

**Difficulties That Face BA Students When  
Translating Prepositions of Movement from  
English into Standard Arabic.**

الصعوبات التي تواجه طلاب البكالوريوس عند ترجمة حروف الجر  
المتعلقة بالحركة من اللغة الإنجليزية إلى اللغة العربية الفصحى

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Literature**

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This thesis entitled "Difficulties That Face BA Students When Translating Prepositions of Movement from English into Standard Arabic" was discussed and approved on 16/8/2017

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## Dedication

I dedicate this work to the wonderful persons, whom I feel blessed to have in my life,

*My Parents, May Allah bless their souls,*

*My beloved husband Basel, who is always there for me,*

*My sons and daughters, who are the most precious in my life,*

*My big brother Prof. Maher Lutfi Dawoud Salim, whom I love and appreciate,*

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# **Difficulties That Face BA Students When Translating Prepositions of Movement from English into Standard Arabic.**

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## **Abstract**

There are skills that students must have to be able to translate. The study aims to discover the difficulties that face BA students when translating prepositions of movement from English into Arabic and to know who has the higher proficiency males or females. The study also aims to discover the appropriate translation techniques students can use in translating from the experts' perspective who are university instructors. The study sample consisted of 60 students (30 males and 30 females) randomly chosen who are majoring in English and translation and who have completed at least one course in translation selected from three private universities in Jordan. In order to achieve the objectives of the study, the researcher used two instruments: a translation test consisted of 30-statements applied to the sample of study and a questionnaire applied to 30 experts from public and private universities. The results of the two instruments showed that students encountered difficulties in translating the prepositions of movement associated to lack of competence in students' language, in English and in Arabic which is the mother tongue. Also associated to their humble experience in translation, to their unfamiliarity of the movement prepositions and to their failure to translate these prepositions correctly into the nearest equivalent in Arabic. In addition to grammatical, syntactical and semantic difficulties. Results revealed that the use of the communicative translation is one of the most successful techniques in translation. Motivating students to practice translating prepositions of movement in lectures through continuing exercises is a procedure which scored the highest percentage in the experts' questionnaire.

**Key words:** Competence, Communicative translation, Prepositions of movement, Translation

ط ك ع دُ ط ك ي تى ج ن ل ا ط ك ك ن ز ع ة ج ب ح م ط ك ط ك عى ب  
ك ب ل ط ك ع بى لأم ك ب ك و ط ك ع ب ط ك ع ب ط ك و

و عى خ

مئخ بك فى خى خ

و سى —

ط ك ن ط ك ن ف ب

ط ك ك

ة ه — هن ط ك عى ز بك ع غب ط ك ع دُ ط ك ي تى ج ن ل ا ط ك ن ل ع ب ع ة ج ب ح م ط ك ط ك عى ب ك ب  
ل ع غبى لاق ف دُ ط ك ذى لى لامت لاصنعبك ع غب ط ك دُ ط ك لاق ل لا؟ ل بك ج ب هن ط ك م ل  
مجه ب م ط ك ي؟ م ع ب ط ك عى ز ب ل 60 ك 30 ل ط ك ن 30 لى لامت غى ط ك عى ب  
ى لأم ك ب ط ك ج ب ل خ ن زى عوى لاق فى ذ ع ح غى ط ك ج ب ة عى خ ن ذه ع عى ن ل تلات ج ل ع  
خ ش ب غى لآخ م همى ج ل ع دُ ط ك ل زى؟ ط ك م ب ط ك فى لآز . ه م ط ك ك عوط ك قى ن ك ك ب  
ة عى عى خ ن ذة ج ب ك ل ا ل م ل 30 ج ك ب ه فة ق ن غى ط ك ب ع و ع ب ع عى ب خ ن ت  
ع ب ط ك عى ز ب ة ق ن ع و ع ب ط ك عى ز ب ه ل ة عى عى؟ عى ز ن م لك عى؟ غى ط ك ج ب ك ع غبى  
ط ك دُ ط ك ي ف عى ز لى ل ع ة ج ب ح م ط ك . آ ه م ط ك ن ط ك عى ز ب آم ل ا ط ك ن ل ع ب غى  
ة ط ك ع بى لأم ك ب ط ك ج ب عى ج ه م ط ك عى ل ط ك ع دُ ط ك ة ج ب ح م ط ك ط ك عى ب  
ك ب، م ع ك ط ك و ك ب خ ب ط ك ل ا غى ط ك ج ب م ع ل م ج خ ط ك ف دُ ط ك عى ب ل ك ع ط ك ع ب  
ع لأم ك ب ه ك عى عى خ ن ذ ط ك عى عى لاق ب ك ع ح م ط ك غ ل ا ع ط ك ع دُ ط ك عى ط ك ع  
ط ك عى ق ط ك ل ا ط ك ك ع ب. ه ف ط ك عى ز ب م ع ط ك ق دُ ط ك عى ة ج ب ح م ط ك ط ك عى ب ك ب م  
ط ك ج ب ط ك عى ش ب ل م جه ب م ط ك عى لاق عى شى ط ك عى ز ب ن ز لى ل ع ه ك ة شى ط ك عى ز ب ا ع  
ق دُ ط ك ل ا ط ك ك ع ب ك ل ط ك عى ب ط ك ن ذة ط ك ب عوط ك ج ب ه ن ط ك م — ع  
ة ق دُ ط ك عى ط ك ن صب لاصنعبك ع ع و ع خ ه فة ن بة ط ك و ط ك ل ا ط ك م  
ع ه م عى لاق ل ا عى ك ج ب.

ٲك ك ؤ ؤ ؤ لػ ب: ٲػػػ ٲك ج ب ٲك ؤ ؤ بػ ح ه ٲك ٲك ؤ بػ لػ بػ ٲك ج ب.

# **Chapter One**

## **Introduction**

### **1.0 Background of the Study**

Generally speaking translation is a risky process in which a spoken or written text or message in one language is transferred into a spoken or written text or message in another language. This process needs knowledge in the source language and the target language to give the process a kind of reliability.

Recently many studies discussed the subject of translating prepositions. Translators always find the translation of prepositions a problematic issue to discuss and to account for solutions. Prepositions are small entities but have great importance; they are not just connectors but also have semantic power to understand the message in the sentences efficiently. Prepositions are important parts of speech and a problematic ones at the same time. Before commencing this research, it is worth defining prepositions.

According to Webster's new English dictionary a preposition is "a word or expression that combines with a noun or pronoun to form a phrase." (1976: p.395). That means a preposition is a part of speech that introduces a prepositional phrase. For example, in the sentence "Ahmad is sleeping in the bedroom", grammatically speaking 'in' is a preposition, introducing the prepositional phrase 'in the bedroom'. A preposition is defined According to Oxford Word Power Dictionary (2015), as a word or a phrase that is used before a noun or pronoun to show place, time, direction, etc.

According to Wishon & Burks (1980: p.285)"Prepositions are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement". It can be seen from the above mentioned definitions that prepositions are of great importance to complete and enrich the construction of the sentence.

Few studies have investigated differences in using English prepositions. For instance Hansard (2012), divided the prepositions into two kinds according to their uses in sentences. Hansard explains that prepositions can be used for place or position and for direction. These two kinds can have either a positive or a negative impact. Prepositions of direction appear with verbs of motion while prepositions of place appear with verbs, describing states or conditions.

Huge numbers of Arab EFL (English Foreign Language) university students have many problems in translating prepositions correctly. This study aims at identifying the difficulties that face BA (Bachelor of Arts) students when translating prepositions of movement from English into standard Arabic. The study uses the qualitative approach. The first difficulty that faces BA students is that prepositions take place more often in English than they do in Arabic and thus some prepositions in English have equivalents in Arabic and others do not have. Some of the EFL students may use the literary translation method when translating prepositions that leads to making errors syntactically and semantically.

The second difficulty is that the performance of the BA English students differs according to the student's gender. Many studies according to (Khalil 1989, Halima 2001, Stroka 2012 and AlYaari 2013) have tackled samples oriented to the two genders, samples addressed to males, and others to females. These studies will be addressed throughout this

study. The difficulties that Students face can be accompanied with the wrong method or technique the students follow during the process of translation. In another word the kind of translation is related to the skills of the translator according to Baker (1992), who believed that qualified translator should be conversant with some translation strategies while processing a translation mission. According to Newmark (1988) communicative translation is one of the most successful techniques that student can use in their translation because it concentrates on the message rendition to the target language readership in an acceptable and persuasive way which resembles Nida's functional equivalent technique.

## **1.1 Statement of the Problem**

Prepositions sometimes can be difficult to recognize even for native speakers and also difficult to translate. This study is designed to investigate the difficulties that face BA students when translating prepositions of movement from English into standard Arabic. It is also an attempt to find who are more competent in translating these prepositions males or females. This study intends to find the appropriate techniques that students and experts can follow during the process of translating. The researcher used two instruments in this research in order to identify the difficulties that face students when translating the prepositions of movement. The first instrument is a translation test for BA students who at least finished a course in translation. The second one is a questionnaire for experts in the field of translation who are represented by university instructors.



## **1.2 Questions of the Study**

In order to achieve the objectives of the study, this study attempts to answer the following questions:

- 1- What are the difficulties that the BA students face when translating prepositions of movement from English into standard Arabic?
- 2- Who are more competent in translating the prepositions of movement males or females?
- 3- What are the right techniques that students can use when translating movement prepositions from the perspective of the experts?

## **1.3 Objectives of the Study**

This study aimed at:

- 1- Identifying the difficulties that face BA students when translating prepositions of movement from English into standard Arabic.
- 2- Exploring who have more competence in translating prepositions of movement males or females.
- 3- Suggesting the right techniques that students can use when translating movement prepositions.

## 1.4 Significance of the Study

Many studies have been conducted in the field of translating prepositions but there are little about translating prepositions of movement. Many BA students are not familiar with the use of prepositions of movement in Arabic and English in spite of its great importance. In addition to the lack of students' knowledge in standard Arabic which is the target language and in English which is the source language. The researcher believes that this study is going to be beneficial for those who are studying English and translation, for translators and for those who are interested in this field of knowledge.

## 1.5 Definition of Terms

**Competence: (Theoretically)** refers to the ability or skill that is needed for something. Oxford word power 2015. **(Operationally)**, it means the ability to translate the prepositions of movement from English into Arabic.

**Communicative translation:** "it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership "( Newmark.1988.p47).

**Connective word:** a word used to connect words, phrases, clauses and sentences as a conjunction. (Oxford, 2015).

**Prepositions:** "Prepositions are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement." (Wishon & Burks, 1980: p.285).

**Prepositions of movement:** The prepositions used to show movement to or from a place. For example: *to, through, across*. We use *to* to show movement with the aim of a specific destination. For example: I moved *to* Germany in 1998. We use *through* to show

movement from one side of an enclosed space to the other. For example: The train went *through* the tunnel. We use *across* to show movement from one side of a surface or line to another (Oxford, 2015).

**Prepositional phrase:** Stageberg (1981, p. 169) states that prepositions are "words like *of*, *in* and *to* which are usually followed by a noun, noun phrase, personal pronoun, or noun substitute called the object of the preposition. The unit of preposition-plus-object of preposition is called a prepositional phrase."

**Semantic power:** The "power semantic" is a term linguists and some social scientists use to indicate ways language can skillfully and powerfully carry distinctions of power."All texts have aspects of the expressive, the informative and the vocative function: the sentence 'I love you' tells you something about the transmitter of the utterance, the depth of his/ her feelings and his/ her manner of expressing her/himself; it gives you a piece of straight information; and it illustrates the means he/she is using to produce a certain effect (action, emotion, reflection) upon his/her reader"(Newmark1988, p.21).

**Translation: (Theoretically)** The process of rendering of the meaning of a word or text from one language into another language word or text (a written or spoken) Oxford (2015).

**(Operationally)**, it means difficulties that face BA students when translating prepositions of movement from English into standard Arabic.

## **1.6 Delimitations of The Study**

This study was conducted in Amman/ Jordan during the second semester of the academic year 2016/2017. The Student Test which is one of the two instruments of the study was applied at three private universities, Al Esra'a University, Al Zaitounah University and The Middle East University.

## **1.7 Limitations of the Study**

The findings of the study cannot be generalized to all BA students. They are limited to the sample of the study who are the second semester BA students of the academic year 2016/2017 in The Middle East University, Al Esra'a University and Al Zaitounah University. The results of the study are restricted to the instruments used in the study, which are, a translation test for BA students and an experts' questionnaire.

## **Chapter Two**

### **Literature Review**

#### **2.0 Introduction**

This chapter is a concise and brief overview of the related materials that discussed the translation of prepositions of movement. It consists of a theoretical framework proposed by different studies in this field in addition to the empirical studies related to the study in general and the translation of movement prepositions in particular. The theoretical studies will include the following: prepositions, types of prepositions, prepositions as part of prepositional phrases and as adverbs in phrasal verbs, difficulties in translating prepositions and translation methods and techniques.

#### **2.1 Theoretical Studies**

##### **2.1.1 Prepositions**

Prepositions are terms that precede noun phrases (in most, not all, languages in the world). This term has been defined by many scholars and dictionaries.

Wishon & Burks, (1980) explain that prepositions in English are connectors which join the nouns that follow them with other basic parts of the sentences: object, verb, subject, or complement.

A preposition according to Longman Dictionary (1995) is an item that is used before a noun, pronoun, or gerund to connect these words with others within the sentence, such as 'of' in: a boat made *of* wood, and 'by' in: We open it *by* cutting the line.

Brown (2003) points out that a preposition's function "is to connect a noun or pronoun (called the object of the preposition) to another word in a sentence. It also shows how that noun or pronoun (its object) is related to the other word"(p. 570). He claims that a preposition cannot exist alone in the sentence; it should always be within a phrase which is called a prepositional phrase. He states that prepositions show relationships of, location, direction, time and other relationships.

According to Oxford Word Power Dictionary (2015), a preposition is a word or a phrase that is used before a noun or pronoun to show place, time, direction, etc.

Hattab (2012) describes prepositions as short words that connect certain parts to give particular implications. She demonstrates the significant role of prepositions in conveying the right spoken or written message between people. She clarifies that prepositions pose a problematic aspect of language difficulties in translation, in spite of the academic level of the learners for different semantic and lexical reasons. Such as having more than one use, or no one for one translation. Also the position of the preposition that plays essential role, some verbs are usually followed by prepositions before the object of the verb; these are called dependent prepositions and they are followed by a noun or a gerund ('ing' form which affect the meaning.

## 2.1.2 Types of Prepositions

There are many types of prepositions. According to Alexander (1988) and Yule (1998) prepositions indicate a relationship between one word and another word in English and most other languages. Prepositions are divided basically into three main types according to their function: prepositions of place, those of time, and those for other uses (not of place and time). But the same preposition can sometimes be used in different ways, e.g.

- *Your lunch is on the table.* (Place)
- *I saw Bob on Monday.* (Time)
- *Do you have any books on Latin America?* (Other)

### 2.1.2.1 Prepositions of Place

They are prepositions which are used to indicate the place where a thing is located. Quirk, Greenbaum, Leech, & Svartvik (1985) explained that we have many prepositions of place but basically we have three to indicate. The first one is *at*; it is used to locate a point at a certain place. For example: The shop is at the end of the street. You can pay at the exit/entrance of the parking. She is waiting for me at the corner of the street. But we have some exceptions which do not follow this rule. For example: at home/ at work/at college/at the office/at school/at the side.

The second one is *in*, it is used for spaces. For examples: in Egypt/ in London/in the living room/ in the market/in the bag/ in the building. But we have some exceptions which do not follow this rule. For example: in the book/in newspaper/in magazine/ in the sky.

The third one is *on*, it is used for surfaces. For example: *on the roof/ on the sofa/ on the bike/on the cover/ on the page*. But there are some exceptions which do not follow this rule. For example: *on the bus/on the train/on the radio/on the laptop/ on the right/on the way*.

### 2.1.2.2 Prepositions of Time

They are prepositions which are used to indicate time relationship between nouns. According to Greenbaum (1997), we have many prepositions of time but basically we have three to illustrate. The first one is *at*; it is used for precise time. For example: *at nine o'clock/ at 4:30pm/ at the moment/at the same time/at the present time/at sunrises/at sunset/at noon.*

At night is an exception to this rule.

The second one is *in*; it is used for periods of time such as months, years, decades, and for a long time. For example: *in April/ in 2002/ in the 70's/ in this century.* But there are exceptions to this rule; for example: *in the morning/in the afternoon/in the evening.*

The third one is *on*; it is used for days. For example: *on Sunday/ on June (the) first/ on the following day.*

### 2.1.2.3 Prepositions of Movement

There are many prepositions which have different functions and used for different purposes. But the researcher is interested in this study in the prepositions of movement; they are prepositions which are used to show movement to or from a place. Quirk, Greenbaum, Leech, & Svartvik (1985) indicate that we have many prepositions of movement but basically we have ten prepositions of movement to highlight in this study.

The first one is *to* which is used when you have a specific destination in your mind. The destination can be a number of things like:

A place, for example: *I am going to the university.*

An event, for example: *Are you going to the party?*

A person, for example: *I am going to your father to talk about you.*



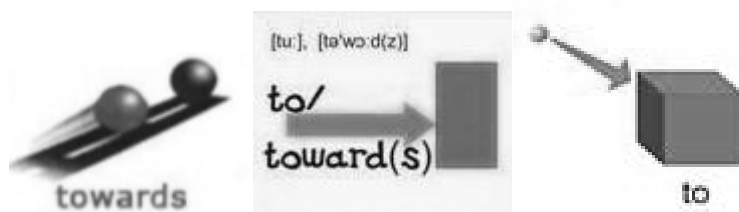
A position, for example: *The bookshop is to your left.*



(See Appendix A: Figures

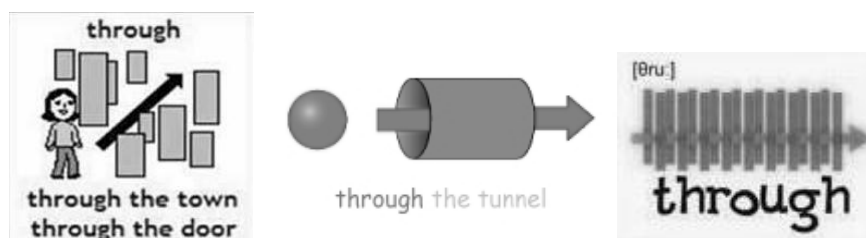
illustrating the uses of movement prepositions, p.78)

The second one is *towards* which is basically used to indicate a direction rather than a destination. For example: *The child was running towards his mum.*



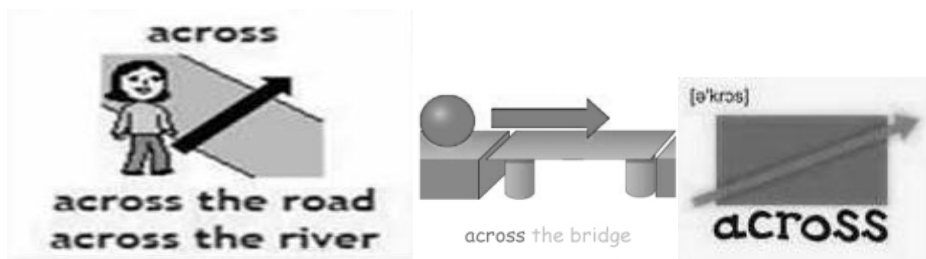
The third one is *through* which is basically used to show the movement across something.

*The ship sailed through the channel./ The car went through the tunnel.*



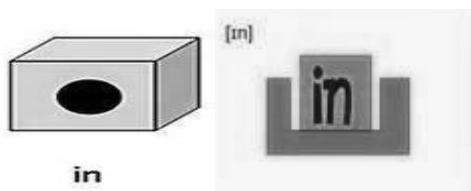
The fourth one is *across* which is used to show the movement from one end to the other end.

*Kareem walked across the road./ Samira swam across the river.*

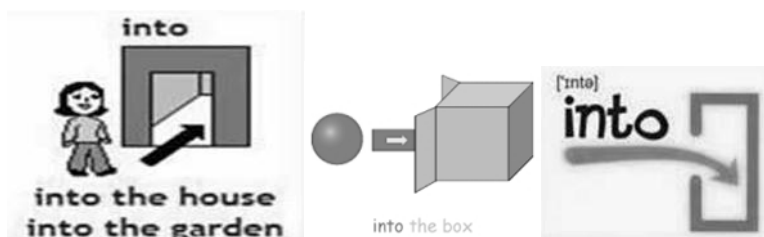


The fifth one is *in* which is used to show something's position in relation to place surrounding it. For example: *I am going to have a picnic in the park.* It can also be used as prepositions of movement; it is used to show the purpose of the movement. For example:

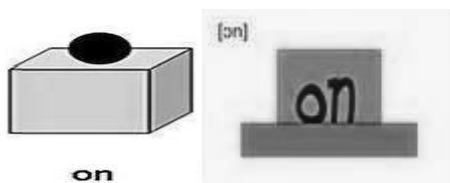
*Let's have dinner in my place.*



The sixth one is *into* which shows the movement from outside to inside, It comes with some movement verbs. For example: *I got into the classroom./ I jumped into the swimming pool.*



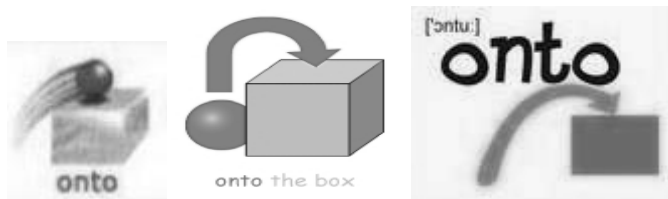
The seventh one is *on* which is used to show something's position in relation to a surface. For example: *There was a box on the table./The rain is falling on the roof*



The eighth which is *onto*, is usually used to show movement towards a two-dimensional surface. For example:

*Let's get back onto the path.*

*He stepped onto the platform.*



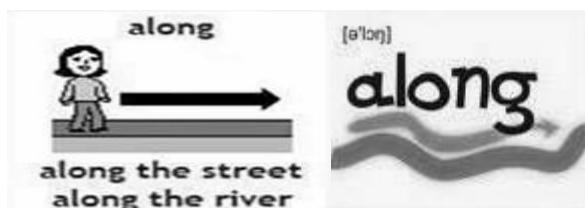
The ninth which is *over* is used to show the position of something when it is above something else.

*The bag is over the desk in the bedroom./ The cat jumped over the wall.*



The tenth one is *along*, which is used to show the movement across the line. For example: We were walking along the river.

*He drove the car along the road carefully.*



### 2.1.3 Prepositions as Part of Prepositional Phrases and Phrasal Verbs.

Generally, in linguistic theories, prepositions have been treated as a single category and since Jackendoff (1973), it has been acknowledged that they belong to one of the four major lexical categories, beside nouns, verbs, and adjectives. But, it is a controversial issue. First, as a lexical category; it is problematic. All of the other three major lexical categories (Nouns, verbs, and adjectives) are willingly able to add new members and are called open-class categories, and therefore are characterized by a high rate of membership. Prepositions, called a close-class category and they are characterized by a limited and small membership. Sometimes it is difficult for students to differentiate between prepositions and particles.

Jackendoff explains it this way: "By treating particles as a type of preposition, we can claim that particles are related to the corresponding prepositions in much the same way that intransitive verbs such as eat, drink and smoke are related to their transitive counterparts" (1973: 346).

Moreover, prepositions, particles and adverbs that share a phonological form also share core meanings; according to this argument, the word up has the same central meaning whether it is used as a preposition, particle or an adverb (Humam, 2007: 4)

A phrasal verb is a verb combined with a preposition or an adverb to give a new meaning, such as "look after" or "put somebody off".(Oxford 2015)

A verb and a preposition combination are called a phrasal verb. The word which is combined to the verb is then named a particle (Dehé, Jackendoff, McIntyre and Urban 2002) then it is really hard to differentiate between particles and prepositions. Prepositions occur before noun phrases; semantically they are relational, often indicating spatial or temporal relations, whether literal (on it, before then) or figurative (on time, beside her). But they often indicate other relations. Moreover, a particle is a word that looks like a preposition or an adverb, and is utilized as a part of combination with a verb.

At the point when a verb and a particle act as a solitary syntactic or potentially semantic unit, we call the combination a phrasal verb. Phrasal verbs act as a semantic unit; in this manner they usually have a meaning that is unpredictable from the different meanings of the verb and the particle autonomously. Accordingly *turn down* means something like '*reject*', *find out* is '*discover*', and *go on* is '*continue*'. According to Gass (1983) prepositional usage in English can be exceptionally idiomatic (particularly in preposition verbs and phrasal verbs), the subtleties of colloquial use of English prepositions are exceedingly challenging to EFL students and even native speakers are sometimes uncertain of the right form.

#### **2.1.4 Difficulties in Translating Prepositions**

Prepositions can be difficult to recognize even for the native speakers. Therefore, second language learners consider prepositions as a problematic issue. Generally speaking English prepositions have all the time been a cause of vast difficulty for second language learners in spite of their mother tongue (Celce-Murcia & Freeman 1983). Generally

learners have a tendency to relate the prepositions in English to the prepositions in their mother tongue. The basic reason is that there is a variation in number of prepositions and a lack of one to one mapping between the languages. Also, in English phrasal verbs and prepositional verbs are highly idiomatic, which makes it difficult for learners to distinguish between them.

Gethin, (1983) and Lagocki (1990) believe that learners have difficulty in handling with English prepositions because interference of L1. Prepositions are of little difficulty for native speakers, but for a foreign/second language learner they are problematic and perplexing. For instance, we say, we are at the office; or we visit a friend who is in the office. We lie on the couch but in bed. We watch a show on television but at the theatre. All these examples representing that prepositions have strong collocational relations with other elements of language, which causes problems for the learners.

Some researchers such as Hajjaj & Kharma (1997) describe prepositions errors as a never-ending problem for Arab learner. Several studies such as (Burt & Dulay 1972; Boers and Demecheleer (1998) argue that because prepositions have literal meanings as well as figurative one , they are difficult for learners.

According to Celce-Murcia (2001), English language learners have three kinds of problems with prepositions: a) using the incorrect prepositions, b) ignoring or omitting preposition where it is needed and c)using an additional preposition where it is not needed.

These problems relate to many reasons that include 1)intralingual transfer, 2)interlingual transfer, 3)avoidance, 4)guessing , 5)context of learning. The first one is intralingual transfer which refers to errors that take place during a limited learning of the target language according to (Brown, 1987).

Also intralingual refers to the ignorance of the rules limits which according to Richards and Sampson (1974) means applying rules to contexts to which they do not apply.

The second reason is interlingual transfer which refers to an interference of the mother tongue to the target language. The third problem is context of learning; these errors refer to weak presentation of prepositions in texts, and sometimes do not mention them at all. Brown pointed out that some textbook writers focus on some features of the language and abandon others according to their belief or experiences. (Brown, 1987).

The fourth reason is guessing, which means that students try to guess the right meaning of the preposition when they do not know or have a doubt about its meaning (Herskovits, 1998). The fifth reason is avoidance; some of the students avoid translating the prepositions words as if they are not there, because they find them difficult to translate.

Scott & Tucker (1974) and Hamdallah (1988) clarify that it takes a long time for the learner of English as a second / foreign language to acquire prepositions. The use of prepositions in context varies deeply from one language to another, which habitually causes negative syntactic transfer. The same prepositions can carry different meanings in various languages, for instance a native speaker of Spanish would have difficulties translating the prepositions *for* into English since it can be expressed in English by the prepositions *for*, *through*, *by*, and *during*.

Blom (2006) demonstrates that learners having problems in using prepositions in their writing because of relating the use of English prepositions to their mother tongue prepositional system.

Koffi (2010) shows that prepositions have multiple meanings which is a semantic characteristic. According to him, the majority of prepositions in English have a variety of meaning depending on the context.

Alayesh (2012) clarifies that some English prepositions are more difficult than other prepositions and they are the most difficult aspects of English for students throughout learning. He also noticed that the level of the difficulty is not always the same, but students may face much more difficulties in using some prepositions than others. Another issue is that prepositions in English generally have more than one meaning.

Al Yaari (2013) in his study finds out that the Saudi EFL students encountered difficulties when translating the prepositions from English into Arabic such as being incapable to give the right equivalent and unfamiliarity with the prepositions. The study also shows that the female's performance in translation is better than males.

### **2.1.5 Translation methods and techniques**

Translating confronts a condition that there is no single standard technique which can suit all the ever-changing issues and problems in varying interpretation conditions. Thus, the translating process as indicated by researchers resembles the process of human life, which requires following and cross referencing a few standards to make means for living.

Ellis (1965) considers training an important issue to produce a positive transfer or a negative one. Expanding practice builds positive exchange, and with little practice, negative exchange happens.



According to Nida (1964), old terms for instance, literal, free and faithful translation were taken away in favor of two essential sorts of equivalence: 1) Standard equivalence which resembles semantic translation of Newmark and 2) dynamic equivalence which resembles the communicative translation . Nida explains that there are two types of equivalence to be applied to the prepositions which are standard equivalence which centers consideration around the similitude of form between the SL text and the TL text as well as on the content while dynamic equivalence is based on the equality of reaction.

According to Greenbaum, Leech, Quirk & Svartvik (1985), to lexicalize an idea, is "in lay terms, we now have a word for it." (p:1526). That is to say, to lexicalize a SL preposition is to have a lexical item, a satisfied word, as an 'equivalent' or all the more precisely as a 'correspondent' in the TL. If Lexicalization is obligatory or optional, it transfers the meaning of an expression in a clear way. As-Safi (2012) explained that by employing the lexicalization strategy, English prepositions rather than being replaced literally by Arabic equivalent prepositions, they are lexicalized. This approach is hoped to have dynamically and inventive communicative translation.

Newmark(1988) comments on the difference between translation methods and translation procedures. He explains that, translation methods deal with the whole texts, while translation procedures are used for smaller parts of language and sentences. He verified the following methods of translation:

***Word-for-word translation:*** This is often demonstrated as interlinear translation .The SL word order is preserved and the words translated singly by their most common meanings, out of context.

***Literal translation:*** in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.

***Faithful translation:*** it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

***Semantic translation:*** it differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.

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

***Free translation:*** it produces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all. ***Idiomatic translation:*** it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

***Communicative translation:*** it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (p: 45-47).

**Paraphrasing technique:** it is defined according to Trupe (2005) as a way of conveying someone else's idea in another way by using your personal words and structures. When an

idea is paraphrased, it must be a reiteration of the original one; in the meantime, it must be different not only in terminology but in its syntactic structure as well.

As shown in the theoretical studies, it is obvious that students encounter different difficulties during the process of translation due to their knowledge, experience, different backgrounds and the competence in languages. Also translators used different strategies and methods according to the different types of texts and different knowledge of the translators themselves.

## **2.2 Empirical Studies**

There are a large number of studies which deal with translation in general but a few about translating prepositions.

Khalil (1989) explored the difficulties related to prepositions and prepositional phrases that Arab translators encounter when translating from Arabic into English or vice versa. The sample of the study was an amount of texts and works in Arabic and English translated by 15 graduate students in translation at Yarmouk University and professional translators.

The finding of the study showed that the examined students and translators were incapable to give the right meanings for the prepositions. They made several errors; sometimes they did not use the right prepositions and other sometimes deleted them.

Halima (2001) conducted a study that analyzed matched writing samples of 100 native Arabic speakers' writing on WST (Writing for Science and Technology) topics in English and Arabic. The aim of this study was to explore the writing errors of the students' writing in Arabic and English for Science and Technology. The original valuation of acceptable WST is carried out by three English speaking and two Arabic speaking WST teachers using ten measurements. The findings show that though students have studied English as a

foreign language for eight years, and they are honestly good at punctuation, capitalization, and spelling, but they still have major difficulties in syntax. His study shows that the class level proficiency has an obvious influence on the performance of students. A significant proportion of the total errors were the errors of prepositions which harmonized with Arab studies who have found MTI and proportion of preposition errors are significant.

Halima related Arab learners' difficulties to the fact that learners transfer linguistic errors of Arabic speech to their English writing and vice versa.

Golvar (2009) examined in his research the relationship connection between the type of the two gender of the translator and the gender of the evaluator of the translation of that translator. He tested a sample which consisted of 60 participants, 30 males and 30 females to achieve good results. The test comprised 20 questions about a chapter in a short story with three multiple choices answers. One related to a female translation and one of a male translation and the third one was a wrong translation .The examined participants were requested to choose the appropriate translation that matches with their own translation if they were the translators.The results of the study revealed that there were no differences between the two genders' translation and attributed that to the easiness of the text used in the translation text.

Temime (2010) examined the transfer of prepositions from standard Arabic into English by Algerian learners. To achieve the goals of the study the researcher asked a sample of 30 third year students from English Department at Mentouri University to answer a test on prepositions. Findings showed that Algerian learners transfer positively from Standard Arabic and French more than Algerian Arabic and transfer positively when there are

similarities between English and Standard Arabic, Algerian Arabic or French and negatively when there are differences.

Stroka (2012) investigated the difficulties that (EFL) students face when they deal with English prepositions. The sample of his study consisted of 50 EFL Teachers from Kosovo, Albania and Greece. The researcher objective was to know if the teacher used prepositions in the classes and taught them or not. Stroka used a questionnaire including closed and open-ended questions to collect data. The results showed that prepositions were ignored which related to the commitments of teachers to the curriculum textbook or for ignoring the prepositions totally in the classes. The researcher related this to the lack of knowledge about prepositions which they found as a very problematic aspect of language. The researcher recommended further explanation and practice on the prepositions.

Al Yaari (2013) conducted a study to identify the difficulties that Saudi EFL students may encounter when translating the English prepositions *at*, *in* and *on* into Arabic. Also the researcher attempted to find out who have more competence in translating these prepositions males or females. The sample consisted of Fifty (50) Saudi EFL students (25 males, 25 females). The findings showed that Saudi students face problems when translating simple prepositions from English into Arabic correlated to use and usage of these prepositions. There was a noticeable difference in the performance of the two genders where males scored lower marks than females. These findings support the position that developed skills and abilities tangled in translation seem to be more powerfully motivated in the English-Arabic tasks in women when compared to men.

Dweik & Suleiman (2013) explored the problems that Jordanian graduate students encounter when translating English culturally-bound expressions. Sixty M.A graduate

students in three Jordanian universities were the sample of study. A translation test was given which comprised 20 statements of culture-bound expressions based on Newmark's classification of cultural terms for example, collocations, idioms and proverbs. The researchers also used interviews with experts in translation to have extra facts about problems, reasons and answers. The study discovered several kinds of translation problems such as: inability to give the right equivalence in the second language, and lack of knowledge of translation techniques and strategies and unfamiliarity with cultural expressions.

Almaloul (2014) explored the mistakes committed by Libyan university students when they use English prepositions. The researcher examined 100 first year students from the English department Azzawia University using a test of English prepositions.

Prepositions in the were characterized into four classifications: similar Arabic and English prepositions, dissimilar Arabic and English prepositions, Arabic prepositions with no English equals, and English prepositions with no Arabic equals. The results of the study discovered that "English prepositions with no Arabic counterparts" classifications were the most category that students made mistakes in. That is related to the lack of knowledge about the various meanings for English prepositions.

Erarslan and Hol (2014) analyzed the interference that happens from (L1) to (L2) regarding vocabulary, utilization of prepositions and the utilization of present tense. The case included 323 subjects who were selected in a standard college in Turkey. The examiners were requested to translate 20 vocabulary items, which included compound words, collocations and phrasal verbs, 10 sentences that involved simple present and 10 phrases involved prepositions. They found that the lowest degree of (L1) interference was

in the utilization of the simple present tense and the highest degree of (L1) interference happened in the utilization of prepositions followed by vocabulary. The students rendered some of L1 structures to create proper and worthy equivalents in L2. In addition they additionally utilized some L1 structures without changing and inserted them into L2 which leads to inappropriate responses.

Akhtar, Rizwan and Sohail (2017) investigated the kind of the problems and troubles in writing skills of the graduate ESL learners. The researchers used a sample consist of (250) male and female students from sciences and arts colleges. They used two forms of tests to collect their data; the first test asked the subjects to fill blanks with prepositions in idiomatic and prepositional phrases. The second test was a composition test about terrorism; it was a controlled discussion question that was to be answered in an essay form with 250-300 words approximately. The results revealed that students had different grammatical and semantic problems in using prepositions related to the interference of their L1 and lack of linguistic competence.

## **Chapter Three**

### **Methods and Procedures**

#### **3.0 Introduction**

This chapter presents the methodology that was followed in this study. It provides the population and the sample of the study and describes the instruments and their validity and reliability. It also discusses the way the test was implemented and the data is analyzed. At the end it presents the steps that were used throughout the study.

#### **3.1. Population and Sample of the Study**

The population of the current study consisted of all BA students majoring in English language and translation who are enrolled at private universities in Jordan. The researcher selected from this population a random sample of 60 BA students (30 males and 30 females) majoring in English language and translations in the second semester of the academic year (2016-2017) who had finished at least one course in translation, 20 student from the Middle East University, 20 from Al Esra'a University and 20 from Al Zaitounah University. The selected students were given a test in translation which included the prepositions of movement.

The demographic background information about the students included social data such as gender, age, place of study and the number of the participants. Table 1 below shows the demographic characteristics of the participants:



**Table1. Demographic Characteristics of the Study Sample**

Gender	No
Female	30
Male	30
Age	No
20-23 years	60
Place of the study	No
Middle East University	20
Al-Zaytouna University	20
Al-Esra'a University	20
Total number of students	60

### **3.2. Instruments of the Study**

To achieve the purpose of the study, the researcher used the following two instruments:

#### **3.2.1. Translation Test**

The researcher designed a translation test for BA students to find out what kinds of difficulties the sample was going to face during the translation process and who more competent males or females. After establishing the test's validity and reliability, the test was given to the selected sample. The test consists of 30 statements which were suitable for different student's levels. (See Appendix B, p79-82 The Translation Test).

The main focus of this test is the translation of the prepositions of movement besides the correct contextual meaning required to be achieved. To evaluate the level of translation the

researcher planned to use the following measurements: The first one is correct translation; this is when the translation of the prepositions of movement and the contextual meaning of the statement is correct. The second one is acceptable translation; this is when the translation is carried out by using the paraphrasing techniques. The third one is wrong translation; this is when the translation of the prepositions of movement and the contextual meaning of the statement is incorrect. The fourth one is no translation; this is when the examined student skipped the translation of the statement. The researcher used model translation to correct the translation test which was provided by an expert in the field of linguistics and translation. (See Appendix C, p83-84 for: The Model Answer for the Translation Test).

### **3.2.2 Experts Questionnaire.**

The researcher designed a questionnaire for experts in translation (University Professors). The questionnaire consisted of 10 items and was distributed to 30 participants. The researcher adopted a five-term Likert scale format to conclude the experts' responses. They were strongly agree, agree, neutral, disagree, and strongly disagree. The researcher used this instrument to collect qualitative data about the right techniques that students and experts can adopt to help students during the process of translating prepositions of movement from English into standard Arabic. (See Appendix D, p85-86 for: The Experts' Questionnaire Items)

### **3.3 Validity and Reliability of the Instruments**

To guarantee the validity of the instruments, they were given to a group of experts in translation (university instructors). (See Appendix E, p87 for: The validation committee) The experts were asked to comment on the test and the questionnaire. For this reason, a pre-test was carried out to meet such requirements of the validity of the test. The experts were chosen according to their experiences in the field of teaching English language and translation. The professors gave the researcher valuable suggestions and recommendations which have been seriously taken into consideration. (See Appendix F, p88 for: The Validation Letter)

To achieve a high degree of reliability of the test, the researcher used the test-retest technique for students who did not participate in the test but have the same characteristics of the participating sample to participate in test-retest. Two weeks later the test was carried out again to the same participants to check if the responses were stable or not. The results were compared and the test achieved stability. The same procedure was carried out for the expert's questionnaire and the questionnaire also achieved stability.

### 3.3.1. Validity and Reliability of the Translation Test

#### 3.3.1.1 Validity constructs indices:

The correlation between each item and total degree for the translation test was calculated as next table shows (Table2).

Table 2 shows that correlation values rounded between 0.41 and 0.69, which indicates a good construct validity for this test.

**Table2. Pearson Correlation between Each Item and Total Degree for the Translation Test**

Item No	Pearson correlation with total degree.
1	0.39
2	0.41
3	0.44
4	0.62
5	0.59
6	0.61
7	0.51
8	0.69
9	0.66
10	0.52
11	0.46
12	0.43
13	0.38
14	0.49
15	0.51
16	0.52
17	0.56
18	0.47
19	0.42
20	0.51
21	0.62
22	0.57
23	0.52
24	0.43
25	0.62
26	0.69
27	0.44
28	0.63
29	0.52
30	0.46

#### 3.3.1.2 Reliability

The reliability for the test was assured through (test-retest) by applying the test on a sample consisting of 25 student outside study sample and after 2 weeks test was applied again, and the Pearson product correlation was found to be 0.79. The Cronbach alpha was

calculated for internal consistency at 0.88. All these values are considered acceptable for this study.

### **3.3.2 Validity and Reliability of the Expert's Questionnaire**

#### **3.3.2.1 Validity constructs indices:**

The correlation between item and total degree was calculated as table (3) shows.

Table 3 shows that correlation values rounded between 0.44 and 0.71, which are considered acceptable for this study purposes.

**Table3. Pearson Product Correlation between Each Item and Total Degree for the Experts' Questionnaire**

<b>Item No</b>	<b>Pearson correlation with total degree.</b>
1	0.45
2	0.62
3	0.71
4	0.44
5	0.63
6	0.52
7	0.51
8	0.69
9	0.66
10	0.52

#### **3.3.2.2 Reliability**

The reliability for the tool of the right techniques students can use when translating movement prepositions from expert perspective was assured through (test-retest) by applying the test on a sample consisting of 15 participant outside study sample and after 2 weeks the test was applied again, and the Pearson product correlation was found at 0.81. The Cronbach alpha for internal consistency was found at 0.91. All these values are considered acceptable for this study.

### **3.4. Procedures of the study**

The researcher followed the following procedures in order to conduct her research:

- 1- Reviewing the theoretical literature and empirical studies related to the study.
- 2- Developing two instruments: Translation test and experts' questionnaire and submitted them to experts to establish their validity.
- 3- Considering the University Jury's comments and fulfilled them.
- 4- Identifying the population and sample of the study.
- 5- Presenting the designed instruments to a group of experts to comment on their validity and reliability.
- 6- Obtaining a permission letter from the Middle East University to facilitate the researcher's mission. (See Appendix G p89-94 for : The MEU Permission Letter)
- 7- Performing the test and distributing the questionnaire.
- 8- Analyzing and interpreting data and reporting the results.
- 9- Presenting the results of the test.
- 10- Discussing the findings by referring to the studies mentioned in literature reviews.
- 11- Drawing conclusion, providing recommendation and suggestions for further studies.
- 12- All references were listed according to APA style.
- 13- Attaching the needed appendices

### **3.5. Data Collection**

The researcher collected data using different references such as printed books and studies from various libraries, dictionaries and studies on the internet websites and data collected from the student's test and the expert's questionnaire. The data that were collected from instrument of the study (The student's test and the expert's questionnaire) were presented in tables followed by comments on each one. The translation of the statements of the test were analyzed and classified. Also, percentages and frequencies of the responses were calculated. The qualitative data were described and analyzed.

## **Chapter Four**

### **Results of the Study**

#### **4.0. Introduction**

This chapter presents and explains the findings for the three questions that are raised in this study. The questions are:

- 1- What are the difficulties that face the BA students when translating prepositions of movement from English into standard Arabic?
- 2- Who are more competent in translating the prepositions of movement males or females?
- 3- What are the right techniques that students can use when translating movement prepositions from the perspective of the experts?

#### **4.1. Results of Question One**

The finding of the first question which states: What are the difficulties that face the BA students when translating prepositions of movement from English into standard Arabic?

To answer this question a translation test was corrected and table 4 shows student's translating test results while table 5 shows later the problems that faced student during the test.



#### **4.1.1 Students Performance in the Test**

Results of students' performance in the test are presented first in Table 4 below. Answers are presented in four categories: correct answer, acceptable answer, wrong answer and no answer. It can be seen from the results that is shown in table 4, the highest percentage is (44%) for correct answers, 24% was introduced by females and 20% was introduced by males specially in statement No 3, 4, 5, 6, 8, 12, 13, 14, 20, 21, 23, 27.28, and 29. There is little variation in the number of correct answers between males and females with the predominance of females' correct answers.

The percentage of wrong answers was 18%. Point zero eight 0.08% of the wrong answers were given by females and (0.1%) for males especially in statement No1, 15, 16, 17, 18 and 19.

Again there is a slight variation in the number of wrong answers between males and females with the predominance of males' wrong answers.

### Statement (1)

1. On the way we came across an old beggar.

**Suggested model answer:** في الطريق صادفنا متسولا كبيرا في السن (See Appendix C p83-84 for: Model Translation)

Fī ʔaltariq šādafanā motasawwelan kabīran fī ʔalsseni. (See Appendix H p95 for: A Guide to Arabic Transliteration).

As shown in table 4, only 7 students (11.67%) provided the correct translation 6 females (10%) and 1 male (1.67%). Meanwhile, 19 of the respondents (31.67%), eleven females (18.33%) and 8 males (13.33%) provided an acceptable translation, they provided acceptable equivalent which is (mararnā be)مررنا ب. Twenty five of the respondents (41.67%), nine females (15%) and 16 males (26.67%) provided wrong translation for this statement. This can be related to lack of knowledge and misuse of the preposition (on) and (across) in the statements. Some of the students translated *on* as (ʕalā)على, while they should have translated it as (fī)في, they used the literal translation of the preposition *on*. Meanwhile others mistranslated the preposition across as (khelāl)خلال, while they should have translated it taking into consideration *across* as a part of the verbal phrase *came across* which means (šādafanā)صادفنا in Arabic. This can be a result of unfamiliarity with the use of the prepositions when they are implemented in a phrase; they become idiomatic. In addition to the misuse of the dictionaries; Students often choose the first meaning without taking in consideration the context of the text. Nine Students (15%) 4 Females (6.67%) and 5 males (8.33%) did not provide any translation; this related to lack of knowledge in both languages the English and the Arabic Language.

## Statement (2)

We can get onto the bus here.

**Suggested model answer:** يمكننا الصعود إلى الحافلة هنا.

Yumkenunã ?alşuŝūd ?ela ?al ḥāfelati hunā.

As shown in table 4, only one male (1.67%) student provided correct answer. Meanwhile 36 students (60%) 19 Females (31.67%) and 17 males (28.33%) translated it to (yomkenonã ?alrokūb fī ?lḥāfelati honā) يمكننا الركوب في الحافلة هنا ; they provided acceptable translation. Fourteen Of the respondents (23.33%) ; five females(8.33%) and 9 males(15%) provided wrong translation for this statement. They translated the preposition *onto* correctly but they faced difficulty in other words in the sentence such as *get*; Some of the students translated *get as* (ʔalḥoşūl ʕalā الحصول على) ,while they should translated it to (ʔalşoŝūdu ʔelā الصعود الى) , they used literal translation of the words. This can be related to the lack of knowledge and wrong word meanings. Meanwhile, 9 of the respondents (15%); six females (10%) and 3 males (5%) did not provide any translation; this is related to lack of knowledge in both languages English and Arabic.

### Statement (3)

I followed Mr. Jackson along the corridor.

**Suggested model answer:** تابعت السيد جاكسون على طول الممر.

Tābatu ʔalsayyed jāksun ʕalā ʔūl ʔal mamar.

This statement was translated correctly by 43 students (71.67%), twenty five females (41.67%) and 18 males (30%). Meanwhile 15 respondents (25%) ; five females (8.33%) and 10 males (16.67%) provided acceptable translation such as (ʔanā laḥeqtu bessayyed jākson ʔewāla ʔal mamar) أنا لحقت بالسيد جاكسون طوال الممر, which is equivalent to *I followed Mr. Jackson all over the corridor*. There is no need to translate *I* to (ʔanā) أنا and only use (laḥeqtu) لحقت because the subject *I* is attached to the verb لحقت as the letter (ت) in Arabic and that is because of students' injection of the rules and structures of English into their translations into Arabic language which is considered as a grammatical error. Only one male respondent provide wrong translation and that is (anā mashaito waraʔa ʔassayyed jakson ʕalā ʔalmamar ʔal ʔawīl) أنا مشيت وراء السيد جاكسون على الممر الطويل. The student also used wrong equivalent for the preposition *along* which is (ʔalṭawīl) الطويل which is equivalent to *the long* in English and he used (mashaito warāʔa) مشيت وراء instead of (tābaʕto) تابعت, which means he used wrong word for the word *follow*. Only one male (1.67%) respondent did not provide any translation.

#### Statement (4)

I am going to the university

**Suggested model answer:** أنا ذاهب إلى الجامعة

?anā ðāhebun ?ela ?al jāme'ʕati.

As shown in table 4, fifty two students (86.67%), twenty six females (43.33%) and 26 males (43.33%) provided correct translation. This statement scored the highest percentage in correct answers. Only 2 male students (3.33%) provide acceptable translation such as (?anā ðāheb?elā ?alkolleyyah) أنا ذاهب الى الكلية, they rendered the word *university* to (?alkolleyyah) الكلية which is equivalent to *college* in English instead of (?aljāmeʕati) الجامعة which is an acceptable equivalent used by universities' students. Five Students (8.33%), four females(6.67%) and a male(1.67%) provided wrong translation; they made grammatical mistakes using different verb tense such as (?anā sawfa ?aðhabu) اناسوفاذهب which is equivalent to (I am going to go ), or (?anā ðahabtu) انا ذهبت which is equivalent to (I went). All students provided correct translation for the preposition *to*. Only a male student (1.67%) did not provide any translation.

### Statement (5)

The bathroom is to your left.

**Suggested model answer:** الحمام على يسارك

ʔal ʔmmāmu ʔalā yasāreka.

This statement was translated correctly by 46 students (76.67%); twenty three females (38.33%) and 23 males (38.33%). On the other hand 9 students (15%); five females (8.33%) and 4 males (6.67%) provided acceptable translation such as (ʔelā yasārak) الى يسارك. They used the literal translation for the preposition *to* which is acceptable in this situation. Some students translated (yasārak) يسارك as (shemālak) شمالك; they used a different word choice in Arabic. Three Students (5%) , a female (1.67%) and 2 males (3.33%) provided wrong translation such as (fī yasārak) في يسارك or (fī jehati ʔalshemāl) في جهة الشمال which is wrong because (ʔalshemāl) means north in English not left. This is related to the students' insufficient of knowledge in Arabic language. Two Students (3.33%), a female (1.67%) and a male student (1.67%) did not provide any translation.

### Statement (6)

The ship sailed through the channel.

**Suggested model answer:** ابحرت السفينة عبر القناة

ʔabḥarat ʔalssafīnatu ʔabra ʔalqanāti.

As in table 4, forty two students (70%), twenty two females (36.67%) and 20 males (33.33%) provided correct answer. Meanwhile 10 students (16.67%), five females (8.33%)

and 5 males (8.33%) provided acceptable translation which is (min~ khelâl) من خلال instead of (ʕbra) عبر. *Through* has many Arabic equivalents such as (ʕbra) عبر (khelâl) خلال (min) من (bewāseʕat) بواسطة as well as several meanings in English but the students' experience and knowledge help them to choose the suitable equivalent. Only 4 male students (6.67%) translated the statement wrongly; they translated through as (bettijāh) باتجاه which is equivalent to *towards* in English. Other students translated (channel) قناة as (nafaq) which is equivalent to *tunnel* in English. Four students (6.67%), three females (5%) and one male (1.67%) did not provide any translation which refers to their lack of experience in translation and absence of knowledge.

### Statement (7)

The car went through the tunnel.

Suggested model answer: مرت السيارة داخل النفق

Marrat ʔalssayyāratu min khelâl ʔalnafaqi.

According to table 4, sixteen students (26.67%), eight females (13.33%) and 8 males (13.33%) translated this statement correctly. Meanwhile 37 students (61.67%), seventeen females (28.33%) and 20 males (33.33%) provided acceptable translation such as (ʕahabat ʔal sayyarah min~ khelâl ʔa lnafaq) ذهبت السيارة من خلال النفق, they used the literal translation of the preposition *through* which is acceptable. Students translated the preposition as a separate entity regardless of its position as part of the verbal phrase *went through*. Six Students (10%), five females (8.33%) and a male (1.67%) provided wrong answers such as

using the word (bettijāh) باتجاه which is equivalent to *towards* in English. Only one male student (1.67%) did not provide translation for this statement.

### Statement (8)

I got into the classroom.

Suggested model answer: دخلت غرفة الصف

Dakhaltu ghurfata ṭal ṣṣaffi.

As shown in table 4, forty two students (70%), twenty females (33.33%) and 22 males (36.67%) translated the statement correctly. On the other hand 8 students (13.33%), four females (6.67%) and 4 males (6.67%) provided acceptable translation such as (dakhalto ṭelā ṭalṣaff) دخلت الى غرفة الصف or (fī ṭalṣaff) في الصف, they added (ṭelā) الى to the word (dakhaltu) دخلت or (fī) في which is not needed because *into* indicates movement of something or someone is being or is going to another location. While *in* only describes where they are without movement. Nine students (15%), six females (10%) and 3 males (5%) provided wrong translation such as (ṭanā dākhel ṭal ṣaf) أنا داخل الصف which is equivalent to *I am in the classroom* which is grammatically wrong because it indicates that he is already in the classroom without any movement and syntactically he used (ṭanā) أنا at the beginning of the sentence which means he inserted the structures and the rules of English into their translations into Arabic language. Only a male student (1.67%) could not provide any translation.



### Statement (9)

I jumped into the swimming pool.

Suggested model answer: قفزت داخل بركة السباحة.

Qafaztu dākhela berkati ?alssebāḥati.

Only 5 students (8.33%), two females (3.33%) and 3 males (5%) provided correct translation. Meanwhile 51 students (85%), twenty seven (45%) females and 24 males (40%) provided acceptable translation such as (qafaztu fī) قفزت في which is somehow acceptable. Three Students (5%), a female (1.67) and 2 males(3.33) provided wrong translation such as (ʔaqfīzu ʔelā) أقفز الى which is grammatically wrong because the verb is in the present tense while it should be in the past and the wrong translation of the preposition into as (ʔelā) الى which is equivalent to *to* . On a male student did not provide any translation to this statement.

### Statement (10)

There is a mirror over the sink

Suggested model answer: هناك مرآة فوق الحوض/ المغسلة

Hunāka merʔātun fawqa ʔalḥawḍi/ ʔalmeghsalate.

Due to table 4, thirty one students (51.67%), seventeen females (28.33%) and 14 males (23.33%) translated the statement correctly. Fifteen students (25%), seven females (11.67) and 8 males (13.33%) provided acceptable translation; they used (ʔalā) على which is equivalent to on in English instead of (fawqa) فوق which is acceptable in Arabic. Twelve

students (20%), four females (6.67%) and 8 males (13.33%) translated the statement incorrectly such as translating over as (taḥta) تحت which is equivalent to under in English. That indicates student's lack of familiarity with English prepositions. Only 2 female students did not translate the statement.

### Statement (11)

He drove the car along the road carefully.

Suggested model answer: قاد المركبة طوال الطريق بحذر.

Qāda ḥalmarkabata ṭewāla ḥaltarīq beḥaḍar.

As shown in table 4, twenty six students (43.33%), sixteen females (26.67%) and 10 males (16.67%) provided correct translation. Meanwhile 29 students (48.33%), nine females (15%), twenty males (33.33%) provided acceptable translation. Only 5 males (8.33%) provided wrong translation such as (howa yasūqu sayyāra ṭawīlah waḥaḍer ḥala ṭṭarīq) هو يسوق سيارة طويلة وحذر على الطريق which have nonsense, students have semantic problem here because they did not know the whole meaning of the sentence. Nobody skipped translating this statement.

### Statement (12)

We could hear the rain falling on the roof.

Suggested model answer: يمكننا سماع المطر يتساقط على السطح

Yumkenunā samāḥu ḥalmataru yatasāqaṭu ḥalā ḥalsatḥ.

As shown in table 4, thirty nine students (65%), twenty two females (36.67%) and 17 males (28.33%) provided correct translation. While 14 students (23.33%), five females (8.33%) and 9 males (15%) provided acceptable translation such as (yanzelu ṣalā ṭalssotooh) ينزل على السطوح; here the student used the word (yanzelu) ينزل which is equivalent to *come down* instead of (yatasāqāṭu) يتساقط which is the right equivalent to *falling* but it is quiet acceptable . Only 5 students (8.33%), two females (3.33%) and 3 males (5%) provided wrong answers such as translating falling as (yataḥṭṭam) يتحطم which is equivalent to *crashing* in English. This is related to their lack of knowledge in Arabic and English but they translated the preposition on correctly. Also there is a syntactic errors such as (yanzelu ṭalmṭaru wa naḥno nasamaṣuhu) ينزل المطرونحن نسمعه; the word order is not correct and not all the words are translated even the preposition itself . Two students(3.33), a female (1.67%) and a male students (1.67%) decided to skip translating this statement.

### Statement (13)

Let's have dinner in my place.

Suggested model answer: دعنا نتناول طعام العشاء في منزلي.

Daṣna natanāwalu ṭaṣāma ṭal ṣashā' fī manzilī.

As in table 4, thirty four students (56.67%), twenty three females (38.33%) and 11 males (18.33%) rendered the statement correctly. On the other hand 13 students (21.67%), six females (10%) and 7 males (11.67%) provided acceptable translation such as using the word (makānī) مكاني the literal translation for the word *my place* which is acceptable. Four student (6.67%), a female (1.67%) and 3 males (5%) rendered the statement incorrectly

such as translating the preposition *in* as (ʔelã) الى which is equivalent to *to* instead of (fī) في .others translated dinner as (ʔalghadã'ʔ) الغداء which is equivalent to lunch in English.

Some people would say it is not correct to use *in* in this situation and the correct preposition is at; at is correct and on is correct because on here indicates a movement to the place not the location. Nine male students (15%) decided to skip translating this statement.

#### **Statement (14)**

I moved to Germany in 1998.

Suggested model answer: انتقلت للعيش في المانيا عام 1988

Entaqaltu lelʕayshi fī ʔalmānia ʕām 1988.

According to table 4, forty two students (70%), twenty four females (40%) and (18) males (30%) provided correct translation. Meanwhile 16 students (26.67%), six females (10%) and 10 males (16.67%) provided acceptable translation such as (ʔintaqalto ʔelã) انتقلت الى instead of (intaqalto lel ʕayshi fī) انتقلت للعيش في .*To* which is equivalent to (ʔelã) الى in Arabic indicates movement of a person or an object towards a point. It therefore has both meaning together; the meaning of *to* and *in*. Only 2 male students (3.33%) provided incorrect translation and no one skipped translating the statement.

**Statement (15)**

He's gone to the seashore.

Suggested model answer: ذهب إلى الشاطئ

Ḍahaba ʔelā ʔalshātiʔ.

Twenty nine students (48.33%), nine females (15%) and (20) males (33.33%) rendered the statement correctly as shown in table 4. On the other hand 12 students (20%), eight females (13.33%) and 4 males (6.67%) provided acceptable translation (Ḍahaba ʔela ʔalbaḥr) ذهب الى البحر which is equivalent to *He's gone to the sea*; they neglected the word shore which is related to their previous limited knowledge of the word meanings in English and lack of experience. Nineteen students (31.67%), thirteen females (21.67%) and 6 males (10%) rendered the statement incorrectly; they used literal translation which distorts the meaning in this case as in (howa Ḍahaba ʔelā ʔal da'ʕm) هو ذهب الى الدعم they misused the dictionary or the online translator by choosing the wrong word (da'ʕm) دعم which is equivalent to *support* in English but they translated to correctly as الى (ʔelā). Other students translated the preposition *to* as على (ʕalā) which is equivalent to *on* in English. No one skipped translating the statement.

**Statement (16) and Statement (17)****Statement (16)**

We walked across the park.

Suggested model answer: تمشينا في المنتزه (من مدخله الى مخرجه)

Tamashaynā fī ʔalmutanazzahi. (min madkhalehi ʔela makhrajehi)

### Statement (17)

We walked through the park.

Suggested model answer: تمشينا في المنتزه. (دخلنا من منتصفه وخرجنا من مخرج آخر )

Dakhalnā min muntaṣafihi wakhrajnā min makhrajen ṭākhar.

As shown in table 4, in statement 16, there are 24 students (40%), twelve females (20%) and 12 males (20%) who rendered the statement correctly. Meanwhile 12 students (20%), six females (10%) and 6 males (10%) provided acceptable translation. The statement was rendered incorrectly by 24 students (40%), twelve females (20%) and 12 males (20%). Nobody decided to skip translating the statement. On the other hand in statement 17 there are 14 students (23.33%), eight females (13.33%) and 6 males (10%) rendered the statement correctly. Meanwhile 24 students (40%), ten females (16.67%) and 14 males (23.33%) provided acceptable translation. The statement was rendered incorrectly by 19 students (31.67%); ten females (16.67%) and 9 males (15%). Three students (5%), two females (3.33%) and a male (1.67%) skipped translating this statement.

The researcher is going to analyze statement (16) and (17) together

**Across** is movement from one side of an area, surface, or line to the other side. **Through** is movement from one side of an enclosed space to the other side according to Greenbaum, and Quirk (1976). The researcher noticed that students translations were almost the same between the two statement; they used the literal translation of across which is عبر (ʿabra) and the literal translation of through which is خلال (khalāl). Both are acceptable but as mentioned before there is a difference between the two prepositions but

when translated them into Arabic, they have the same equivalent. Three students whom provided correct translation added an explanation as in the model answer while others did not; they only wrote the correct translation. We have to mention that students who translated the two sentences incorrectly; they translated the prepositions across and through as (bettijāh) باتجاه or (nahwa) نحو , which are the equivalents of the preposition *towards* in English or (lenehāyat) لنهاية which is equivalent to *to the end of* in English.

### **Statement (18) and Statement (19)**

#### **Statement (18)**

They drove across the city.

Suggested model answer: قادوا السيارة/المركبة عبر المدينة

Qadū alssayyārata/ ʔalmarkabata ʕabra al madīnati.

#### **Statement (19)**

They drove through the city.

Suggested model answer: قادوا السيارة/المركبة عبر المدينة

Qadū alssayyārata/ almarkabata ʕabra ʔalmadīnati

Statement 18: As in table 4, twenty two students (36.67%), nine females (15%) and 13 males (21.67%) provided correct translation. While 11 students (18.33%), six females

(10%) and 5 males (8.33%) provided acceptable translation. On the other hand 26 students (43.33%), fourteen females (23.33%) and 12 males (20%) translated the statement incorrectly while only a female student (1.67%) skipped translating it.

Statement 19: As in table 4, eight students (13.33%), four females (6.67%) and 4 males (6.67%) provided correct translation. While 15 students (25%), six females (10%) and 9 males (15%) provided acceptable translation. On the other hand 33 students (55%), seventeen females (28.33%) and 16 males (26.67%) translated the statement incorrectly and only 4 students (6.67%), three females (5%) and a male (1.67%) skipped translating it.

As in statement 16 and 17 we have the prepositions *across* and *through* which confused the students and it is clear that they did not know the difference between them. But in statement 18 and 19 most of the students rendered the statements as (qadū ḡabra~ khelāl ḡalmadina) قادوا عبر/خلال المدينة without mentioning the word (ḡalsayyarah) السيارة which is somehow acceptable. The word is not written in the source language but students who provided correct answer paraphrased the sentence and found that the object of the verb (alsayyārah) السيارة which is equivalent to *car* or *vehicle* in English is missing and it should be mentioned in the translation of the target language or it would be syntactically insufficient. Sometimes students injected the structure of English into their translations to Arabic. We have to mention that students who translated the two sentences incorrectly; also translated the prepositions *across* and *through* as (bettijāh) باتجاه or (naḥwa) نحو which are the equivalents of the preposition *towards* in English. And one student translated the word *we drove* as (natanaqqal) نتنقل which is equivalent to *we move* in English. This shows a semantic problems that students suffer from which distort the meaning.



### Statement (20)

The dog is running towards me.

Suggested model answer: يركض الكلب متجها نحوي.

Yarkuḍu ʔalkalbu muttajeḥan naḥwĩ.

As shown in table 4, thirty four students (56.67%), nineteen females (31.67%) and 15 males (25%) rendered the statement correctly. Meanwhile 17 students (28.33%), eight females (13.33%) and 9 males (15%) provided acceptable translation such as using the word (bettijāhĩ) باتجاهي as a translation of the preposition *towards* instead of (mottajeḥan naḥwĩ) متجها نحوي. The statement was rendered incorrectly by 8 students (13.33%), two females (3.33%) and 6 males (10%); they used a wrong equivalent for the preposition towards such as (lāḥeqan bĩ) or (lillihāq bĩ) which indicates that the dog is behind them not in front of them which is wrong . Another student has grammatical error by using dogs instead of dog which is a subject- verb agreement error. Only a female (1.67%) decided to skip translating the statement.

### Statement (21)

I think we're heading towards Oxford now, we must have gone wrong.

Suggested model answer: اعتقد اننا الان نتجه نحو اكسفورد. لابد اننا أخطأنا/ كنا مخطئين

ʔātakedu ʔannanā ʔalān nattajehu naḥwa ʔuksfurd. La budda ʔannanā kunnnā mukḥṭiʔin.

As in table (4), thirty students (50%), seventeen females (28.33%) and 13 males (21.67%) rendered the statement correctly. While 24 students (40%), eleven females (18.33%) and 13 males (21.67%) provided acceptable translation such as (ʔazonno ʔannanā ḏahebīn ʔelā ʔuksford) أظن اننا ذاهبين الى اكسفورد. Here the student used the preposition (ʔelā) instead of (mottajehan ela) متجهين الى which is acceptable and used another correct equivalent for the word *think* which is (ʔazonno) أظن. Five students (8.33%), a female (1.67%) and 4 males (6.67%) rendered the statement incorrectly such as translating (ʔaʕtakedu ʔannanā taʕaddaina ʔuksford) اعتقد اننا تعدينا اكسفورد which is equivalent to *I think we're past Oxford* in English. Another student translated *we must have gone* literal translation which distort the meaning of the sentence as ( yajeb ʕalayna ʔan naḏ'haba ʔalkhaṭa'ʔ) يجب علينا أن نذهب الخطأ which is equivalent to *\*we must have to go the wrong* which is semantically and syntactically wrong and have no sense. Only a female student (1.67%) did not provide any translation.

### Statement (22)

Let's get back onto the path.

Suggested model answer: دعونا نعود إلى الطريق

Daṣūnā naṣūdu ʔela ʔalṭarīq.

As in table 4, sixteen students (26.67%), ten females (16.67%) and 6 males (10%) provided correct translation. While sixteen students (26.67%), ten females (16.67%) and 6 males (10%) provided acceptable translation such as (da'ṣūnā naṣūdo ʕalā ʔalṭarīq) دعونا نعود على الطريق, the student translated onto literal translation which is (ʕalā) على while he should use the correct equivalent to render the right meaning because in English it is better to say get onto the path instead of get *back on the path*, but it still acceptable. On the other hand 8 students (13.33%), five females (8.33%) and 3 males (5%) translated the statement incorrectly such as (hayyā narje'ʕu wanaḥṣolu ʕalā ḥammām) هيا نرجع ونحصل على حمام Which is equivalent to *Let's come back and have a bath*. It is clear there is a semantic error which related to students' misunderstanding of the full meaning of the statement and using the literal translation of the text. Students misunderstood the intended meaning. Twenty students (33.33%), five females (8.33%) and 15 male (25%) skipped translating the statement due to their lack of knowledge and sometimes to their lack of feeling of responsibility towards the job they are doing.

**Statement (23)**

He kicked the ball towards the goal.

Suggested model answer: ركل الكرة باتجاه المرمى/نحو الهدف.

rakala ?alkurata bettijâhi ?almarmã / naḥwa ?al hadaf.

As in table 4, thirty seven students (61.67%), twenty females (33.33%) and (17) males (28.33%) provided correct translation. Meanwhile 6 students (10%), three females (5%) and 3 males (5%) provided acceptable translation such as translating *towards the goal* as (rakala ?alkora ?elã ?almarmã) ركل الكرة الى المرمى the student used (ʔelã) الى which is equivalent to *to* instead of *towards*. On the other hand 8 students (13.33%), five females (8.33%) and 3 males (5%) translated the statement incorrectly such as (lakad ḍaraba ?alkorata le'ʔihrâzi ?alhadaf) لقد ضرب الكرة لاحراز الهدف which is equivalent to *He hit the ball to score a goal*. In this case he mistranslates the preposition and the other words; he translated the words as separate entities regardless to the whole meaning which eventually distort the required meaning. Nine students (15%), two females (3.33%) and 7 males (11.67%) skipped translating it.

**Statement (24)**

They couldn't get the new sofa through the door.

Suggested model answer: لم يستطيعوا ادخال الاريكة من الباب

Lam yaṣṭati?ũ edkhâla ?alʔarîkata mina ?albâb.

According to table 4, twenty two students (36.67%), thirteen females (21.67%) and 9 males (15%) provided correct translation. Fifteen students (25%), twelve females (20%) and 3 males (5%) provided acceptable translation such as using slang Arabic equivalent (ʔalkanabāyeh) الكنباية for the word *sofa*, or using the literal translation of the preposition through (men khelāl) من خلال or (ʔabra) عبر . On the other hand 12 students (20%), two females (3.33%) and 10 males (16.67%) translated the statement incorrectly some had grammatical mistakes such as using singular instead of plural as (la yastateeʔu) لا يستطيع instead of (la yastaʔiʔūn) لا يستطيعون . Other students had semantic errors such as (lam yatamakkanū menaʔlhoṣūlʔalā ʔarīkaten jadīdaten) لم يتمكنوا من الحصول على اريكة جديدة which is equivalent to they *couldn't have new sofa* which is not the intended meaning but they translated the preposition through correctly. Eleven students (18.33%), three females (5%) and 8 males (13.33%) skipped translating it.

### Statement (25)

We drove through some spectacular countrysides.

Suggested model answer: تجولنا في السيارة عبر بعض المناطق الريفية الجميلة.

Tajawwalnā fī alssayyārati ʔabra baʔdī ʔalmanāṭiqi ʔalrīfiyyati ʔaljamīlatu.

As shown in table 4, eight students (13.33%), seven females (11.67%) and a male (1.67%) provided correct translation. On the other hand 25 students (42%), eleven females (18.33%) and (14) males (23.33%) provided acceptable translation such as (kodnā ʔabra baʔdī ʔalmanāṭeq ʔalrīfeyyah ʔalmoḏʔhela) قدنا عبر المناطق الريفية المذهلة , here the student did not mention the word (ʔalsayyara) السيارة which is equivalent to *car* in English. *Car* is not

mentioned because *through some spectacular countryside* is a prepositional phrase. *Some spectacular countryside* is the object of the preposition *through*, not the direct object of the verb *drove* because the direct object *is car* which is deleted. Twelve students (20%), six females (10%) and 6 males (10%) translated the statement incorrectly such as (kodnā dākhel ʔalshawāreʕ ʔalferʕeyyah ʔalmomayyaza lelmadīnah) قدنا داخل الشوارع الفرعية المميزة (ʔalferʕeyyah) الفرعية which is equivalent to *We've been in the city's distinctive sub-streets*. . In this case the student did not understand the whole meaning of the words and rendered them wrongly, the preposition *through* translated as (dākhel) داخل which is equivalent to *into* in English and provided words that were not mentioned in the source text and not even related to such as (ʔalferʕeyyah) الفرعية which is equivalent to sub-streets and the word (ʔalmomayyaza) المميزة which is equivalent to *distinctive* instead of *spectacular* and (ʔalmadīnah) المدينة equivalent to city instead of *countryside*. Fifteen students (25%), six females (10%) and 9 males (15%) skipped translating it.

### Statement (26)

The singer stepped onto the platform.

Suggested model answer: صعد المغني إلى المنصة.

Saʕada ʔalmughannī ʔelā ʔalmenaṣṣati.

According to table 4, seventeen students (28.33%), fourteen females (23.33%) and 3 males (5%) provided correct translation. Meanwhile 22 students (36.67%), seven females (11.67%) and 15 males (25%) rendered the statement acceptably such as (eṣṭalā al moghannī khashabata ʔalmasrah) اعتلى المغني خشبة المسرح also (masha al moghannī ʕalā

ʔalmasrah) مشى المغني على المسرح. On the other hand 12 students (20%), six females (10%) and 6 males (10%) translated the statement incorrectly such as using the equivalent of the word platform which is (masha ʔalmoghannī ʔalā ʔalbarnāmej ʔal moḥaddad laho) مشى المغني على البرنامج المحدد له which is equivalent to *The singer walked on his specific program* which is totally far from the intended meaning (the students used literal translation). Nine students (15%), three females (5%) and 6 males (10%) skipped translating it which is due to their limited information in the English language and absence of experience in translation.

### Statement (27)

A Professor of Geography asks his students to look at the moon:

You won't be able to see it unless you look through the monoculars.

Suggested model answer. لن تكونوا قادرين على رؤيته الا اذا نظرتهم من خلال المناظير.

Lan takūnū qādirīn ʔalā ruayatehi ʔella etha naẓartum min khelāl ʔalmanāẓīr

This statement was rendered correctly by 28 students (46.67%); (15) females (25%) and (13) males (21.67%) according to table 4. Meanwhile 11 students (18.33%), four females (6.67%) and (7) males (11.67%) provided acceptable translation as (lan taṣṭatīʔū roʔyatehe ʔellā min khelāl ʔalmanāẓīr) لن تستطيعوا رؤيته الا من خلال المناظير which is equivalent to *You'll only be able to see it through the monoculars*. Some students translated the statement correctly except using plural for the pronoun *it* instead of singular which is (ruʔyatehim) رؤيتهم and that related to neglecting the written situation before the statement. On the other hand 5 students (8.33%), two females (3.33%) and 3 males (5%) translated the

statement incorrectly such as (ʕadam ro'ʔyat ʔalʔashyā'ʔ ʔella belmejhar) عدم رؤية الاشياء الا بالمجهر which is equivalent to *Not seeing things but with a microscope*. The student missed the whole meaning of the sentence; he missed rendering the words *won't be able* and used the word microscope as an equivalent to monoculars which is a wrong equivalent and has a totally different usage and grammatically it should be plural not singular but they provided correct translation for the preposition *through* which is (min khelāl) من خلال . Sixteen students (26.67%), nine females (15%) and 7 males (11.67%) skipped translating it.

### Statement (28)

I'll jump over the wall and open the gate.

Suggested model answer: ساقفز فوق الحائط وأفتح البوابة.

Sa ʔaqfezu fawqa ʔal ḥāʔeṭi waʔaftaḥu ʔal bawwābata.

According to table 4, thirty two students (53.33%), seventeen females (28.33%) and 15 males (25%) provided correct translation. On the other hand 12 students (20%), six females (10%) and 6 males (10%) provided acceptable translation . All the translations of the preposition *over* as (men ʕalā) من على and (ʕalā) على are acceptable and all the translations of the word *wall* as (sour) سور and (jedār) جدار are acceptable. On the other hand 8 students (13.33%), five females (8.33%) and 3 males (5%) translated the statement incorrectly; they used wrong word equivalent for the preposition *over* such as (sawfa ʔaqfezu mina ʔassūr le ʔaftaḥa ʕalbawwābah) ساقفز من السور لافتح البوابة, the students used (mena) من which is equivalent to *from* in English. Other students used (khelāl) خلال such as (sawfa ʔaqfezu min khelāl ʔlassūr le ʔaftaḥa ʕalbawwābah) ساقفز من خلال السور لافتح البوابة which is



equivalent to *through* in English. These mistakes relate to the lack of familiarity of the prepositions of movement in English and their correct word equivalent in Arabic. Some students had grammatical mistakes such using the past tense of the verb I'll jump (saʔaqfezu) or (sawfa ʔaqfezu) which is jumped (qafaztu) قفزت. Eight Students (13.33%), two females (3.33%) and 6 males (10%) skipped translating it.

### Statement (29)

The aircraft flew low over the lake.

Suggested model answer: . حلقت الطائرة منخفضة فوق البحيرة.

ḥallaqat ʔaltāeratu munkhafaḍatan fawqa ʔal buḥairati.

As in table 4, thirty one students (51.67%), eighteen females(30%) and 13 males (21.67%) provided correct translation. Meanwhile 9 students (15%), five females (8.33%) and 4 males (6.67%) provided acceptable translation. All translations using the equivalents (beshaklen monkhafaḍen) بشكل منخفض or (benkhifaḍ) بانخفاض or (bertifaḍen monkhafaḍen) بارتفاع منخفض for the word low are acceptable. On the other hand 5 students (8.33%), two females (3.33%) and 3 males (5%) translated the statement incorrectly such as (ʔaṭṭāʕerāt ḥallaqat beshaklen qarīben mena ʕal buḥairah) الطائرات حلقت بشكل قريب من البحيرة, we can see that the student translated the preposition over incorrectly; they translated it as (mena)من which is equivalent to from in English. Also they convey the structure of English to the translation of the statement into Arabic by writing the subject followed by the verb while it is more convenient to write the verb followed by the subject in Arabic. There is also a grammatical mistake when using the plural form (ʔaṭṭayārat) الطائرات which is equivalent to

*aircrafts* in English instead of the singular word the *aircraft* (ʔaṭṭayārah) الطائرة. Fifteen students (25%), five females (8.33%) and 10 males (16.67%) skipped translating it.

### Statement (30)

We were walking along the river when it started to rain

Suggested model answer: كنا نسير (على طول/بمحاذاة) النهر عندما بدأت السماء تمطر

Kunnā nasīru (ʔalaṭūli/bimuḥāḏāti) ʔalnnahri ʕendama badaʔat ʔalssamāʔu tumṭeru.

As in table 4, 11 students (18.33%), six females (10%) and 5 males (8.33%) provided correct translation. While 27 students (45%), seventeen females (28.33%) and 10 males (16.67%) provided acceptable translation such in (konnā namshī ʕalā ʔeffati ʔalnnahri ʔendamā badaʔa ʔalmataro bennozūl) كنا نمشي على ضفة النهر عندما بدأ المطر بالنزول which is equivalent to *We were walking on the riverbank when the rain started to come down*. On the other hand 11 students (18.33%), three females (5%) and 8 males (13.33%) translated the statement incorrectly such as (konnā nasīr ʕalā ʔalnahri ʔaltawīli ʕendmā badaʔa ʔalmaṭar) كنا نسير على النهر الطويل عندما بدأ المطر which is equivalent to *We were walking on the long river when the rain started*. We can see that the students mistranslated the preposition *along* and rendered into *long* (ṭawīl) طويل which is incorrect. That indicates the lack of familiarity of the prepositions of movement *along* in English and their appropriate word equivalent in Arabic. Eleven students (18.33%), four females (6.67%) and 7 males (11.67%) skipped translating it.

**Table4. Students' Translation Performance in the English-Arabic Test**

Statement No		CT			AT			WT			NT		
		Females	Males	Total	Females	Males	Total	Females	Males	Total	Females	Males	Total
1	Fr.	6	1	7	11	8	19	9	16	25	4	5	9
	%	10	1.67	11.67	18.33	13.33	31.67	15	26.67	41.67	6.67	8.33	15
2	Fr.	0	1	1	19	17	36	5	9	14	6	3	9
	%	0.00	1.67	1.67	31.67	28.33	60	8.33	15	23.33	10	5	15.00
3	Fr.	25	18	43	5	10	15	0	1	1	0	1	1
	%	41.67	30.00	71.67	8.33	16.67	25.00	0.00	1.67	1.67	0.00	1.67	1.67
4	Fr.	26	26	52	0	2	2	4	1	5	0	1	1
	%	43.33	43.33	86.67	0.00	3.33	3.33	6.67	1.67	8.33	0.00	1.67	1.67
5	Fr.	23	23	46	5	4	9	1	2	3	1	1	2
	%	38.33	38.33	76.67	8.33	6.67	15.00	1.67	3.33	5.00	1.67	1.67	3.33
6	Fr.	22	20	42	5	5	10	0	4	4	3	1	4
	%	36.67	33.33	70.00	8.33	8.33	16.67	0.00	6.67	6.67	5	1.67	6.67
7	Fr.	8	8	16	17	20	37	5	1	6	0	1	1
	%	13.33	13.33	26.67	28.33	33.33	61.67	8.33	1.67	10.00	0.00	1.67	1.67
8	Fr.	20	22	42	4	4	8	6	3	9	0	1	1
	%	33.33	36.67	70.00	6.67	6.67	13.33	10.00	5.00	15.00	0.00	1.67	1.67
9	Fr.	2	3	5	27	24	51	1	2	3	0	1	1
	%	3.33	5.00	8.33	45.00	40.00	85.00	1.67	3.33	5.00	0.00	1.67	1.67
10	Fr.	17	14	31	7	8	15	4	8	12	2	0	2
	%	28.33	23.33	51.67	11.67	13.33	25.00	6.67	13.33	20.00	3.33	0.00	3.33
11	Fr.	16	10	26	9	20	29	5	0	5	0	0	0
	%	26.67	16.67	43.33	15.00	33.33	48.33	8.33	0.00	8.33	0.00	0.00	0.00
12	Fr.	22	17	39	5	9	14	2	3	5	1	1	2
	%	36.67	28.33	65.00	8.33	15.00	23.33	3.33	5.00	8.33	1.67	1.67	3.33
13	Fr.	23	11	34	6	7	13	1	3	4	0	9	9
	%	38.33	18.33	56.67	10.00	11.67	21.67	1.67	5.00	6.67	0.00	15.00	15.00
14	Fr.	24	18	42	6	10	16	0	2	2	0	0	0
	%	40.00	30.00	70.00	10.00	16.67	26.67	0.00	3.33	3.33	0.00	0.00	0.00
15	Fr.	9	20	29	8	4	12	13	6	19	0	0	0
	%	15.00	33.33	48.33	13.33	6.67	20.00	21.67	10.00	31.67	0.00	0.00	0.00
16	Fr.	12	12	24	6	6	12	12	12	24	0	0	0
	%	20.00	20.00	40.00	10.00	10.00	20.00	20.00	20.00	40.00	0.00	0.00	0.00
17	Fr.	8	6	14	10	14	24	10	9	19	2	1	3
	%	13.33	10.00	23.33	16.67	23.33	40.00	16.67	15.00	31.67	3.33	1.67	5.00
18	Fr.	9	13	22	6	5	11	14	12	26	1	0	1
	%	15.00	21.67	36.67	10.00	8.33	18.33	23.33	20.00	43.33	1.67	0.00	1.67
19	Fr.	4	4	8	6	9	15	17	16	33	3	1	4
	%	6.67	6.67	13.33	10	15	25	28.33	26.67	55.00	5	1.67	6.67
20	Fr.	19	15	34	8	9	17	2	6	8	1	0	1
	%	31.67	25	56.67	13.33	15.00	28.33	3.33	10.00	13.33	1.67	0.00	1.67
21	Fr.	17	13	30	11	13	24	1	4	5	1	0	1
	%	28.33	21.67	50.00	18.33	21.67	40.00	1.67	6.67	8.33	1.67	0.00	1.67
22	Fr.	10	6	16	10	6	16	5	3	8	5	15	20
	%	16.67	10.00	26.67	16.67	10.00	26.67	8.33	5.00	13.33	8.33	25.00	33.33
23	Fr.	20	17	37	3	3	6	5	3	8	2	7	9
	%	33.33	28.33	61.67	5.00	5.00	10.00	8.33	5.00	13.33	3.33	11.67	15.00
24	Fr.	13	9	22	12	3	15	2	10	12	3	8	11
	%	21.67	15.00	36.67	20	5	25	3.33	16.67	20	5	13.33	18.33
25	Fr.	7	1	8	11	14	25	6	6	12	6	9	15
	%	11.67	1.67	13.33	18.33	23.33	42	10	10	20	10	15	25
26	Fr.	14	3	17	7	15	22	6	6	12	3	6	9
	%	23.33	5	28.33	11.67	25	36.67	10	10	20	5	10	15
27	Fr.	15	13	28	4	7	11	2	3	5	9	7	16
	%	25.00	21.67	46.67	6.67	11.67	18.33	3.33	5	8.33	15	11.67	26.67
28	Fr.	17	15	32	6	6	12	5	3	8	2	6	8
	%	28.33	25	53.33	10.00	10.00	20.00	8.33	5	13.33	3.33	10.00	13.33
29	Fr.	18	13	31	5	4	9	2	3	5	5	10	15
	%	30.00	21.67	51.67	8.33	6.67	15.00	3.33	5	8.33	8.33	16.67	25
30	Fr.	6	5	11	17	10	27	3	8	11	4	7	11
	%	10.00	8.33	18.33	28.33	16.67	45.00	5.00	13.33	18.33	6.67	11.67	18.33
Total	Fr.	432	357	789	256	276	532	148	165	313	64	102	166
	%	0.24	0.20	0.44	0.14	0.15	0.30	0.08	0.1	0.18	0.04	0.06	0.09

CA: Correct Answer    AA: Acceptable Answer    WA: Wrong Answer    NA: No Answer

Fr: Frequency                      % : Percentage

### 4.1.2 The difficulties That Student Faced in The Translation Test.

From the analysis of the students' performance in the translation test, we identify some difficulties that students face during the process of translation. The difficulties are presented in five categories: lack of knowledge in both languages Arabic and English, lack of familiarity with English prepositions of movement, grammatical errors, syntactic errors and semantic errors as shown in the next table (Table.5).

Table 5 shows that "lack of knowledge" was the first difficulty that faced students with frequency 77% then "Lack of familiarity with English prepositions" with frequency 70%.

**Table5. Difficulties that Face Students When Translating the Statements in the Translating Test including Prepositions of Movement.**

Statement No	Lack of Knowledge	Lack of familiarity with English prepositions of movement	Grammatical errors	Syntactic errors	Semantic errors
1	1	1	0	0	1
2	1	0	0	0	1
3	0	0	0	1	0
4	0	0	1	0	0
5	1	1	0	0	0
6	1	1	0	0	0
7	1	1	1	1	0
8	0	1	1	0	0
9	0	1	0	0	0
10	1	1	0	0	0
11	1	1	1	0	0
12	0	0	0	0	1
13	1	0	0	0	0
14	1	0	0	0	0
15	1	0	1	0	0
16	1	1	0	0	1
17	1	1	0	0	0
18	1	1	0	0	1
19	1	1	1	1	0
20	1	1	1	1	0
21	0	0	1	1	0
22	0	1	0	0	1
23	1	1	0	1	1
24	1	1	1	0	0
25	1	1	0	0	0
26	1	1	0	1	0
27	1	1	1	1	0
28	1	1	0	1	1
29	1	0	0	0	1
30	1	1	1	0	1
<b>Fr.</b>	<b>23</b>	<b>21</b>	<b>11</b>	<b>9</b>	<b>10</b>
<b>%</b>	<b>77</b>	<b>70%</b>	<b>37%</b>	<b>30%</b>	<b>33%</b>

## 4.2 Results of Question Two

Below findings are related to the second question which states: Who is more competent in translating the prepositions of movement males or females according to the results of the student's test?

**Table6. Means of Standard Deviation and (T-Test) Result for Student Translating the Prepositions of Movement According to the Results of the Student's Test as Gender Vary.**

	gender	Mean	standard deviation	t	df	Sig
Total	male	33.00	10.67	-1.722	58	0.090
	female	37.33	8.72			

Table 6 shows that there are no statistically significant differences in student translating the prepositions of movement according to the results of the student's test as gender vary where the t value reached -1.722 at level  $\alpha \leq 0.090$  and the degree of freedom reached 58. The significance 0.09 is higher than 0.05. If  $t \leq 0.05$ , it is statistically significant.

## 4.3. Results of Question Three

The findings of the third question which states: What are the right techniques that students can use when translating movement prepositions from expert perspective?

Findings for this question were collected from the questionnaire that was conducted by the researcher. A group of (30) experts (University Professors) were asked to fill the questionnaire to discover their views about the right techniques which students can use when translating movement prepositions to overcome the difficulties they encounter.

The researcher used the following equation to identify the student right techniques when translating movement prepositions from expert perspective.

$$\text{Interval Width} = (\text{Maximum Point} - \text{Minimum Point}) \div \text{Number of Levels}$$

$$\text{Interval Width} = (5-1) \div 3 = 1.33$$

- From 1 to 2.33 is considered low level of using
- From 2.34 to 3.67 is considered moderate level of using
- From 3.68 to 5 is considered high level of using

Table 7 shows the results of means levels and ranks for the Student right techniques when translating movement prepositions from expert perspective.

Table 7 shows that the mean for the total degree for the techniques students can use when translating movement prepositions from expert perspective were 3.51 with standard deviation 0.51, all the means came in the moderate level. In the first rank came item 2 which state " I raise the students' attention to the use of English prepositions of movement.(e.g.across/through/along/towards/over/into/onto/to/in)." with mean 4.33 and standard deviation 0.71, and in the last rank came item 9 which state " I think semantic translation is the most appropriate.

**Table7. Means Standard for the Student Right Techniques When Translating Movement Prepositions from Expert Perspective.**

Item No	Item	Standard deviation	Mean	Level	Rank
2	I raise the students' attention to the use of English prepositions of movement. (e.g. across/through/along/towards/over/into/onto/to/on/in).	0.71	4.33	high	1
7	Students divide the sentence into words and translate them individually rather than as whole entities.	1.33	3.87	high	2
3	I provide my students with various practices on English prepositions of movement.	0.41	3.80	high	3
8	I think <b>communicative translation</b> is the most appropriate technique that student should follow in translating prepositions.	0.71	3.67	moderate	4
1	I face difficulties in teaching prepositions in the university.	0.81	3.60	moderate	5
5	Students try to find one equivalent for the without considering the contextual meaning of the target language.	0.89	3.60	moderate	6
10	I think <b>paraphrasing</b> is the most appropriate technique that student should follow in translating prepositions.	1.14	3.27	moderate	7
6	Females are more competent than males in translating prepositions in general and those of movement in particular.	0.94	3.07	moderate	8
4	Proposition tests are ignored at University level.	1.01	2.94	moderate	9
9	I think <b>semantic translation</b> is the most appropriate technique that student should follow in translating prepositions.	0.78	2.92	moderate	10
Total		0.51	3.51	Moderate	

## **Chapter five**

### **Discussion, Conclusion and Recommendation**

#### **5.0 Introduction**

This chapter includes a short summary and discussion of the findings of the study that deals with the difficulties that the BA students encounter when translating the prepositions of movement. These findings are explained and interpreted by the researcher and they are also discussed in the light of the literature reviewed in chapter two. It ends up with recommendations and suggestions for further research.

#### **5.1 Discussion Related to the Results of Question One**

**Q.1** What are the difficulties that face the BA students when translating prepositions of movement from English into standard Arabic?

Results of question one indicates that "lack of knowledge" was the first difficulty that faced students then "Lack of familiarity with English prepositions".

Lack of knowledge may be attributed to students' lack of knowledge in English and Arabic language and limited experience in translation and translation techniques; they are considered as novice translators which indicates that translators need more than language skills. They need general knowledge and sometimes specialized knowledge; they need to have the competence of analyzing, and choosing the appropriate equivalents or translating techniques. Also they need to be aware of the right usage of the dictionaries both hard and soft types which leads to the importance of good management of the time during the search



for equivalents skills. Some students' wrong translations and no translations relate to the underestimation of the time provided for the translation test.

This finding agrees with the study of Akhtar, Rizwan and Sohail (2017) who believe that mistranslations clearly are caused by the translator's lack of background about the SL and the insufficient linguistic competence or by insufficient analysis of the ST. Also the findings agree with Dweik & Suleiman (2013) who find that the lack of knowledge in translation techniques and translation strategies is one of the problems that students have encountered.

Lack of familiarity of the prepositions of movement is also one of the difficulties that showed a high percentage in the results of the translation test. This is related to students' lack of interest in the importance of the prepositions and their uses in general and preposition of movement in particular. Neglecting this small and important part of the language is a problematic issue and students take a lot of time to acquire prepositions; it may be attributed to the various number of prepositions in English when comparing with Arabic prepositions and having more than one meaning in different situations and relating prepositions in English to their mother tongue, Arabic. These findings agree with Celce-Murcia (1983) who argued that learners have a proclivity to correlate the prepositions in English language with the prepositions in their mother tongue. She explains that the basic reason is that there is variation in number of prepositions and a lack of one to one mapping between the languages. Also the result corresponds to Al Yaari (2013) who indicated that Saudi EFL students encountered difficulties when translating the prepositions from English

into Arabic such as inability to give the right equivalent and unfamiliarity with the prepositions.

## **5.2 Discussion Related to the Results of Question Two**

Q.2. Who is more competent in translating the prepositions of movement males or females according to the results of the student's test?

Findings of question two revealed that there were no significant differences between the performance of females and males, and this may be related to the same circumstances and experience that the both genders share. Also the two genders share the same concerns which at the recent time are far away from all source of worthy knowledge, this due to the temptations of civilization like technology, internet and smart phone services which give them everything easily and quickly. Also it may be attributed to the type of the simple statements which are used in the student test. These findings agree with Golvar (2009) who explored the connection between the gender and performance of the translator and discovered that there were no differences between the two genders' translation and attributed that to the easiness of the text used in the translation text. Also the data obtained from the expert's questionnaire of this study indicates neutral responses about this issue.

On the other hand the findings of this question disagree with Al Yaari (2013) who conducted a study depending on a sample of Fifty (50) Saudi EFL students (25 males, 25 females), to find out who have more competence in translating the prepositions males or females. The findings showed that there was a noticed difference in the performance of the two genders among Saudi students where males recorded lower marks than females.

These findings recommend that developed skills and abilities tangled in translation seem to be more powerfully motivated in the English-Arabic tasks in women when compared to men.

### **5.3 Discussion Related to the Results of Question Three**

Q.3. What are the right techniques that students can use when translating movement prepositions from the perspective of the experts?

The Results of the questionnaire revealed that the most successful technical procedure to achieve good translation by students is to draw their attention to the use of the prepositions of movement and to provide them with continuous training in the lectures. The finding agrees with (Ellis 1965) who considers training is an important issue to producing a positive transfer or a negative one. And intensifying practice builds positive exchange, and with little practice, negative exchange happens.

Findings also revealed that communicative translation is the most successful technique that student can follow in translating the prepositions of movement and it is more efficient than semantic translation or paraphrasing. These findings agree with Alayesh (2012) who clarified that generally prepositions in English have more than one meaning. That indicates why the communicative translation is the recommended because the translator should have the talent to convey the message and spirit of the source text into the target one.

Also the findings agree with Burt & Dulay (1972); Boers and Demecheleer (1998) who clarified that because prepositions have literal meanings as well as figurative ones, they are difficult for learners. These findings agreed with Gass (1983) who explained how prepositional usage in English can be exceptionally idiomatic (mostly in preposition verbs

and phrasal verbs) as in sentence 1. On the way we came across an old beggar. The preposition across here indicated unexpected meaning because of its combination with the verb came. The findings agree with Newmark's term communicative translation (1988) and Nida's dynamic equivalence (1968). This may related to their concerning of conveying an acceptable message to the target text reader ship.

## **5.4 Conclusion**

The results of the analyzed data of the two instruments of the study (Test and Questionnaire) indicate that BA students encountered different difficulties when translating prepositions of movement from English into standard Arabic. The lack of knowledge in the two languages was clearly noticed and lack of familiarity with prepositions of movement and inability to find the appropriate equivalent which related to their ignorance of the prepositions of movement and the differences in the use of each one. Also the ignorance of translation techniques and methods is one of the difficulties that were depicted and the experts recommended the communicative translation method as an appropriate technique to follow during the process of translation prepositions of movement.

## **5.5 Recommendation for Future Research**

According to the results of the study the researcher suggests the followings:

- Researchers must conduct studies about how to increase students' language skills.
- The researchers should learn more about the prepositions of movement throughout extending their interests to search in related topics and studies.

- This researcher recommends that further research may be conducted on the differences between the use of similar prepositions such as in/into- on/onto-to/towards...etc.
- Researchers need to conduct studies about the effect of linking the use of prepositions of movement to reality in the lectures on students' understanding.
- Researcher are advised to study the benefit of organizing training courses by university instructors that aimed at familiarizing students with the use of prepositions of movement and explaining the appropriate methods to translate them in an extensive way.

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<https://books.google.jo/books?id=71EjNnLd3dkC&printsec=frontcover#v=onepage&q&f=false>

## **Dictionaries:**

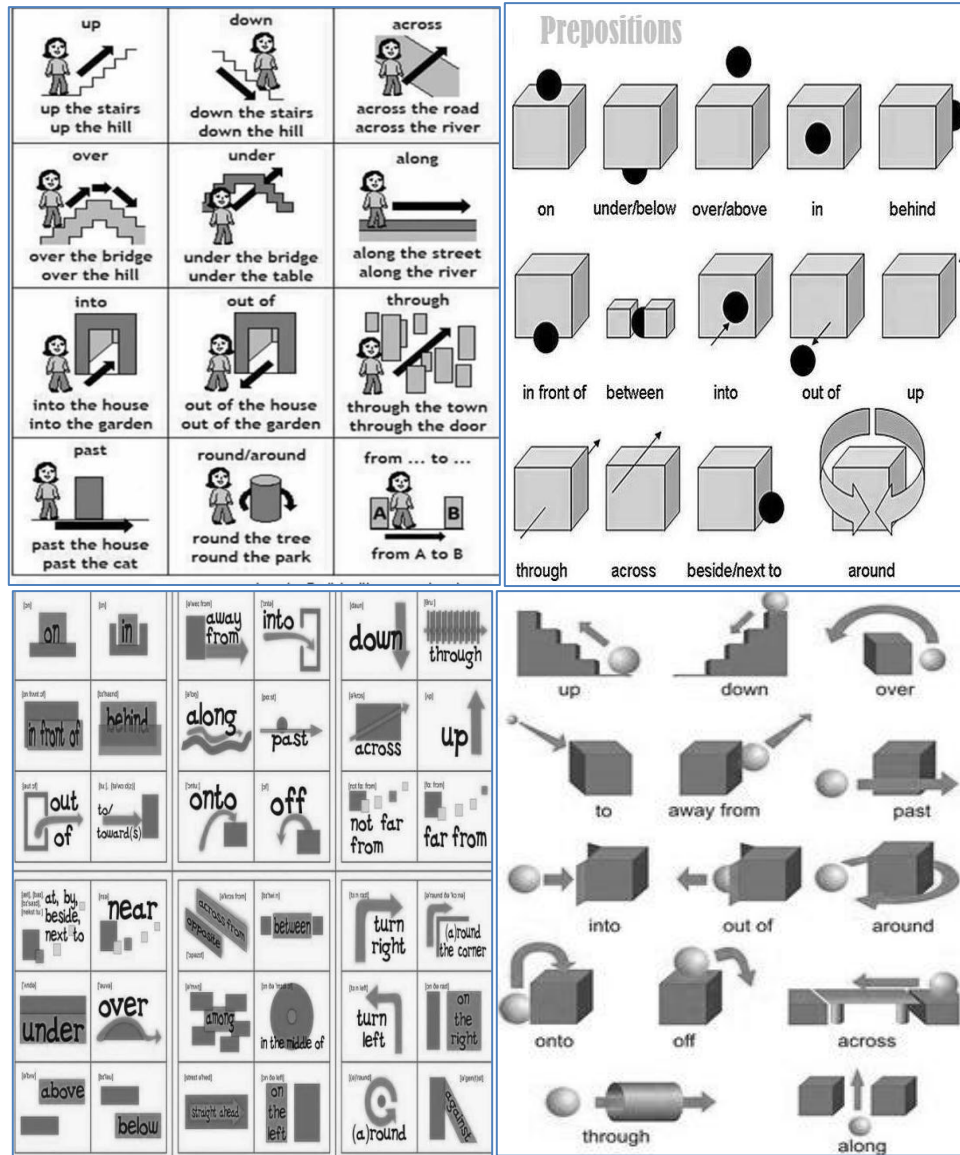
Longman1995

Oxford word power 2015

Webster's new English dictionary 1973

## Appendix A

### Figures illustrating the uses of movement prepositions.



## **Appendix B**

### **The Translation Test**

Dear Students,

I am Nadia Lutfi Dawoud an M.A student enrolled in the Middle East University. I am working on my thesis titled **"Difficulties That Face BA Students When Translating Prepositions of Movement from English into Standard Arabic"**.

This translation test is designed only for the purpose of carrying out my thesis.

Therefore, you are kindly requested to translate the thirty English statements.

External resources such as dictionaries are allowed.

Your participation, time and efforts are highly appreciated by the researcher.

Researcher

Nadia Lutfi Dawoud

Nadia\_lutfi71@yahoo.com

Middle East University

## Translation Test

Gender:

Male

☐

Female

☐

Please translate the following sentences only without translating the situations if they are written before, taking in consideration the prepositions of movement which are implemented in the sentences:

1. The children are describing their mother, what they saw on the way home:

On the way we came across an old beggar.

.....

2. Some school students want to go to school by bus:

We can get onto the bus here.

.....

3. The employee tries to talk to his manage:

I followed Mr. Jackson along the corridor.

.....

4. The boy to his mum:

I am going to the university

.....

5. A boy answering a lady asking about where the bathroom is:

The bathroom is to your left.

.....

6. The ship sailed through the channel.

.....

7. The car went through the tunnel.

.....

8. I got into the classroom.

.....

9. I jumped into the swimming pool.

.....

10. There is a mirror over the sink.

.....

11. He drove the car along the road carefully.

.....

12. We could hear the rain falling on the roof.

.....

13. Let's have dinner in my place.

.....

14. I moved to Germany in 1998 .

.....

15. Where is Jack?:

He's gone to the seashore.

.....

16. We walked across the park.

.....

17. We walked through the park.

.....

18. They drove across the city.

.....

19. They drove through the city.

.....

20. The dog is running towards me.

.....

21. Some student on their way to Oxford university:

I think we're heading towards Oxford now, we must have gone wrong

.....

22. The same Oxford's Students in the previous statement

Let's get back onto the path.

.....

23. He kicked the ball towards the goal.

.....

24. They couldn't get the new sofa through the door.

.....

25. A Couple talking to their friends after returning from a drive-by:

We drove through some spectacular countryside.

.....

26. The audience applauded warmly when:

The singer stepped onto the platform.

.....

27. Professor of Geography asks his students to look at the moon:

You won't be able to see it unless you look through the monoculars.

.....

28. I'll jump over the wall and open the gate.

.....

29. The aircraft flew low over the lake.

.....

30. We were walking along the river when it started to rain.

.....

## Appendix C

### Model Answers for the Translation Test

Model Translation provided by:

1 .Name: Dr. Ferial Marabha

2. Specialization: PHD.in Educational psychology

3 .Place of the work: Liwaa Al-jame'ah educational directorate/Ministry of Education

4. Work experience: English supervisor

1. غىك شئخ ذل ك غىك .
2. نك مع خك وك نكب هـ.
3. تدعك جئق م عى لكك .
4. لمدئ ه لك وك ذلع بـ.
5. لك لى عو نك.
6. ئ كك ف بع طقق بـ.
7. ل كك فئخ ككف .
8. خع غغبك .
9. فة فئخ ا بك نحبـ.
10. هئق لب غبك ص/كك غ كبـ.
11. فئك ب كك ذـ.
12. ذز نطك ي نف عوك جـ.



13. خ ع ذ م ذك ع ط طبع ذ؟ غى لكى.
14. ى مق ك لكع غى طك م ذ على 1988.
15. ده و طك ذى؟.
16. ذ غى طك ن ( ل ل ع ذ طك و ل ج ذ).
17. ذ غى طك ن ( خ ع ذ ل ل ف ذ ج ذ ل ل ث ع خ ).
18. ف ط طك ف طك ب ع ط ي ب.
19. ف ط طك ف طك ب ع ط ي ب.
20. ط ك ل م .
21. آ ع ى ى ى ل م م ن م ى ق ف ب. ل ا ى م ذ آ ح ل م / ذ ل .
22. خ ع م ذ م ع خ و طك .
23. ذ ط ك ب نة ق طك ل و ل ط ك ه .
24. ع ى خ خ ى ل ا ذ ب ل ط ذ ا.
25. ذة ك ذ غى طك ف ب ع ع ط ك ذ ط ف ب ط ك ك ب.
26. ش ع ط غ ى و طك ب.
27. ك ذة م ى ف ط خ ع و ذ ا ن ى ل ا ى م ذة ل خ ل ط ك ذ .
28. ز ل ف غ ف ط ك ى ل ط ج ط ك ى ب.
29. ح ط ط ك ف ب ل ف ب غ ف ط ك ب.
30. ق ذ م ( ع و ك / ن ط ك ) ط ك ه ع ل ا آ ط ك ذة .

## Appendix D

### The Experts Questionnaire Items

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I face difficulties in teaching prepositions for college students.					
2	I raise the students' attention to the use of English prepositions of movement.(e.g.across/through/along/towards/over/into /upon/to/in).					
3	I provide my students with various practices on English prepositions of movement.					
4	Preposition in grammar tests are ignored at University level.					
5	Students try to find one equivalent for the word without considering the contextual meaning of the target language.					
6	Females are more competent than males in translating prepositions in general and those of movement in particular.					
7	Students divide the sentence into words and translate them individually rather than as whole entities.					
8	I think <b>communicative translation</b> is the most appropriate technique that students should apply in					

	translating prepositions.					
9	I think <b>semantic translation</b> is the most appropriate technique that students should apply in translating prepositions.					
10	I think <b>paraphrasing</b> is the most appropriate technique that students should apply in translating prepositions.					

## Appendix E

### The validation committee

No	Name	Specialization	Place of Work
1	Dr, Majed Abdillatif	General Linguistics/Phonetics and Phonology	Middle East University
2	Pro. Zakaria Ahmad Abu Hamdia	Linguistics	Middle East University
3	Dr. Norma Al-Zayed	Methods in teaching English	Middle East University
4	Dr. Ibrahim Abushihab	Applied Linguistics	Al Zaytounah private university
5	Dr. Bilal Ayasrah	Translation	Al Zaytounah private university
6	Dr. Dima Aladwan	Translation studies	Al Zaytounah private university
7	Dr. Yazan mahameed	Linguistics	Amman Arab University
8	May Al-Shaikhli	Translation and Linguistics	Amman Arab University
9	Dr. Fatema Jafer	Methods in teaching English	Amman Arab University
10	Dr. Nour Harar	Translation	Amman Arab University

## Appendix F

### The Validation Letter

Dear Professor,

The researcher is Nadia Lutfi Dawoud, an M.A student at the Middle East University, working on my thesis titled **"Difficulties that Face BA Students When Translating Prepositions of Movement From English into Standard Arabic"**.

The aim of the study is to measure the difficulties that BA students encounter when translating prepositions of movement from English into Arabic and explore the techniques and procedures for improvement. Based on your experience and knowledge, you are kindly requested to determine the validity of the instruments that are used in collecting data which are: 1) translation test 2) experts questionnaire.

Your time, help, effort, and cooperation in commenting on the following questions are highly appreciated.

The researcher: Nadia Lutfi Dawoud

Nadia\_lutfi71@yahoo.com

Middle East University

Please write the personal information:-


1. Name.....

2. Specialization.....

3. Place of the work.....

## Appendix G

### The MEU Permission Letter(1)

 **جامعة الشرق الأوسط**  
**MIDDLE EAST UNIVERSITY**  
مكتب رئيس الجامعة  
President's Office

الرقم: د/ ٩٤٨/٤٦/٢  
التاريخ: ٢٠١٧/٤/١٧

عطوفة الأستاذ الدكتور رئيس جامعة الزيتونة المحترم

تحية طيبة وبعد،،،

أرجو التكرم بتسهيل مهمة الطالبة نادية لطفي داود داود ورقمها الجامعي (401520024) ماجستير لغة انجليزية وآدابها في جامعة الشرق الأوسط، لتطبيق الأداة المعدة للبحث المعنون بـ:

" الصعوبات التي تواجه طلاب البكالوريوس عند ترجمة حروف الجر المتعلقة بالحرارة من اللغة الإنجليزية إلى اللغة العربية الفصحى "

وتفضلوا بقبول فائق الاحترام والتقدير،،،

① مدير (مدرسة) السلام  
اسم الطالب: نادية لطفي داود  
لغة: العربية  
17/5/17


② مدير كلية دار العلوم  
اسم الطالب: نادية لطفي داود  
لغة: العربية  
17/5/17

③ رئيس قسم اللغة الإنجليزية  
اسم الطالب: نادية لطفي داود  
لغة: العربية  
17/5/17

جامعة الشرق الأوسط  
العمادة  
الدراسات والبحوث  
15/1  
941115  
جامعة الشرق الأوسط  
17/5/17

info@meu.edu.jo  
Tel. (00962 6) 4790222 Fax. (00962 6) 4129613 P.O.Box. 383 Amman 11831 Jordan e-mail: info@meu.edu.jo www.meu.edu.jo

## The MEU Permission Letter (2)

 **جامعة الشرق الأوسط**  
**MIDDLE EAST UNIVERSITY**  
مكتب رئيس الجامعة  
President's Office

الرقم: د/خ/٤٦/٤٤٩  
التاريخ: ٢٤/٤/٢٠١٧

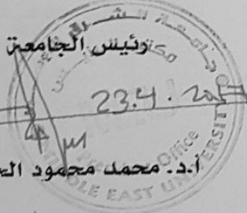
عطوفة الأستاذ الدكتور رئيس جامعة الإسراء المحترم

تحية طيبة وبعد،،،

أرجو التكرم بتسهيل مهمة الطالبة نادية لطفي داود داود ورقمها الجامعي (401520024) ماجستير لغة انجليزية وآدابها في جامعة الشرق الأوسط، لتطبيق الأداة المعدة للبحث المعنون بـ:

" الصعوبات التي تواجه طلاب البكالوريوس عند ترجمة حروف الجر المتعلقة بالحركة من اللغة الإنجليزية إلى اللغة العربية الفصحى "

وتفضلوا بقبول فائق الاحترام والتقدير،،،

 23.4.2017  
أ.د. محمد جهود الحيليت

د. نادية نديم / أ.د. محمد  
تسهيل مهم الطالبة

٢٠١٧ / ٥ / ١١

هاتف: 4790222 (00962 6) فاكس: 4129613 (00962 6) ص.ب. 383 عمان 11831 الأردن بريد الكتروني: info@meu.edu.jo  
Tel. (00962 6) 4790222 Fax. (00962 6) 4129613 P.O.Box. 383 Amman 11831 Jordan e-mail: info@meu.edu.jo www.meu.edu.jo





## The MEU Permission Letter (4)



**MEU** جامعة الشرق الأوسط  
MIDDLE EAST UNIVERSITY

مكتب رئيس الجامعة  
President's Office

الرقم: ٥٩٠/٢٦/٤١٤  
التاريخ: ٢٠١٧/٦/٥

الأستاذ الدكتور رئيس جامعة البتراء الأكرم

تحية طيبة وبعد،،،

أرجو التكرم بتسهيل مهمة الطالبة نادية لطفي داود ورقمها الجامعي (401520024) /  
ماجستير لغة انجليزية وآدابها في جامعة الشرق الأوسط، لتطبيق الأداة المعدة للبحث المعنون بـ:  
" الصعوبات التي تواجه طلاب البكالوريوس عند ترجمة حروف الجر المتعلقة بالحركة " .

وتفضلوا بقبول فائق الاحترام والتقدير

رئيس الجامعة

أ.د. محمد محمود الحيلة



التمديد للمرار  
مستدير  
٢٠١٥/٦/٥



هاتف: 4790222 (00962 6) فاكس: 4129613 (00962 6) ص.ب. 383 عمان 11831 الأردن بريد الكتروني: info@meu.edu.jo  
Tel. (00962 6) 4790222 Fax. (00962 6) 4129613 P.O.Box. 383 Amman 11831 Jordan e-mail: info@meu.edu.jo

www.meu.edu.jo

## The MEU Permission Letter (5)



**MEU** جامعة الشرق الأوسط  
MIDDLE EAST UNIVERSITY

مكتب رئيس الجامعة  
President's Office

الرقم: ١٠٨٨ / ٢٧ / ٤ / ٥  
التاريخ: ٢٠١٧ / ٩ / ٥

**الأستاذ الدكتور رئيس جامعة البلقاء التطبيقية المحترم**

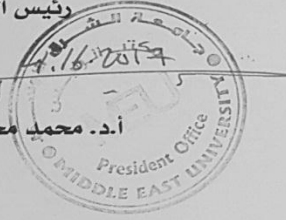
**تحية طيبة وبعد،،،**

أرجو التكرم بتسهيل مهمة الطالبة نادية لطفي داود داود ورقمها الجامعي (401520024) /  
ماجستير لغة انجليزية وآدابها في جامعة الشرق الأوسط، لتطبيق الأداة المعدة للبحث المعنون ب:  
" الصعوبات التي تواجه طلاب البكالوريوس عند ترجمة حروف الجر المتعلقة بالحركة " .

وتفضلوا بقبول فائق الاحترام والتقدير

رئيس الجامعة

أ.د. محمد محمود الحيلة



## The MEU Permission Letter (6)



**MEU** جامعة الشرق الأوسط  
MIDDLE EAST UNIVERSITY

مكتب رئيس الجامعة  
President's Office

الرقم: ١٠٨٩/٢٦/٤  
التاريخ: ٢٠١٧/٦/٥

الأستاذ الدكتور رئيس جامعة الزرقاء الأهلية الأكرم

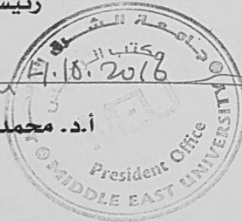
تحية طيبة وبعد،،،

أرجو التكرم بتسهيل مهمة الطالبة نادية لطفي داود داود ورقمها الجامعي (401520024) /  
ماجستير لغة انجليزية وآدابها في جامعة الشرق الأوسط، لتطبيق الأداة المعدة للبحث المعنون بـ:  
"الصعوبات التي تواجه طلاب البكالوريوس عند ترجمة حروف الجر المتعلقة بالحركة".

وتفضلوا بقبول فائق الاحترام والتقدير

رئيس الجامعة

أ.د. محمد محمود الحيلتي



## Appendix H

### A Guide to Arabic Transliteration

Arabic is written in the Arabic alphabet. There are many different ways of writing this in Roman characters. This is called a "transliteration." The table below shows one of the different transliteration systems of the Arabic alphabet (Adapted from Al-Arabiyya)

Arabic letters (consonants)	Transliteration	Arabic letters (consonants)	Transliteration
ء	ʔ	ض	ḍ
ب	b	ط	ṭ
ت	t	ظ	ẓ
ث	θ	ع	ʿ
ج	j	غ	Gh
ح	ḥ	ف	f
خ	kh	ق	Q
د	d	ك	K
ذ	ḏ	ل	l
ر	R	م	M
ز	z	ن	n
س	s	ه	h
ش	sh	و	W
ص	ṣ	ي	y
Vowels		Transliteration	
-----َ		a	
-----ُ		u	
-----ِ		i , e	
---- و--		u	
--ا-----		ā	
و		ū	
--ي-----		ī	
ي ----		iyy	
وَ		AW	
ُو		Uww	
َي		Ay	