Investigating the Performance of Saudi EFL Learners while Translating Circumstantial Case

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ARTICLE INFO	ABSTRACT

Arabic is the most widely spoken Semitic language and has seen phases of change from the Quranic form to the more popular Modern Standard Arabic that is used for communication today. It shares some of its features with other languages in the family, and the use of the Cognate Accusative is one such characteristic. For this reason, Arabic is known as a Cognate Language like other languages of this family. However, English is of the Indo-European family and naturally has a different set of rules and preferences. Training learners in language forms that differ in style and value discourse elements differently can be a daunting task as what sounds natural in one can be frowned at in the other. With students inclined to literally translate between such languages as in the case of KSA, the change of form can be quite difficult to understand. Where no equivalence exists between two languages, the translator's need to establish it for obvious reasons is one of the most problematic and challenging endeavours in translation theory. Teachers of language and translation in KSA are concerned with learning problems that arise due to lexical and grammatical non-equivalence between Arabic and English which often leads to confusion and incorrect output during translation process. The current study aimed at investigating one of the Arabic grammatical structures which has no equivalent in English (Circumstanial Case). Circumstanial Case or using the same verb root twice in a construction is valued in Arabic discourse as it serves usually one or more of three purposes: Adding emphasis, explaining the type, and explaining the number. However, this is absent in English as the construction is seen as unnatural and hence, incorrect. Following analytical methods, the study targeted two objectives: One, testing the learners' ability to translate the Cognate Accusative; and two, to gather an understanding of the strategies they adopted in the process. The study is likely to be of great value in a foreign language learning environment as is the case in the KSA. We used written tests to collect the data, followed by detailed interviews to elicit information on the translation strategies used. Participants were female undergraduate students (N=35) at Hurimilla College of Science and Humanities, Shaqra University, KSA, of which fifteen were randomly interviewed consequently. The data collected was analyzed using SPSSR. The findings showed that this structure is indeed confusing for students with 37% of them using literal translation, and 12.29% producing incorrect versions or sometimes avoiding translating them. Personal interviews revealed that the reason of these results can be directly attributed to the absence of these categories in English, and non-equivalence between Arabic and English.

1. INTRODUCTION
Translation is as much an essential component of human communication as the very production of speech in the first place. Moreover, given the changing face of human interaction in the world, it has assumed the status of an important element for the exchange of information, thoughts, and ideas regardless of people's different tongues and cultures. Apart from a

communication tool, translation has an undeniable place in foreign language teaching and testing. Azziz and Lataiwish (2000: 166) point out that translation is has been an integral part of academics, and it has been widely practiced throughout the course of human language. Hence the growing worth of translation studies which is also the beacon light that guided the current study in Contrastive Linguistics.

Contrastive linguistics is considered one of the new fields within translation studies. It involves the analysis of two or more languages, with the aim of understanding their similarities and differences. The objectives of the comparison may vary: The term 'contrastive linguistic' or 'contrastive analysis', specially concerns itself with the applied aspects of contrastive studies as a means of predicting and/or explaining difficulties of second language learners with a particular mother tongue in learning a target language. Contrastive studies in translation do not only concentrate on texts but also investigate even the smaller units in languages, such as, grammatical and lexis. Williams and Chesterman (2002: 90) highlight this fact when they state, "A contrastive approach might also focus not on texts but on grammatical structures or lexical items, looking for equivalence rules for translating certain structures between a given pair of languages, or for terminology equivalents".

Equivalence or its absence is a known hurdle in translation. The problem arises when suitable counterparts in a target language do not exist for expressions in the source language. Non- equivalence, predictably, is one of the obstacles that face both translators and students of English. Arabic has many structures that do not exist in English such as **Circumstantial Case**. Therefore, when students encounter such structures, they feel confused. Translating to and from English-Arabic therefore poses a peculiar, though not unique, challenge for them. English and Arabic belong to different language families and are even written in different directions. Evolution in English can be said to be more of a constant feature with the language getting enriched by the varied cultural contact that it got exposed to. Arabic is an old language and one that prides itself in its purity and closeness to the original. In terms of discourse, Arabic is a highly inflectional language with amazing scope for improvisation as these inflections convey meaning even with a changed word order. This is not so in English. As if the differences were not enough to challenge the students' faculty, there are degrees of prevalence of certain features in both the languages, that is, they share certain characteristics. For instance, the feature of agglutination or of adding morphemes or inflections to words to form long words strings exists widely in

Arabic but only peripherally in English. However, the fact that it is present in both is adequate to confound the learners of both or either. In terms of translation, this is called non-equivalence. Another feature of non-equivalence, and one which is also the focus of this study, is the accusative case. Syntactically, the object in Arabic appears in the accusative case but its semantic function may vary from emphasis to indication of any of the many aspects of an event. This embedded feature is seen by Arabic speaking learners of English as a major hurdle in translation. This problem has been previously studied but the current research aims to add the dimension of learner strategies employed to counter it. Thirty five female students of the Department of English at College of Science and Humanities in Shaqra University at Huriymilla were requested to undertake translation of a short selection of Arabic sentences with Circumstantial Case into English. This was followed up with personal interviews with fifteen of them selected randomly to gain an understanding of the strategies they followed to translate the problematic case marking.

2.1 Statement of the Problem
As teachers of translation courses, we understand the particularly challenging task that is translation. Whether identified as a science or an art, the pitfalls associated with it still remain. Translation teachers (at least in the KSA) are conscious of sensitising their students to the fact that meaning is embedded in context, that language can sometimes be restrictive, and that precise language equivalents sometimes do not exist. English and Arabic being two very different languages in many ways, translating between these is particularly difficult for students. With much training, some proficient students are indeed able to translate 'what' a text says but not 'how' it is said. This paper tries to find why the Arabic speaker fails to capture the essence of a text while translating between Arabic and English.

2.2 Research Questions
1. Which strategies do the students resort to when translating Circumstantial Case in English?

2.3 Research Objectives
The study had the following objectives to achieve:
(a) Create an understanding among those engaged in learning and doing translation about the possible linguistic challenges that they may have to encounter.
(b) Create greater awareness among the linguists and translators towards undertaking descriptive bilingual comparative studies in the study of translation between Arabic and English.

2. LITERATURE REVIEW
Theoretical Framework

Contrastive studies of English and Arabic are numerous with a long history. These came into vogue more than half a century ago in the late 1950s (Mukattash, 2001: 115) Elwedyani cf as quoted in Abu-Jarad reports of a study conducted by Catford. This extensive study included *phonology, morphology*, and *syntax*. According to AbuJarad (1986: 18) Native language interference, TL overgeneralization and fossilization were likely to occur in case of translation between Arabic and English.

Mukattash, (2001:116) pinpoints the following titles that investigate different issues in English-Arabic contrastive studies in the last five years: "Verb movement, subject movement and word order in English and Arabic", "Locative attention in English and Jordanian spoken Arabic", "Negation in Cairene colloquial Arabic, English and French: an historical linguistic analysis", "Syntactic devices for marking information structure in English and Arabic", and "Lexical, phonological and textual features of English and Arabic advertisements: a contrastive study."

Traditional Arabic versus Modern Standard Arabic

In modern times, two standard *(al-)fuṣḥá* (الفصحى) varieties of Arabic are recognized: the Classical Arabic (CA) (التراثية العربية اللغة) as found in the Quran and early Islamic (7th to 9th centuries) literature, and Modern Standard Arabic (MSA) (المعيارية العربية اللغة الحديثة), the standard language of use today. MSA is based on classical Arabic, and the differences between the two varieties of the language are lies in the modernizing and simplification, both in speaking and writing styles to be seen in MSA. However, the two are not seen as separate entities, rather as two registers.

The Accusative

The accusative case of a noun marks the direct object of a transitive verb. The same case is used in many languages for the objects of (some or all) prepositions. It is a noun that is the focus of the action. For example, "they" in English is nominative; "them" is accusative. The sentence "They like them" clearly shows the nominative case and accusative case working in conjunction using the same base word.

Accusative(المنصوبات) in Arabic are nouns used as object in sentences, and their modifying adjectives. The number, gender and definiteness of the noun or adjective in question are marked using inflections in Arabic. This makes Arabic a highly inflectional language.

There are five types of objects or complements المفعول Al- .المفعول فيه ,المفعول لأجله ,المفعول المطلق المفعول معه,به, Dahdah, (2001, 237)

Examples of Accusatives are:-

المفعول فيه - Adverbial expressions of time, place, and manner, indicating the circumstances under which an action takes place.

:يستمر الاحتفال لمدة ثلاثة أيام "The celebration lasts three days".

"تتفتح الأزهار ربيعا "Flowers bloom in spring.

.:غادروا الجمعة "They left on Friday".

المفعول المطلق - The internal object or cognate accusative structure. This structure intensifies an action by following the verb with its corresponding verbal noun (المصدر maSdar) and an adjective modifying it.

.:حرثنا الأرض حرثا "We did plough the earth".

الحالThe circumstantial accusative. This is a way to describe a condition/action going on at the same time as the main action.

.عاد الجيش منتصرا "The army returned victorious".

"رأيت الطائرة بين السحاب" I saw the plane among the clouds"

التمييزThe accusative of specification; often answers the question "in what way?" Includes the comparative/superlative and counted nouns between 11 and 99.

"اشتريت احد عشر كتابا" I bought eleven books"

"زرعت الحقل مد البصر زهرا" I planted the field with flowers as far as eyes could see.

"لا أملك مترا واحدا أرضا "I don't own one metre of land"

المفعول معهConcomitant Accusative

"نعود الى بيوتنا وغياب الشمس" we returned home at sunset.

"ما لنا والجبناء" "What have we to do with cowards?"

المفعول لأجله shows the purpose of an action, usually using an indefinite مصدر.

"لا تقتلوا اولادكم خشية املاق " Don't kill your children for fear of poverty".

"من يخدم امته تقام له التماثيل اعترافا لخدماته وتخليدا لذكراه"Who serve his nation will have statutes erected for him in recognition of his services and to immortalize him"

These are the main ways in which the accusative is used in Arabic. There are also other, special words that shift words into the accusative case:

كان وأخواتها ـ إنّ وأخواتها ـ ظنّ وأخواتها

Circumstantial Case

Expressing a condition or circumstance that occurs concurrent with or ongoing at the time of the action of the main verb, a participle is often used to describe that condition. The canonical example is "Zaid came to me riding," in which the word "riding" is Circumstantial Accusative because it describes the state under which the "coming" occurred. The governing agent for the Circumstantial Accusative is a verb (or verb-like entity) and it is actually considered one of the details of the verb. The Circumstantial Accusative describes

the circumstantial-aspect, but not of the verb itself. In the sentence "Zaid came to me riding," for instance, the Circumstantial Accusative describes the state of the subject Zaid, not of the verb. It was Zaid who was riding, not the act of coming that was riding. This is

why Circumstantial case is not a type of مفعول (Object) in Arabic. Because Circumstantial case is one of the details of the verb but it is not a type of مفعول, it falls under a category of verb details referred to as مشبهات بالمفاعيل.

Some Basics about the Circumstantial Case

| حال | Circumstantial Accusative – that detail of the verb which describes the circumstances of the subject and/or the object under which the verb was enacted |
| ذو الحال / صاحب الحال | the entity (subject and/or object) whose circumstances are being described |

لا تأكُلُوا الطعامَ حاراً.
حَضَرَ الضُّيُوفُ والمضِيفُ غائبٌ.
لاَ تأكُلُوا الفاكِهة وَهِيَ فِجةٌ.
غَاب أخوك وقد حَضَرَ جميعُ الأصدِقاء.
ذهَبَ الجاني تحرسُه الجنودُ.
قَطَفَ الأوْلادُ الأزهَارَ ولما تتفتح.

أبْصَرْتُ الخطيبَ فوقَ المِنبَرِ.
طَلَع البَدْرُ بينَ السَّحَاب.
تأَلَّم الطائرُ في القَفَصِ.
يُعجبني الغنيُّ مُتواضعاً.
عاد التاجر رابحاً.
أحبُّ التلميذ مجتهداً.
سَمِعْتُ المريض شاكياً.
اصفَحْ عمَّن أتاك معتذرا.
أبصرتُ الورد مُفَتَّحاً.
تمرُّ بنا الأيام ونحن لاهُون.
جاء المذنب يَعْتَذِرُ عن ذنبه.
رجع السابق يتَصَبَّبُ عَرَقاً.
ركبتُ الحِصَانَ وهو مُتْعَبٌ.
فارقتُ إخواني وأنا مُنْقَبِضُ الصدر.
سمعت الخطيبَ يَأسِرُ القلوب بِحُسْنِ لفظه.
أبصرت ثَمَرَ البستان يتساقط من شجره.
رَكِبتُ السَّفِينَة والنَّسِيمُ عَلِيلٌ.

There are three main types of this structure with sub-types:

1. Single
جاء القائد ظافراً "The leader came back victorious": Adjective;
The active participle is widely used in this function, but occasionally the passive participle or a verbal noun is used:
(1) Using passive participles: قفزت مذعورة "She jumped, frightened".
(2) Using a verbal noun: ثم قال مجيبا على السؤال "(And) he said, replying to a question" .
If a verb is intransitive, such as ضَحِكَ, the active participle <u>will not require</u> an object.eg:
حَضَرَتِ الطالِبَة إلى الصَّفِّ ضاحِكَة."The student came to class smiling.

In addition to, the Circumstantial case can be a noun phrase such as : خرج الرجل من القاعة منكس الراس 'The man went out from the hall with his head bowed.'

2. Sentence

3. There are two types of the Circumstantial Accusative sentence. It must have a connection with what it refers to either by:
   a. A pronoun, if it is a verbal sentence and it refers to a definite noun. For example: جاء الغلام وهو يركض

4. A wāw of Circumstantial case if it is a nominal sentenceأطلُبِ العلم و أنتَ فتي. (Seek knowledge while you are young)

5. Fragment: رأيت الهلال بين السحاب "I saw the crescent moon among the clouds"

There are cases where the Circumstantial Accusative will be definite. In such cases, it will be interpreted indefinite. For example:

جِئني وحدَك "Come to me alone". This will be interpreted as جِئني منفردا

B. Previous Studies

A lot of syntactical problems often face EFL students throughout their years of study. Concerning translation exercises especially from Arabic into English – which certainly is the most difficult, students find difficulty when translating particular Arabic categories. They might need more concentration on translation theories; specifically equivalence. Besides, their awareness of the problems resulting from non- equivalence, and the strategies for solving them help them to avoid literal translation and other difficulties. As a matter of fact, there are a lot of researches that have been conducted in translation, but a few in the above mentioned areas of study.

This part deals with relevant studies which shed light on this area of study These studies are as follow :

First study, Haitham Basher Mustafa, (January 2014), a PhD thesis entitled "*Critical problems encountered by EFL Saudi Students*". This study discussed translation problems confronted EFL learners from English to Arabic such as articles, pronouns, English word order, idioms, phrasal verbs and proverbs, dualism and feminine suffix signs beside the notion of equivalence as a problem for student. He also discussed how students think in the mother tongue which causes interference. The research judged the effect of grammar, culture and thinking in the mother tongue on correct grammar. He followed the qualitative analytic approach. The study was conducted in Shaqra university as a case study, using (384) Saudi students selected randomly from Dawadmi Community College studying English as a requirement (first year) and college of Science and Humanities who are specialized in English (first year). For the methodology of this research, he used a test, two questionnaires for the students, in addition to an interview for experts in the field.

Second study, Mohammd Al shehab, Translation Department Jadara University, Jordan Arab World English Journal INTERNATIONAL PEER REVIEWED JOURNAL ISSN: 2229-9327 AWEJ Special issue on Translation No. (2) 2013) "*Investigating the Syntactic Difficulties which Encounter Translation Students at Irbid National University in Jordan from Arabic into English*". The major purpose of this study is to identify the most important difficulties that Jordanian students in English may encounter in syntax (omission. addition and grammar) through translating Arabic sentences into English. The sample was (20) Jordanian translation students who were selected randomly. They constitute 20 % of the total number (100) of the

second year who enrolled in the second semester of the academic year (2011-2012) at Irbid National University in Jordan. The subjects had studied different courses in translation from English into Arabic and vice- versa. They passed a prerequisite test to measure their proficiency when they joined the University. Therefore, all of them are identical in their educational background. The researcher used a test which consists of (20) Arabic sentences. These sentences were taken from a book in *General Translation (2): from Arabic into English* by Dr. Muhammad AlKhuli. The test was given to two instructors in the Department of Translation at the same university. They were asked to translate it and to make their comments and views. Their comments were taken into consideration, followed by approving the final version (instructor's) and its suitability for testing students. The subjects were given a test of Arabic sentences to be translated into English.

Third study, Magdi El tyab El Bashir Mohammed, (2015) A Phd research submitted in Omdurman Islamic University *"Investigating Equivalence Problems Encountered by university Students in Translation"*.
The objectives of this research were:-
1. To investigate the factors that affect equivalence.
2. Identify the existing equivalence problems in translation.
3. Providing the main techniques for translation and reduce the problems in curriculum showing and comparing differences between the two languages (contrastive analysis studies)

The researcher used the descriptive analytical method. The population were all learners of translation especially post graduate males and females who are in Omdurman Islamic and Omdurman Ahlia Universities, and those who worked in the field of translation. The data collection tools were a questionnaire and a test distributed to 100 participants randomly, males and females. The questionnaire consisted of five parts offered to post graduate, master degree and Phd students.

It is worth mentioning that the findings of this study which applied to different levels of students, agree with the present study as follow:
a. There is no exact equivalence between two languages in the field of translation.
b. There are real problems and difficulties encounter translators.
c. EFL learners encountered by different linguistics factors in languages.
d. There are no two languages have the same grammatical structure or word order.

e. There are many types of equivalence can be used to reduce the problems of translation.

Fourth study, Esti Junining, An English Language Lecturer of Brawijaya University in Malang, JawaTimur conducted a paper entitled *"Translation Strategies Adopted by English Department Students in Coping with Non Equivalence Problems".* Translation skill is undoubtedly needed by university students to uncover the problems in understanding textbooks written in English. Despite the need, there are still few students using appropriate strategies to help them comprehend the textbooks. This is due to their lack of understanding in the theories of translation which more or less help them translate the textbooks well. This paper is intended to find out appropriate strategies adopted by English department students in coping with problems with non-equivalence. The study used a quantitative approach supported by some forms of qualitative data. In collecting the data, the researcher used content analysis (Ary, 2002), where researchers analyzed the work of translation subjects and investigated the translation strategies adopted by the respondents. There were 65 respondents participating in this study. The selection of research subjects was through using purposive sampling method in which the 65 respondents were taken from two classes of Introduction to Translation class managed by the researcher. The two classes were divided into class A (32 respondents) and class B (33 respondents) respectively.

The method of data collection is done in two ways: the first was given a translation test in which the students were given three short texts consisting of informative texts, literary works and news in English. These three different "genre" of the texts were chosen because they represent the kinds of texts that are commonly taught in the college. Of the three texts, the respondents had to translate the texts into Indonesian and then make a list of difficulties and choose appropriate strategies adopted in solving these problems. Secondly, the researcher gave questionnaires to find out what strategies the respondents used at the three different genres. The data analysis was performed by analyzing the contents of the translation done by the respondents. After that the results of a questionnaire were analyzed to know the translation strategies used by respondents then mapping the types of texts and strategies used in solving the problems of non-equivalence.

On the basis of the analysis, there are two primary findings, namely the translation strategies adopted by the English department students and the explanation whether they adopted the same strategies in coping with the non-equivalence in translation. This study focused on the seven translation strategies by Baker,

(1992). It can be seen that most of the students adopted translation by more general word (superordinate) (96) out of 252 or around (38 %). Besides using general words, the second strategy is omitting the non-equivalent words 46 out of 252 or 18%. The third most adopted strategy is translation by a more neutral/less expressive word, 32 out of 252 or about 13%. The fourth most adopted strategy is paraphrasing the unrelated words 28 out of 252 or 8 around (11%). The fifth most adopted strategy is cultural substitution 20 out of 252 or 8 %. The sixth most strategy is translation using a loan word or loan word plus explanation 17 out of 252 or 7%. Finally, the least adopted strategy is using illustration 13 out of 252 or 5 %. Solving the problem of nonequivalence by translation using more general words is the most preferable translation strategy adopted by the students due to the reason that it is more difficult for the translator to translate using the more specific choice of word.

On the basis of the data collected, most of the students adopted more general words (52%) to solve the problem of non-equivalence in informational text. It was followed by omitting the non-equivalent words (17%), using loan words with explanation (10%) and paraphrasing the difficult words (10%). Translation using more general words is preferable due to the reason that it is easier strategy compared with the others. Concerning Translation Strategies used in Literary Texts, the same as informational text, the students mostly adopted more general words in translating nonequivalence in literary text.

Similar to both informational and literary texts, in news, most of the students (45%) adopted more general words to solve the problem of non-equivalence. They thought that translation using more general words is easier to understand compared with the others like omission which is becoming risky to change the original meaning of the source language. In general, most of the respondents preferred to translate using more general words instead of omission, using loan words with explanation, paraphrasing, using more neutral or less expressive meaning, cultural substitution and illustration. At the end of the paper, it is suggested that the students undergo more practice in translation using the seven strategies of translation. it is suggested that English teachers could give a model or drill more translation strategies to make the students use to solve the problems of non-equivalence easily.

Fifth study, Ahmad Ezzati, (2004). College of Foreign Language Islamic Azad University, Shahr-e-Qods Branch Tehran, Iran, *"Non-Equivalence at Grammatical and Word Level and the Strategies to Deal with"*: A Case Study of English Translation into Persian. The present paper tried to examine non-

equivalence at grammatical level, and then discussed the problems of finding equivalence at word level and proposed theoretical strategies and techniques to deal with such difficulties from English translation into Persian. Considering the fact that finding equivalence at grammatical and word level plays a pivotal role in translation, this paper aimed to research some difficulties in areas such as: voice, gender, tense and aspect, person, at grammatical level and culture specific- concepts, and differences in expressive meaning at word level. Moreover, the study's theoretical framework is based on Baker.

Analyses showed that these difficulties may occur in any circumstance. Then some techniques to overcome these difficulties such as exploitations and transposition at grammatical level; and strategically ones such as translation by super ordinate, and translation by omission at word level have been mentioned. Another key concept to be considered is translators who are supposed to have a perfect knowledge in both source language and target language. Moreover, research on linguistic and stylistic aspects between these two is significant. As a result, it is essential for a translator to know both languages as well. The findings indicated that there are a number of elements which should be considered by translators in order to translate a text at grammatical and word level such as, enough information about the culture of both the languages, beside the linguistic and stylistic aspects of languages.

This study highlights the importance of the strategies for solving non- equivalence problems. As a matter of fact, there are different types of strategies that can be applied while translating. Choosing the appropriate strategy depends on the nature of the sentence or text.

3. METHODOLOGY

We used the descriptive analytical method in this study. Both quantitative and qualitative methods were used to collect data from the selected participants, level six learners of translation who were administered a translation test comprising five Arabic sentences to be translated to English. The structures had the cognate accusative in different functions (Appendix 01). The actual number of the students enrolled in the course (translation 2) was (41). Six withdrew for different excuses. So, the study sample consisted of (35) undergraduate female students from the English language program at Hurimilla College of Science and Humanities, Shaqra University, KSA. One of the suggested fields of work for these students is translation. So, they are prepared, although with a few courses of translation, but intensive. Because it is a small province, the number of the females in different departments, particularly English is few.

All the students were females ranged between 18-23 years old. The number of students at this level is few as usually a great number of the students withdraw, or are transferred to other departments when they reach advanced stages in the home departments. EFL learners at this college receive three courses of translation. The first one is assigned in the first year (Level One) of the program, second term. It trains the students in English – Arabic translation. This course includes some theories in translation such as the principles of translation, types of translation etc, but it does not include any information about equivalence. Similarly, the second course which follows the first one also trains the students in translation from English into Arabic, neglects this notion. The last course is assigned to students in the third year (level six), second term when students' competence in English is fortified. According to the department curriculum, they receive just a single Arabic- English course. These students (academic year 1436-1437 H.D)/Second Term) comprised the population of this study.

Following the test, fifteen of the respondents were randomly requested to answer questions on a one-to-one basis. The interview questions were centred on the obstacles faced by the respondents in translating to English.

Procedures
Face validity
To establish face validity, the test was judged by four Arabic language assistant professors at Shaqra University. The intended questionnaire is also seen by four translation assistant professors who have a considerable experience in teaching translation. Their constructive comments and remarks were taken into consideration and the necessary modifications were made accordingly.

Table 1. Criteria followed for marking the students' test

Mark	Explanation
2	The translation provided is correct or acceptable (It means that the student translated the target structure correctly, or produced a good trial).
1	The translation provided is literal (the student used the same part of speech of the studied category.
1 1/2	The translation provided is incorrect (the student avoided translating the target or used a different grammatical category
1/2	The translation provided is weak (the student's translation is semantically and syntactically poor).
zero	No translation is given at all.

Table 2. Reliability analysis and internal consistency Cronbach's Alpha

Circumstantial Case		
علموا أطفالكم وهم صغار.	.687	.752
سَمِعْتُ المريض شاكياً.	.765	.724
شاهدت المزارع يحصد القمح.	.605	.781
راقني الورد وسط البستان.	.505	.806
لَعِبَ الأطفال في نشاط ومرح.	.483	.809

0.813

Procedures of the students' test

The students at English Department, level six (Third Year/Second Term) were asked to translate (5) Arabic sentences into English at the beginning of the Arabic-English translation course. Out of context sentences were chosen for two purposes. Firstly the test was conducted at the beginning of the term. The students usually start this course (Translation 2) by translating different types of sentences as an introduction before shifting to paragraphs or texts. Secondly, according to the researcher's experience, the students are rather slow in translating and they would have needed a longer time had paragraphs been chosen for the exercise. They were also likely to lose interest if the test was made too difficult or long. The test was graded out of 10 marks with two marks allocated for each sentence. They were asked not to use any translation

web sites or apps other than dictionaries to ensure that they will translate the sentences by themselves. The sentences have been taken from different sources such as books and specialized web sites.

Generally, the marking of the test focused on the students' translations of the target word category; and did not take into consideration simple grammatical or spelling mistakes.

Reliability of the Students' Test

After the researcher distributed the test to (35) students, it was collected and reliability was calculated and measured (Alpha Cronbach rule). The higher the Alpha is, the more reliable the test is. Usually 0.70 and above is acceptable.

4. RESULTS AND DISCUSSION

Table 3. Students' marks in the translation test

Sentences regarding Circumstantial Accusative	Freq.	Percent (%)	Mark Mean ± SD	
علموا أطفالكم وهم صغار.				
The translation provided is correct or acceptable (2)	22	62.9	1.66 ± 0.50	7.37 ± 1.96
The translation provided is incorrect (1.5)	4	11.4		
The translation provided is literal (1)	7	20.0		
The translation provided is weak (.5)	2	5.7		
No translation is given at all (0)	0	0.0		
سَمِعْتُ المريض شاكياً.				
the translation provided is correct or acceptable (2)	18	51.429	1.57 ± 0.53	
the translation provided is incorrect (1.5)	7	20.000		

the translation provided is literal (1)	8	22.857		
the translation provided is weak (.5)	1	2.857		
no translation is given at all (0)	1	2.857		
شاهدت المزارع يحصد القمح.				
The translation provided is correct or acceptable (2)	17	48.57		
The translation provided is incorrect (1.5)	1	2.86		
The translation provided is literal (1)	14	40.00	1.43 ± 0.62	
The translation provided is weak (.5)	1	2.86		
No translation is given at all (0)	2	5.71		
راقني الورد وسط البستان.				
The translation provided is correct or acceptable (2)	16	45.7		
The translation provided is incorrect (1.5)	2	5.7		
The translation provided is literal (1)	15	42.9	1.46 ± 0.53	
The translation provided is weak (.5)	2	5.7		
No translation is given at all (0)	0	0.0		
لَعِب الأطفال في نشاط ومرح.				
The translation provided is correct or acceptable (2)	7	20.0		
The translation provided is incorrect (1.5)	4	11.4		
The translation provided is literal (1)	24	68.6	1.26 ± 0.41	
The translation provided is weak (.5)	0	0.0		
No translation is given at all (0)	0	0.0		

As shown in table (4.3), the mean score of the students regarding *Circumstantial case* was above average (mean=7.37, SD=1.96) indicating that the students were done well in this part of the test, although (38.9%) of the students' translations were literal and (10.3%) were incorrect, while (3.4%) of the translation was weak and only (1.7%) of the students did not answer at all.
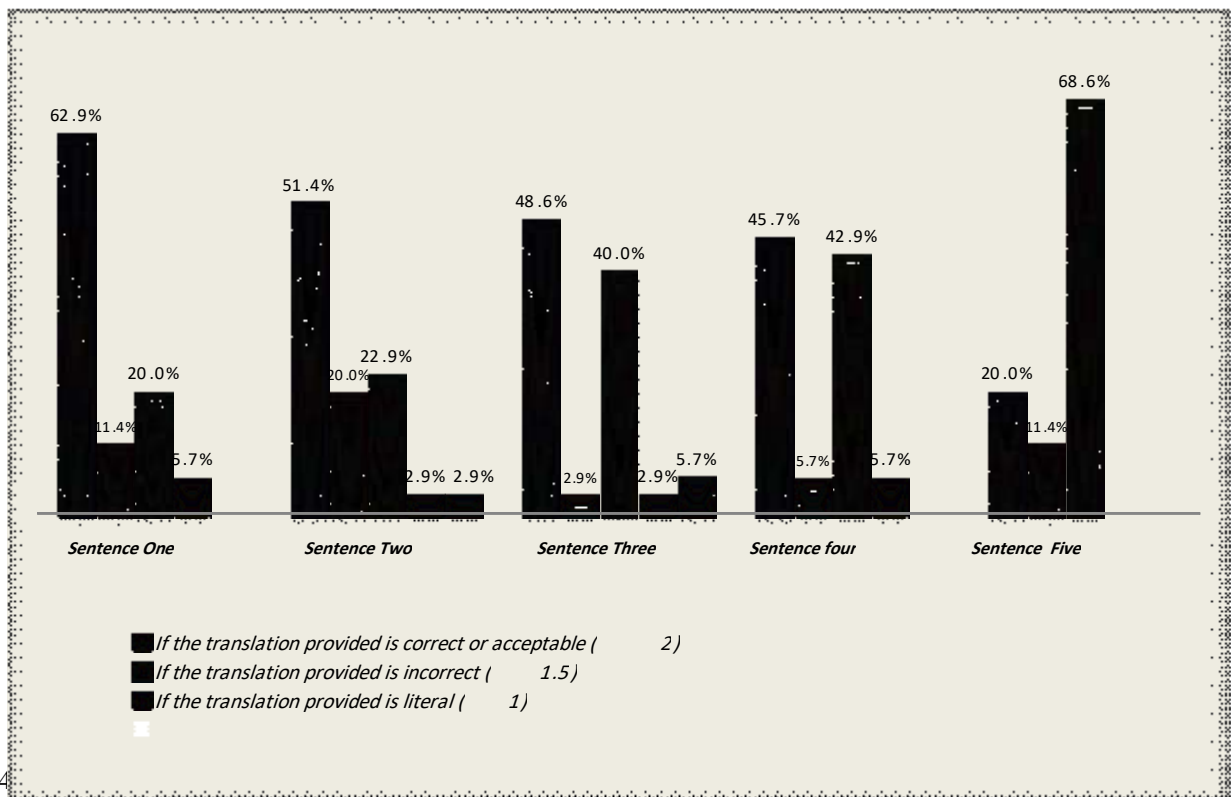
Table 4. Marks interpretation of Circumstantial Case

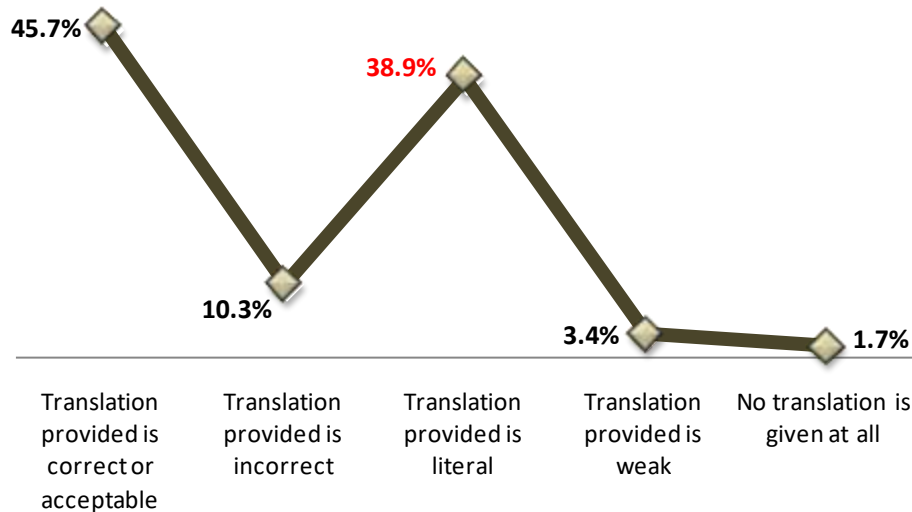| Mark interpretation	S1	S2	S3	S4	S5
The translation provided is correct or acceptable(2)	80/175*100 =45.7%				
The translation provided is incorrect (1.5)	18/175*100 =10.3%				
The translation provided is literal (1)	68/175*100 =38.9%				
The translation provided is weak (.5)	6/175*100 =3.4%				
No translation is given at all (0)	3/175*100 =1.7 %				

Figure 2. Students' marks of translation in the sentences of Circumstantial Case

This structure is so eloquent that it expresses different situations. It has five types. The performance of the students in this structure was good as the functions and meanings in the sentences were obvious.

اسمعت المريض شاكيا "I heard the patient complaining". However, some students used a noun (single) complaining". However, some students used a noun (complaint), or put the verb in the past (complained). This type of Circumstantial Accusative (single) can be translated by a gerund. Moreover, a participle can be used or an adjective e.g:عاد الجيش منتصرا"The army came back/ returned victorious". In spite of all these possibilities, the students found the correct translation (19), compared with (7) literal translations and 8 incorrect productions.

The performance of the students in the nominal type of the Circumstantial case.علموا أطفالكم وهم صغار was the best. However, the other type of sentences, the verbal one.شاهدت المزارع يحصد القمح , received worse translations from students.
On the other hand, the two other types of the circumstantial case were confusing for students.

According to the students' results in the fragment type.راقني الورد وسط البستان, (15) students translated it literally, while only two of the total group translated it incorrectly compared with (16) acceptable translations.

The most confusing sub-type of this structure was the prepositional type as the students could not cope with it and mostly translated it literally by producing the same prepositional phrase instead of using an adverb which is the correct translation.لعِبَ الأطفال في نشاط ومرح "The students play actively" .

5. CONCLUSION
The present study aimed at investigating Circumstantial Case which is absent in English through testing the abilities of EFL learners in translating it. Further, this study tried to find the reasons for the confusion EFL learners encounter during translating it. The subjects of the study were undergraduate EFL students (level six, English Department) at Hurimilla College of Science and Humanities, Shaqra University KSA. The target respondents faced some difficulty in dealing with this structure , however, they the general performance was not bad as most of Circumstance Case functions are

clear . The shortcomings of the teachers in developing the learners' awareness to the problem areas are glaring. So, the dearth of awareness of current research and strategies to counter this.

RECOMMENDATIONS

Based on the results of this study, it is recommended that greater emphasis be placed on Arabic structures that are absent in English and the concept of non-equivalence problems between Arabic and English. Circumstantial Case is not the only such feature. These characteristics of difference need to be drilled more diligently as part of class tasks as nothing can replace familiarity with the problem areas and strategies that may be used to counter them.

Further, teachers need to be encouraged to update their knowledge base on current research into language processing during translation and they be trained in strategies that can ease the pressure for the translators. Core theories of translation should be included in the curriculum of courses that have a translation component. This should be backed up with adequate exposure of the learners in translational practices by using real time language outputs such as movies which not only engage the learners in the learning process but also, place the language in a context.

LIMITATIONS OF THE STUDY

This paper was in the nature of a pilot study to understand the pitfalls encountered by professionals and amateurs of translation. The sample size of thirty-five respondents was small and being uni-gendered, the findings may not be freely generalizable. Individual differences are likely to have affected the results. Two, similar studies with other languages of the family need to be studied diligently to draw solemn conclusions about the translational obstacles and useful counter strategies. Finally, for dearth of time and resources, the researcher was forced to administer only short and simple language structures for the test. With the recognition that language is about discourse, it is important that greater resources be invested in future studies on these lines and longer

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This Translation Test is for Research Purposes Only (Appendix)

The researcher is going to shed light on the importance of the idea of non- equivalence as the core of translation theory and practice, and how EFL learners aren't sufficiently learned about this basic notion in translation. Translating into the foreign language is always considered more difficult than translating into the native language. To illustrate these points, the researcher is intended to discuss some Arabic structures specifically, the Accusative of Purpose , The Concomitant Accusative , the Circumstantial Accusative ,and the Cognate Accusative which have no equivalence in English because Arabic as a source language and English as a target language belong to different language families. Hence, the students always feel confused in dealing with such structures and translate them literally.

ترجمي الجمل الآتيةإلى اللغة الانجليزية:-

1. علموا أطفالكم وهم صغار.
   ----
2. سَمِعْتُ المريض شاكياً.
   ----
3. شاهدت المزارع يحصد القمح.
   ----
4. راقني الورد وسط البستان.
   ----
5. لَعِبَ الأطفال في نشاط ومرح.