

Examining the Grammatical Problems and Difficulties Faced by the M.A. Arabic Students in India in English to Arabic Translation

MILLIA SOLAIMAN

Abstract

This paper is part of the researcher's full-fledged Ph.D. research work on the linguistic problems and difficulties of translating between English and Arabic as two non-native languages. The current paper is set up to examine the grammatical problems and difficulties of English to Arabic translation that face the M.A. students who are learning Arabic in India. The data has been collected through a translation test which was designed based on classroom observations and after consulting the translation teachers. The data has been analyzed qualitatively and quantitatively. All the participants faced several grammatical problems and difficulties while doing the translation test. This research work presents and discusses five of the most frequently detected problems and difficulties; including translating grammatical agreement, grammatical case, tenses, prepositions and definite and indefinite articles. The researcher has finally concluded the study with some practical and pedagogical suggestions.

Keywords: English, Arabic, Translation, Problems/ Difficulties, Solutions.

1. Introduction

Translation has always been a vital and fruitful communicative tool used to bridge the gap between linguistically and culturally heterogeneous groups. However, the process of translation involves multiple problems and difficulties. Such problems and difficulties basically arise from the fact that languages are variant in their forms and contents, and certain

linguistic items, stylistic features and cultural aspects are present in one language but absent in the other.

All definitions of translation (See; for example, Jakobson (1959/2012: 233), Catford (1965:1), Nida and Taber (1969: 12), Reiss (1971/2000: 160), Newmark (1981: 7) et al have a consensus that translation is the process of reproducing the semantic content of one language (source language; SL) in the structure of another language (target language; TL). In the majority of translation instances, SL is a second language (L2) or foreign language (FL) and TL is the mother tongue (MT/L1) of the translator. It is agreed upon that translators face less problems and difficulties when they translate something written in an L2 or FL into their MT than when they translate in the reverse direction (Munday 2008). However, less attention has been given to these cases in which neither the SL nor the TL is the translator's native language. What gives this study its significance is that it is directed to this type of translators as they are of a special case. It particularly aims at finding out the grammatical difficulties faced by the M.A. students who learn Arabic in India. This study is also directed to the teaching staff of these students to help give them an idea of the problems that their students encounter.

Every year, the M.A. students of the Arabic centres/departments at various Indian universities have to study some English-Arabic translation courses. This is in addition to having several courses in Arabic grammar and structure. These students usually have to produce adequate English to Arabic translations based on the courses they have studied. However, the majority of these students still face many grammatical problems and difficulties that result in poor-structured translations of any text they are assigned. These difficulties can be attributed to the divergent grammatical structures of English and Arabic and to the fact that neither English nor

Arabic is the students' native language. For these students, English is an L2 and Arabic is an FL. This makes the difficulties in translating English into Arabic more complicated for them to handle. To the best of our knowledge, little or no studies have been directed to examining the grammatical difficulties of English to Arabic translation that this special group of students face.

Against this backdrop, this study aims at answering one major question: What are the grammatical problems and difficulties that the M.A. Arabic students in India face when they translate from English into Arabic?

2. Theoretical Framework and Previous Studies

2.1 Translation Problems and Difficulties

Despite the invaluable role that translation played in the past and continues to play in the age of globalisation, it has only recently emerged as a new field of study and has become the focal point for researchers and scholars. Most of these scholars agree that the basic aim of translation is to achieve a relationship of equivalence between the ST and the TT. However, finding the most appropriate linguistic and extra-linguistic equivalence between one language and the other may sometimes be a source of problems and difficulties. Such problems and difficulties can unacceptably affect the content of the ST and/or the form and quality of the translated text. Although some scholars differentiate between translation as a problem and translation as a difficulty. For example, Nord (2005) defines 'translation problems' as the issues that form challenges to all translators who are working on a particular language combination and 'translation difficulties' as the challenges that face the individual translator due to their education, experience or cultural background. However, in this study, we will use the two terms interchangeably to refer to any point - regardless of its intensity and degree of severity -

that hinders the students from producing optimum translations. The consequence of such difficulty is the unacceptable transferring of the meaning and/or form of the ST word, phrase, sentence or even whole text from one language into another and/or the incorrect application of the TL grammatical rules, resulting in serious errors.

At the earlier stages of its development, translation studies were basically prescriptive, focusing on the aim of translation and how to translate. However, translation studies became more theoretical and the focus shifted to the description of translation problems and difficulties with the help of language studies in the 20th century (Munday 2008). This has intrigued many researchers to investigate the areas of difficulty in translation learning and teaching as well as in the practice of translation and to design corresponding strategies to overcome the flaws detected. For example:

Nida (1976) classifies translation problems into two categories: problems of content and problems of form. These two categories are related to the problems in analyzing the structure of the ST and/or comprehending its message, and to the problems in transferring that same message in the TL through well-structured sentences.

Nord (1991: 151) introduces four categories of translation problems:

1. Text-specific translation problems: they arise from the particular features of the source text; e.g. a play on words.
2. Pragmatic translation problems: they arise from the nature of the translation task itself; e.g. the recipient orientation of the text.
3. Cultural translation problems: they arise from the differences in norms and conventions between the source and the target culture; e.g. text-type conventions.

4. Linguistic translation problems: they arise from the structural differences between the source language and the target language.

Newmark (1980) considers that the most typical and frequent translation problems are related to language features and translation strategies.

Bastin (2000: 236) reduces all kinds of translation errors into two main categories:

1. Meaning-based errors which he attributes to problems in source text analysis.
2. Language-based errors which he attributes to inadequate competence in the source and/or target languages.

2.2 Previous Studies on English-Arabic Translation Problems and Difficulties

The area that deals with the problems and difficulties of translation, whether they are due to translation teaching, learning, or practice, has become one of the most investigated areas of Translation Studies. However, almost all the studies in this area focus on translation as a transfer of meaning from a source language (usually a foreign or second language) into a target language (usually the mother or the first language of the translator) or vice versa. Examples of the studies on English-Arabic translation problems/difficulties include: Ghazala (1995) who views English-Arabic translation as a subject that creates problems of different types (grammatical, lexical, stylistic and phonological) to Arab students; Al Ghussain (2003) who relates the English-Arabic translation difficulties faced by Palestinian students to word order, connectors, active and passive, the emphatic particle ‘إِنَّ’ /inna/ (used to indicate emphasis and the accusative case), tenses, transliterations and loan words, proper-noun equivalents, singular and plural, definiteness and indefiniteness, classifiers, punctuation,

acronyms, metaphors, puns, collocations, polysemy, adverbs, use of colloquial Arabic and other grammatical and stylistic errors; Deeb (2005) who provides a comprehensive taxonomy of English into Arabic translation problems that Arabic-English and vice versa novice translators confront; Khalifa (2015) who reveals how Saudi EFL students' misunderstanding of grammar affects the quality of English-Arabic translation etc.

So many other similar studies can be found in the literature. However, these studies deal with cases in which the students are native speakers of one of the two languages they are translating from or into - which is Arabic in the previously mentioned studies. What gives our study its significance is that we examined the case of the students who translate from English into Arabic and neither of them is their native language.

3. Procedures of Data Gathering and Analysis

3.1 Nature of the Present Research Work

This is an analytical descriptive study in which we will analyze the translated texts (product-oriented) in relation to the source texts to provide a detailed description of the participants' most recurrent grammatical problems and difficulties. This is a naturalistic research in which the data was gathered in the natural settings of the participants; i.e. the classrooms. It is empirical research but it will also make use of some aspects of Translation Studies.

3.2 Participants

The participants in this study are the M.A. final semester students who are learning Arabic at three universities in India; namely, the University of Delhi (DU), Jawaharlal Nehru University (JNU) and Jamia Millia Islamia (JMI). These are

among the best leading universities which provide Arabic B.A. and M.A. programmes in India.

57 students (54 males and 3 females) voluntarily participated in this study. Their ages range between 22 and 29. All of them are non-native speakers of neither English nor Arabic. The majority of them are speakers of Urdu or Hindi as a mother tongue. For all of them, English is a second language; being the lingua franca and second official language in India, and Arabic is a foreign language. All of them have B.A. degrees in Arabic and they have studied five or more English-Arabic-English translation courses. This is in addition to several courses in Arabic literature, structure, and grammar. This is relatively enough for a student to have a good command of Arabic and thus to be able to produce grammatically well-formed English-Arabic translations.

3.3 Classroom Observations

Before conducting the translation test, the participants were observed in their natural settings; i.e. translation classes, where field-note data was gathered. The basic aim of classroom observations was to get a clear idea of the types of texts the students of the above-mentioned centres/departments are assigned to translate and the type and duration of translation tests they perform. Most of the texts these students are assigned are articles published online. Teachers ask their students to translate political, economic, and scientific texts. Such texts are grammatically and semantically easier for this particular group of students to handle with. Three sessions at each university were attended by the researcher.

3.4 Ethical Procedures

To access and collect the data required to fulfil this study, the researcher got written permission from the concerned chairpersons of the above-mentioned centres/departments to do

classroom observations, to meet the students and to conduct the translation test. The researcher fully explained to the students the main purpose of the study and the way it would be conducted. No pressure was put on any student to participate in this research. Only the students who were willing to take part in the study were asked to write the translation test.

3.5 The Translation Test

The translation test was designed based on the classroom observations by the researcher. Moreover, before conducting the test, the translation teachers gave their opinions on the test. They all agreed that the length, content and degree of difficulty of the test were suitable for their students' level. They also assumed that the students would be able to do the test with no or little difficulty.

The test was composed of two English extracts (See Appendix A) taken from articles published online by BBC (the British Broadcasting Corporation) to be translated into Arabic. The topics of the passages conform with the topics of the texts the participants are assigned in translation classes. The length of the passages (a title and four sentences, each) aligns with the given time frame (two hours). The test was conducted in the participants' natural settings; their classrooms in the above-mentioned varsities. It was conducted in the last week of the final semester so that the participants were evaluated before they had their exam break. The participants were allowed to use monolingual dictionaries.

3.6 Analysis of the Translated Texts

Every word, phrase, clause and sentence in the translated texts was carefully examined and analyzed to detect grammatical errors of any type. Each detected error was marked and labelled. A table of the serial number of each student and all

the grammatical errors he/she made was used to specify the most recurrent grammatical problems and difficulties.

3.7 Presenting the Research Results

A table of each grammatical problem/difficulty under study was used to reveal the problem/difficulty of students while translating the title and the first, second, third and fourth sentences of each paragraph, separately. The total number and percentage of all the students who faced problem/difficulty while translating either of the two passages or the two of them were provided at the end of that table.

Excel was used to reveal the distribution of problem/difficulty. Illustrated examples from the students' actual translations were presented and explained. Excel was also used to reveal the percentage of the students who faced problem/difficulty compared to the students who did not.

4. Findings and Discussion

Data analysis revealed that the most recurrent grammatical problems and difficulties faced by the participants while translating the two English passages into Arabic are related to translating grammatical agreement, grammatical case, tenses and aspects, prepositions and definite and indefinite articles.

These problems and difficulties are evident in the errors detected in the translated texts. In what follows, each type of these problems and errors are discussed in detail along with illustrated examples from the actual translations of the participants.

4.1 Grammatical Agreement

The first difficulty that the majority of the students faced while rendering the English passages into Arabic is related to the grammatical agreement.

	First passage	Second passage
Title	2	5
First sentence	39	5
Second sentence	5	7
Third sentence	26	5
Fourth sentence	15	8
Total number of the students who made errors of grammatical agreement while translating either of the two passages or the two of them	52	
Percentage	91%	

Table 1: Number and percentage of the students who made errors of grammatical agreement

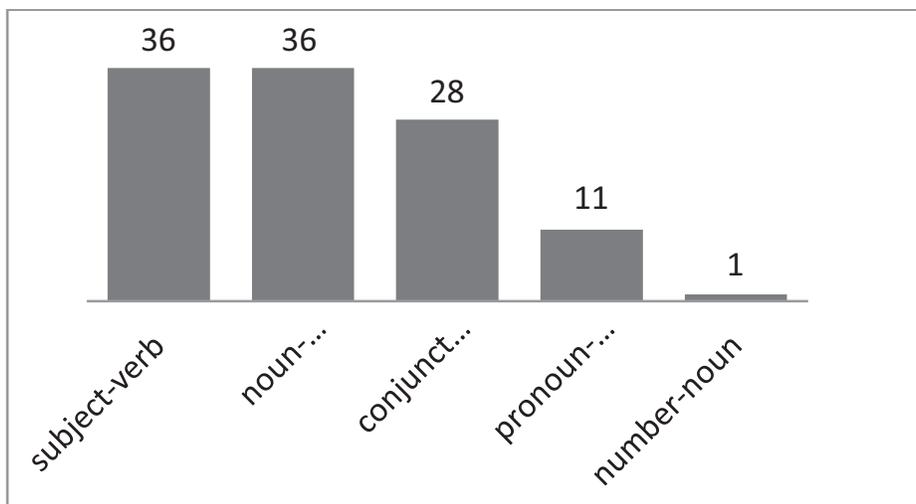


Chart 1/a: Distribution of errors of grammatical agreement

Table 1 reveals that 52 students (constituting 91% of the total number of students) made errors of grammatical agreement while rendering the two English passages into Arabic. Chart 1/a reveals the distribution of these errors as follows: a) subject-verb; 36 students (63%) did not achieve agreement between the verb and its subject in number and/or gender, b) noun-adjective; 36 students (63%) did not achieve agreement between the adjective and the noun that modifies in gender,

number, case and/or definiteness, c) elements of a conjunct structure; 28 students (49%) did not achieve grammatical agreement between the two elements of a conjunct structure in the case and/or definiteness, d) pronoun-antecedent; 11 students (19%) did not achieve agreement between the pronoun and its antecedent in gender and/or number and e) number-noun agreement; one student (1.75%) did not achieve number-noun agreement in gender.

Examples:

First passage: 27 students translated ‘the United States’ in the first sentence as a nominative noun and ‘its ... allies’ as ‘حلفاءها’ /*hulafa’-a-ha*/ (allies-ACC-her) or as ‘حلفائها’ /*hulafa’-i-ha*/ (allies-GEN-her). This is totally unacceptable because ‘the United States and its European allies’ is a conjunct structure, and in Arabic, the two elements of a conjunct structure must agree in case. Since this phrase is the subject of the sentence, its two elements must be nominative and thus ‘its allies’ must be translated as ‘حلفاؤها’ /*hulafa’-u-ha*/ (allies-NOM-her). Note: one student did not translate ‘allies’, so he/she was not included in the count.

Second passage: 3 students made pronoun-reference agreement errors in their Arabic translations of the fourth sentence.

One student translated (his children ... said) as

‘قال أولاده ... عن أبيه’

<i>qal-a</i>	<i>awlad-u-h</i>	<i>'n</i>	<i>ab-i-h</i>
said-PST	children-NOM-his	about	father-GEN-his

(His children said about his father)

achieving no agreement in number between the pronoun ‘ه’ /h/ (his) in ‘أبيه’ (his father) and its antecedent ‘أولاد’ (children).

the English passages into Arabic, whereas only 9% of the students did not.

4.2 Grammatical Case

The second difficulty that the majority of the students faced while rendering the English passages into Arabic is related to the grammatical case.

	First passage	Second passage
Title	16	-----
First sentence	27	2
Second sentence	12	13
Third sentence	-----	3
Fourth sentence	-----	19
Total number of the students who made errors of the grammatical case while translating either of the two passages or the two of them	51	
Percentage	89%	

Table 2: Number and percentage of the students who made errors of grammatical case

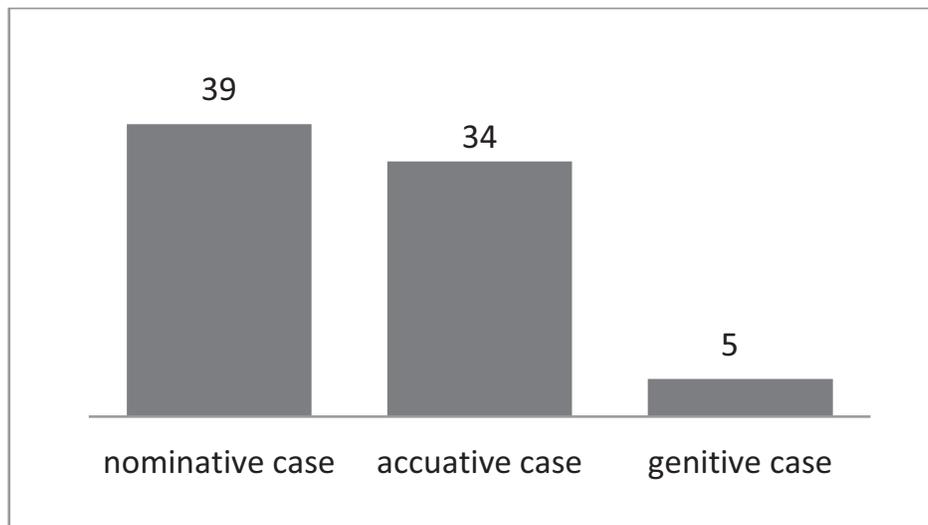


Chart 2/a: Distribution of errors of grammatical case

Table 2 reveals that 51 students (constituting 89% of the total number of students) encountered problems with the grammatical case in the translated texts. Chart 2/a presents the

distribution of these errors as follows: a) nominative case; 39 students (68%) incorrectly used the accusative or genitive markers in the nominative case b) accusative case; 34 students (59.6%) incorrectly used the nominative markers in the accusative case and c) genitive case; 5 students (8.7%) incorrectly used the accusative or nominative markers in the genitive case.

Examples:

First passage: 16 students unacceptably translated ‘diplomats’ in the title as a nominative noun ‘دبلوماسيون’ /*diblumasi:-u-un/* (diplomat-NOM-M.PL). However, if the students have read the whole passage before translating it, they would have understood that ‘diplomats’ is the receiver of the action. Therefore, it must be translated as ‘دبلوماسيين’ /*diblumasi:-i-in/* (diplomat-ACC-M.PL).

Second passage: 7 students unacceptably translated ‘his children’ in the fourth sentence as ‘أبناءه’ /*abna’-a-h/* (children-ACC-his) or ‘أبنائه’ /*abna’-i-h/* (children-GEN-his). However, ‘his children’ is the subject of the sentence and must take the nominative marker as ‘أبنائوه’ /*abna’-u-h/* (children-NOM-his).

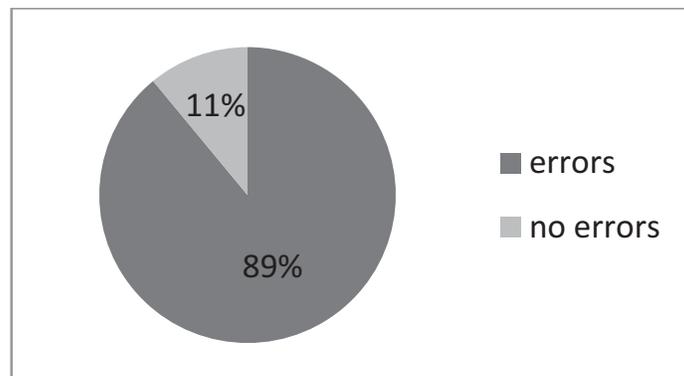


Chart 2/b: Translation of grammatical case

Chart 2/b reveals the percentage of the students who faced difficulties related to grammatical case compared to the students who did not. 89% of the students faced difficulties

while revealing grammatical case in Arabic whereas only 11% of the students did not.

4.3 Tense and Aspect

The third problematic area that almost all the students faced while transferring the English passages into Arabic is related to the translation of tenses and aspects.

	First passage	Second passage
Title	-----	-----
First sentence	7	35
Second sentence	30	-----
Third sentence	39	9
Fourth sentence	33	2
Total number of the students who made errors of tenses while translating either of the two passages or the two of them	56	
Percentage	98%	

Table 3: Number and percentage of the students who translated tenses incorrectly

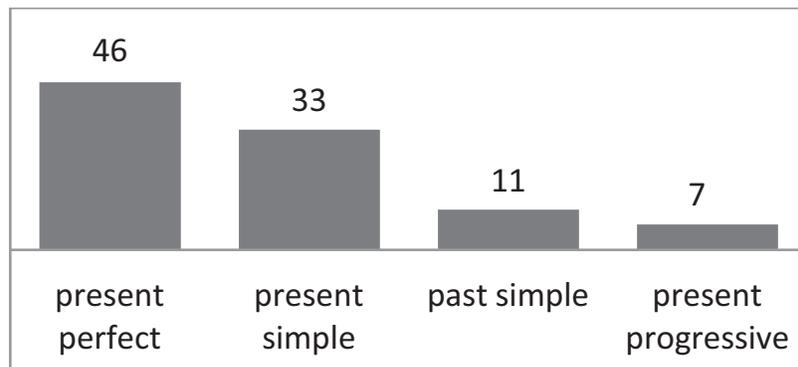


Chart 3/a: Distribution of errors of tenses and aspects

Table 3 reveals that 56 students (constituting 98% of the total number of students) faced challenges while trying to find the equivalent English tense in Arabic. These errors are distributed (as shown in Chart 3/a) as follows: a) the present perfect tense; 46 students (80.7%) translated the English present perfect tense using the Arabic perfective verb form without preceding

it with 'قد' or 'لقد' which makes it equivalent to the English simple past tense, b) the present simple tense; for no justifiable reason, 33 students (57.8%) translated the English present simple tense into the Arabic past tense, c) the past simple tense; 11 students (19%) translated the English simple past tense into the Arabic present tense or they used the perfective verb form preceding it with the particle 'قد' which makes it equivalent to the English present perfect tense and d) the present progressive tense; 7 students (12%) translated the English present progressive tense into the Arabic past tense.

Examples:

First passage: 29 students unacceptably translated the present simple tense in the fourth sentence 'Russia denies any role in the attack, ...' into the Arabic perfective (past) tense as 'أنكرت' /*ankar-a-t*/ (denied-PST-F; she denied) or 'رفضت' /*rafad-a-t*/ (refused-PST-F; she refused).

Second passage: 35 students unacceptably rendered the present perfect tense in the first sentence 'World-renowned physicist Stephen Hawking has died ...' into Arabic using the past verb form as 'توفي' /*tuwffi-a*/ (pass-PST away; passed away) or 'مات' /*mat-a*/ (die-PST; died), without preceding it with the aspectual indicator 'قد' /*kad*/, which makes it equivalent to the English simple past tense.

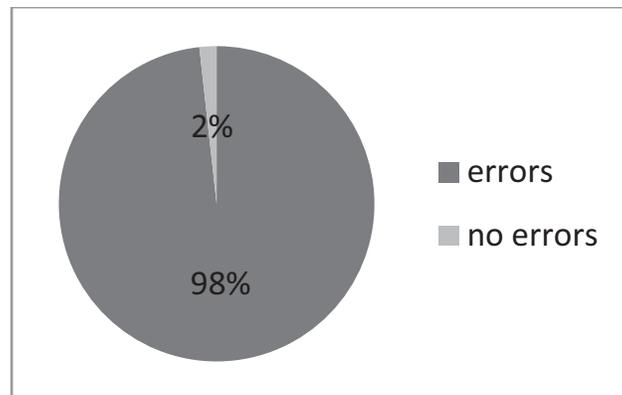


Chart 3/b: Translation of tense and aspect

Chart 3/b reveals the percentage of the students who faced difficulties related to the translation of tenses and aspects compared to the students who did not. 98% of the students faced difficulties while translating the English tenses and aspects into Arabic, whereas only 2% of the students did not.

4.4 Prepositions

The fourth problematic area that all the students faced is related to finding the most appropriate equivalence while translating prepositions.

	First passage	Second passage
Title	25	9
First sentence	35	12
Second sentence	18	23
Third sentence	-----	17
Fourth sentence	24	14
Total number of the students who made errors of prepositions while translating either of the two passages or the two of them	57	
Percentage	100%	

Table 4: Number and percentage of the students who made errors of prepositions

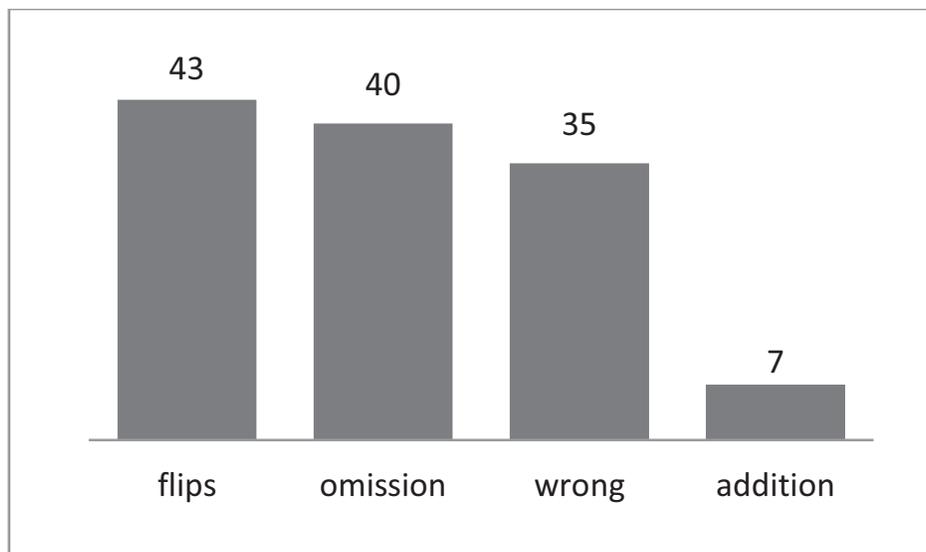


Chart 4/a: Distribution of errors of prepositions

Table 4 reveals that 57 students (constituting 100% of the total number of students) made so many errors while translating the English prepositions into Arabic. These errors (as shown in Chart 4/a) include: a) flips; 43 students (75%) provided inaccurate Arabic equivalences of English prepositions; however this did not greatly affect the meaning, b) omission; 40 students (70%) ignored translating ST prepositions or they did not provide prepositions which are not present in the ST but required for the structure and meaning of the TT, c) wrong preposition; 35 students (61%) provided unacceptable Arabic equivalences of some English prepositions which resulted in affecting or even changing the meaning and d) addition; 7 students (12%) added unnecessary prepositions which are neither present in the ST nor required in the TT.

Examples:

First passage: In translating into Arabic the preposition ‘across’ in the title ‘Spy poisoning: Russian diplomats are expelled across US and Europe’, 23 students had difficulties. So, they either unacceptably translated it using the prepositions ‘عن’ /*n*/ (of) or ‘في’ /*fi*/ (in), the adverbs ‘عبر’ /*br*/ (across), ‘نحو’ /*nahw*/ (to) or ‘حول’ /*hawl*/ (around) or they left it untranslated. ‘Across’ in this context is simply equivalent to the Arabic preposition ‘من’ /*min*/ or ‘من أنحاء’ /*min anha*/ (from).

Second passage: 23 students could not provide the correct Arabic equivalences for the prepositions of the second sentence ‘The British scientist was famed for his work with black holes and relativity’. So, they literally rendered ‘for’ as ‘من أجل’ /*min agl*/ (for) and ‘with’ as ‘مع’ /*ma*/ (with) or left one or the two of them untranslated. Very few students correctly translated ‘for’ as ‘ل’ /*lam*/ (for) or ‘ب’ /*ba*/ (because of) and ‘with’ as ‘في مجال’ /*fi magal*/ (in the field of).

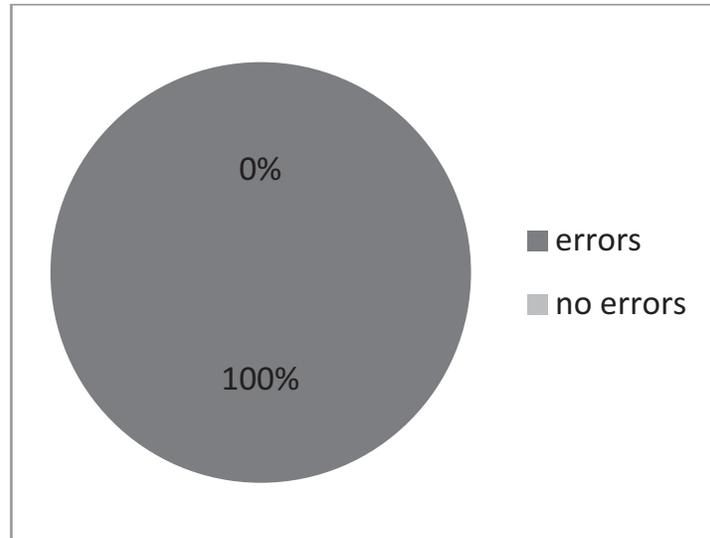


Chart 4/b: Translation of prepositions

Chart 4/b reveals the percentage of the students who faced difficulties related to the translation of prepositions compared to the students who did not. All the students participating in this study faced difficulties while translating the English prepositions into Arabic.

4.5 Definite and Indefinite Articles

The fifth problematic area that almost all the students faced is related to translating the definite and indefinite articles.

	First passage	Second passage
Title	49	-----
First sentence	38	14
Second sentence	13	19
Third sentence	8	15
Fourth sentence	13	13
Total number of the students who made errors of articles while translating either of the two passages or the two of them	56	
Percentage	98%	

Table 5: Number and percentage of the students who made errors of definite and indefinite articles

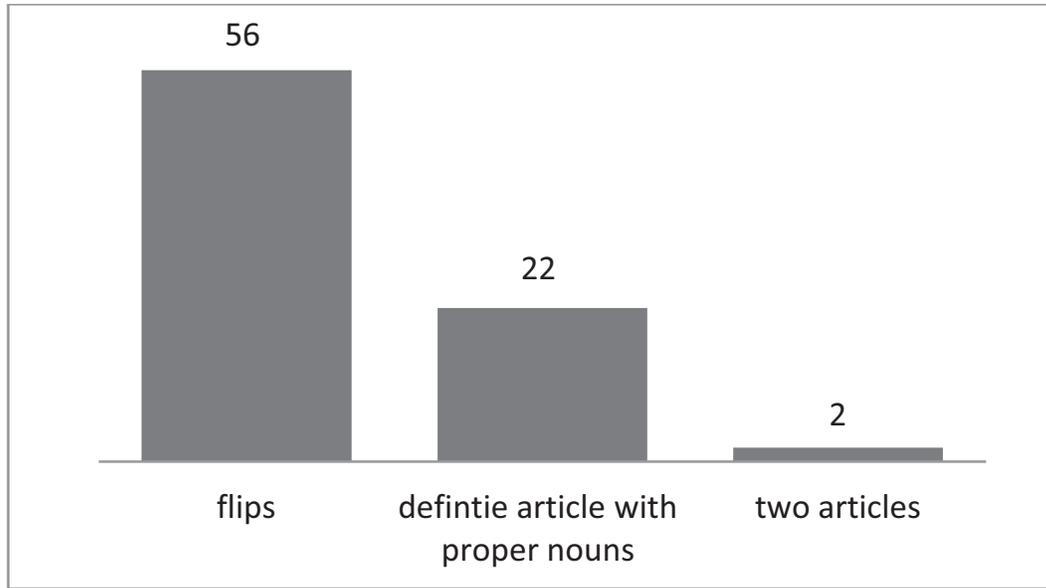


Chart 5/a: Distribution of errors of definite and indefinite articles

Table 5 reveals that 56 students (constituting 98% of the total number of students) made so many errors while translating the English definite and indefinite articles into Arabic. These errors are presented in Chart 5/a and include: a) flips; 56 students (98%) translated one article for the other; however, this did not greatly affect the meaning, b) using the Arabic definite article ‘ال’ with proper nouns; 22 students (38.59%) used the Arabic definite article ‘ال التعريف’ before proper nouns and c) using two articles; 2 students (3.5%) used two articles at the same time.

Examples:

First passage: 16 students unacceptably translated ‘Europe’ in the title as ‘الأوروبا’ /*al-awrubba*/ (DEF ART-Europe; the Europe). ‘أوربا’ (Europe) does not take ‘ال التعريف’ (the) as it is a definite proper noun.

Second passage: 15 students translated ‘years’ in ‘... whose work will live on for many years’ of the fourth sentence as ‘السنوات’ /*al-sanah-at*/ (DEF ART-year-F.PL; the years). Using the Arabic definite article here is unacceptable as ‘years’ in

this context is a generic plural noun and thus takes the zero article in English which is equivalent to the indefinite Arabic marker (التتوين/nunnation). Thus the student must have translated 'years' as 'سنواتٍ' /*sanaw-at-in*/ (year-F.PL-INDF).

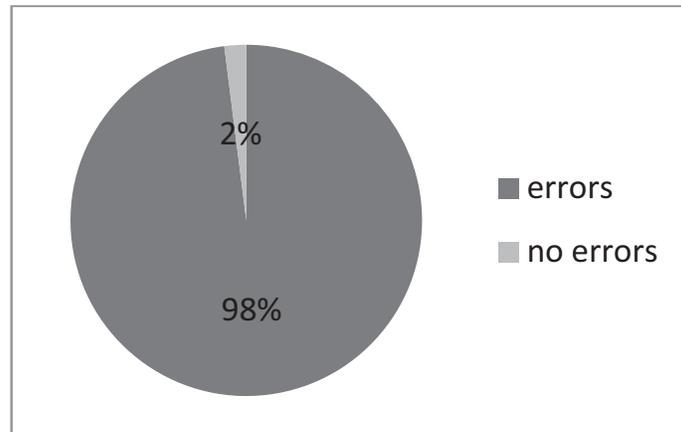


Chart 5/b: Translation of definite and indefinite articles

Chart 5/b reveals the percentage of the students who faced difficulties related to the translation of the definite and indefinite articles compared to the students who did not. 98% of the students participating in this study faced difficulties while translating the English definite and indefinite articles into Arabic whereas 2% of the students faced no difficulties.

5. Conclusion and Suggestions

This study highlighted some of the most challenging and recurrent grammatical problems and difficulties of English-Arabic translation that the M.A. students of Arabic centres/departments in India encounter. Data analysis revealed that all the participants in this study confronted problems and difficulties while translating prepositions, 98% of the students faced problems and difficulties while translating tenses as well as the definite and indefinite articles, 91% of the students encountered problems and difficulties while rendering

grammatical agreement and 89% of the students confronted problems and difficulties while rendering grammatical case.

Such problems and difficulties can be attributed to three major reasons. The first reason is related to the fact that English and Arabic have variant grammatical structures. The second reason is related to the fact that these students are non-native speakers of English as well as Arabic which increases these difficulties and makes them more complicated for this special group of students to handle. The third reason is related to the content of translation courses and the teaching methods which seem to be inadequate and insufficient for the students to be able to produce grammatically well-formed translations even of grammatically simple texts.

Thus the students are advised to work hard to improve their language competence and translation skills. Lack of command of the grammatical structures of the SL and/or the TL contributes largely to translation problems and difficulties. Al Shehab (2013: 3) emphasizes that “grammar constitutes a significant cause in translation problems, and a translator should master grammar in order to achieve a well-structured translation”. The students are also advised to read the source text and carefully analyze its grammatical structure as translation is a linguistic activity in the first place. The analysis of the grammatical structure of the ST will help comprehend its semantic content. The students are strongly advised to avoid word-by-word translation as it is the cause of so many grammatical mistakes. Proofreading of the translated text is a significant step for achieving well-structured TT as it helps detect grammatical errors. The students also need to understand that translation is a matter of not only content but also form. So, it is very important while translating from one language into another to try to reproduce the exact message of the ST (the content) in a way that suits the structure of the TL.

In other words, how the content of the ST is presented in the TL (the form) is also crucial. Translation teachers are advised to redesign their translation courses and teaching practices to meet the students' levels, needs and expectations; taking into consideration that their students are non-native speakers of both English and Arabic. Moreover, teaching some aspects of translation theories, contrastive linguistics, text analysis, and error analysis would be of great help to the students.

Notes: 1. The second passage: 9 students did not translate the title, 2 students did not translate the third sentence, 2 students did not translate the fourth sentence and 3 students left the whole passage untranslated.

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Appendixes

1. For Arabic IPA Transcription

<https://en.m.wikipedia.org/wiki/Help:IPA/Arabic>

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2. For List of Leipzig Glossing Rules and List of Abbreviations

<https://www.eva.mpg.de/lingua/resources/glossing-rules.php>

3. The Translation Test: The English Extracts and Their Links

Note: The researcher does not adopt any view presented in the following extracts:

The First Passage: Spy poisoning: Russian diplomats expelled across US and Europe

The United States and its European allies are expelling dozens of Russian diplomats in a response to the poisoning of a former Russian spy in the UK. US President Donald Trump has ordered 60 Russian diplomats to leave the country. Germany, France, Ukraine and various other EU countries have made the same move. Russia denies any role in the attack and indicates that it will respond "proportionately". Accessed online: <http://www.bbc.com/news/world-us-canada-43545565>, dated: 26/03/2018

The Second Passage: Stephen Hawking: Visionary physicist dies aged 76

World-renowned physicist Stephen Hawking has died at the age of 76. The British scientist was famed for his work with black holes and relativity, and wrote several popular science books. At the age of 22, Prof.Hawking was given only a few years to live after being diagnosed with a rare form of motor neuron disease. In a statement, his children, Lucy, Robert and Tim, said: "He was a great scientist and an extraordinary man whose work will live on for many years." Accessed from: <http://www.bbc.com/news/uk-43396008>, dated: 14/03/2018

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