*

Here, the researchers have overgeneralised the use of the third person singular ‘s’, which is used under certain conditions.

Some researchers have committed errors in their incomplete application of previously learnt rules. For instance, in applying the passive voice, some have not followed the correct structure.

In the following example:

26- عملية نقل وتوزيع المخاطر، لان الغرض الاساسي الذي نشأت من اجله.

The researcher has incompletely applied the passive voice and built a false concept through the use of the past, rather than the past participle form of the main verb:

26- *distribution of risks, because the primary purpose for which they were arose...*

Some researchers may form a question without making a subject-verb inversion, a matter that also reflects an incomplete application of such a rule, as in the following example:

27- .. هل هنالك دور للمتغير المستقل في ترويج المبيعات؟

27- ...there is a role for the independent variable in sales?

Replacing an incorrect element for a correct one is, in most cases, another indication of mother-tongue interference. In Arabic, for instance, the verb يتوصل is associated with the preposition الى. This has been reflected in the translation process, in which most researchers who have used this verb or any other similar one, have added the preposition “to” after “reach”, which reflects a literal translation, let alone the mother-tongue interference. Accordingly, it is clear that aspects of interlanguage errors are more influential than those of intralanguage error. Most of the errors committed are of a syntactic nature, a matter that reflects the difficulties researchers face, as far as this aspect is concerned.

It can be concluded that some types are a great source of difficulty for most researchers, such as choosing the correct tense and contextual criteria of writing, and then translating abstracts into English. The easiest types have also created a problematic area for 50 per cent of them. An important point to stress is that some researchers have committed the same contextual errors in their Arabic abstracts. This reveals a full unawareness of such crucial strategies that should be paid attention to in writing or translation. Therefore, even here, they have literally translated the content and form into English.

## Conclusions

What has been presented before reveals that most researchers with specialisations other than English face serious challenges in rendering their research abstracts into English. Although all of them have been taught English in their Master Degree of Science and Philosophy Degree as well (MSc. And PhD.) Programs, they still have no mastery over the basics of the English language, mainly the syntactic components. Their main difficulties stem from the interference created by their source language. Most of them are unconsciously governed by their mother-tongue syntactic rules, a matter that will be reflected in their translation or treatment of any text.

The types of errors investigated differ in the difficulty level each creates. Choosing the right tense has occupied a superior position among the other types, since most researchers have exhibited this error. A majority of the researchers think in Arabic first, and then translate their thinking into English, a matter that paves the way for error committing.

Furthermore, literal translation has created various types of errors. Replacing an incorrect preposition or article or even a verb for a correct one, is the crucial result of literal translation. Most researchers have replaced an incorrect preposition for a correct one. All of the eleven types chosen in this research are great challenging areas for most researchers but with different degrees, as shown above.



Comparing the influences created by the mother-tongue with those created by the target one, shows that the former has the greatest effect on translating abstracts into English, depending on the difficulty levels and percentages shown by the mother-tongue types of errors. In most cases, such mother-tongue interference errors cause a lack of meaning and understanding. Furthermore, they may give a completely different meaning from that intended by the researcher. Researchers must not depend on Google translation all the time, as machines are human made and they cannot guess what is in the researcher's mind and specialisation.

### **Recommendations**

Errors analysis studies have been of great use for teachers, learners, and researchers as they can obtain feedback out of the errors committed by learners. The results of errors analysis lead to the following recommendations:

1. Teaching staff members should have a mastery over the essential syntactic rules, at least those identified in the eleven types of errors in this research.
2. They should try themselves to translate and ask those who specialise in English as well as Arabic to review their abstracts.
3. Google translation is misleading, so they should get rid of this type of translation.
4. Examining Committees and research evaluators must discuss, evaluate, and identify the errors in abstracts translated into English. This includes their discussion of the main content of the work, a matter that leads researchers to pay close attention.
5. Seminars, lectures, and workshops should be held in any department by specialised members to clarify and discuss the problematic areas researchers may face, as well as explaining the essentials of writing abstracts.
6. Researchers should think when they want to translate in English rather than in Arabic, otherwise they will literally translate their thinking.



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