



## Error Analysis of Translation: A Case Study of ELT Department Students/Tishk International University

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### Abstract

The paper aims to investigate the types of errors committed by students of English Language Teaching department who study translation at the third year of university. Identifying the types of errors in students' translation products is not only significant for the teacher who knows how to address the students' difficulties but also for the students who get an idea of the causes and problems they face in order to tackle them in their translation projects. This also allows the teacher to demonstrate the students' level of mastering the linguistic and translations performances. To conduct this study, nearly 50 students of ELT department who study translation at their third-grade students participated in the study. The data of the research was collected from the students' weekly assignment of translation from Kurdish to English. Third year students who study translation have weekly assignment of translation. The data of their assignments were randomly collected by the teacher to identify and classify types of errors they have in their assignment. Later, with the help of four translation teachers, the errors were identified and classified again. Teachers of translation checked the students' translation tasks at different times so as to count for the reliability and validity of the study. For the current study, the classification of error analysis operated by Pospescu (2012) is used. He used the taxonomy of error analysis in terms of three categories: Linguistic errors, comprehension errors, and translation errors, as well as sub classification of each type. Linguistic errors involve errors in morphology, syntax and collocations. Errors of comprehension include misinterpretation of syntax or lexis. The results showed that the translation and linguistic errors are the most common types of errors committed by the students, of which grammatical and lexical errors are the most common committed by the students. The sources of many errors may be attributed to context and pragmatic analysis of translated texts. The paper offers some suggestions and recommendations for further researches and investigations for improving students' translation performance.

**Keywords:** Error Analysis, Grammatical, Lexical, Linguistic, Performance, Research, Translation.

### Introduction

At the age of globalization, translation is undoubtedly required to bridge the gaps of linguistic and cultural diversities. Translation can be that means of cross-cultural communication which can settle down all differences. Therefore, more professional translators are needed to carry out this task. In order to invest in translation and educate a professional generation of translators, focusing on the errors, translators face, is necessary. One great pace forward to do this, is the analysis of translation errors.

Translation is not only the replacement of words in one language by another, but also the work to change meaning and sense which the translator wants to transfer in the most normal mode. The successful translation requires not only the possession of linguistic knowledge of both source and target languages, but also the rules of language use.

One of the important ways to get experience from the practice of translation and produce a successful and natural translation is by knowing weaknesses and types of difficulties novice translator face. In order to pinpoint these difficulties, usually scholars pay attention to the common types of errors learners confront in this regard. Therefore, analyzing errors is not



only useful in the field of teaching and learning but also plays an important role in developing the linguistic competence which is seen as a basic principle in the process of translation. This will be an important part of the learners' experience because this will let students get through the structure of the target language (Dodds, 1999, p. 58).

Waddington (2001) considers error analysis as an effectual means to judge on the translations done by students. It is very important to identify the errors made by the students because errors mirror the quality of translation products, besides these error identifications reflect the process of translation (Seguinot, 1990). Lennon (1991, p. 182) describes error as "a linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts". According to Goff-Kfourri (2004) the term "mistake" refers to a fault of performance which is not systematic, whereas the term "error" belongs to the gap in student's knowledge and occurs systematically.

In similar research done by Darus and Ching (2009), the researchers studied and analyzed the errors of essays written by 70 participants in China. Based on the results, they found 18 kinds of errors from their written tasks. The most common errors were subject-verb agreement, preposition, tenses, and mechanics. According to their findings, first language interference was the main cause of their errors.

In another research Sawalmeh (2013) analyzed the errors of 32 participants. The errors were identified and classified under: word order, verb tense, subject-verb agreement, sentence fragments, and prepositions. Other studies in similar context were done by Atique and Khan (2015), they found the most common errors under the categorization of vocabulary, sentence structure, grammar, subject-verb concordance, and arrangement of ideas. In another research, Khan and Khan (2016) analyzed the written tasks of 120 Arab student whose tasks were about writing paragraphs in English. According to the findings of the study, the most common kinds of errors were Subject-verb agreement, verb-tense, word order, prepositions, articles, auxiliaries, and spelling. Moreover, the researchers found that the main cause of errors in writings was the first language interference.

There is no doubt that all the above-mentioned researches are to some extent similar to the current research as they all talk about some errors in linguistic constructions which are basically necessary for the linguistic competence in the process of translation, but what distinguishes this study from the previous ones is that in this study, the focus is not only on the linguistic competence but it is also on the comprehension competence and re-expression competence which are important for translation. For example, this paper tries to analyze students written tasks in terms of errors in linguistics which include errors in morphology, syntax, and collocations; errors in comprehension include: misunderstanding of the lexis, misinterpretation of syntactic structures; errors of translation include: distorting sense, additions, and imprecise renditions of words). This research concentrates more specifically on the process of translation and the necessary competences required in this field because, as Wilss (1982, 118) states, in addition to the source language text analytic knowledge, translators need also to have knowledge about linguistic, encyclopedic, comprehension and reproductive competence of the target language. This is what exactly the previous papers forgot to base their translation on this account. For this reason, the categorization of errors is based on these types of competences so that teachers and learners can better address the problems they face in translation. Reading skills is considered one of the solutions of difficulties of re-expression competence, in their study on seventy high school students including grades 10, 11, and 12 students in Shaqlawa Educational Compound, Sabah and Muhammad (2017, 394-402) found out that the students are in dire need of enjoying and practicing through basic principles of extensive reading. Students need to practice extensive reading to learn more reading skills and to be more fluent readers. This would definitely enhance reading competences which in turn it facilitates translation process and makes it goes



on smoothly.

This paper is an attempt to assess the real ability of the students of ELT department who study translation at the grade three. The aim of the research paper is to analyze the errors performed by the students. The aim of the study is to 1) analyze translation errors made by the learners, 2) discover the causes of errors, and 3) identify the most recurrent sorts of errors that students typically commit in their translation works.

### 1. Translation Errors

The primary reason for committing translation errors is social, psychological and linguistic exchanges which defy even nearly all professional translators (Pojprasat, 2007). According to Neubert & Shreve (1995) translation error is very difficult and complex to describe and classify. In addition to this, translation error can be defined in terms of equality, errors of translation are seen as not being equivalent between original language and recipient language manuscript, or non-adequacy of the target text (Koller, 1979, p. 216, cited in Dewi, 2015). Hatim & Mason (1997, p. 203) describe error as firstly a mismatch of denotational sense between source language and target language; and secondly as a violation of the target-language system. Moreover, Seguinot (1990, p. 172) describes translation as the breach of 1) "the function of the translation, 2) the coherence of the text, 3) the text type or text form, 4) linguistic conventions, 5) culture-and situation-specific conventions and conditions, 6) the language system". For this reason, identifying translation errors is very challenging particularly for second language learners who they often commit errors which are linguistic errors (O'Grady, Dobrovolsky, & Katamba, 1996).

### 1.2 Translation Error Analysis

There is not yet an agreed categorical classification of translation error analysis, and there are various theories regarding the classification of errors, because it is hard to obtain error classification. Moreover, error classification depends on the types of the source language and target language (Dewi, 2015). For example, the translation from Kurdish to English yields different types of errors from the translation from Arabic to English.

Undoubtedly, there is a reason behind the errors committed by the translators that can be identified through analysis (Quine, 1975). Identifying errors can help detect the problems of translation, degree of error, nature of errors, and the patterns of errors which can be obvious.

There are various theories and definitions for the error analysis classification. Therefore, here, only, few of them are focused on. Nord (1997) classifies error analysis into four types such as pragmatic, cultural, linguistic, and text-specific errors.

Pragmatic types of errors are the problems which stem from the source text ambiguities. Cultural errors are the ones which belong to the discrepancy between the original language and the recipient language in terms of culture (Nord, 1997, p. 75). errors of linguistic happen when translators fail to convey the actual meaning and sense of the source language by using the structure of target language. And lastly, text-specific errors are the failure when there is no the appropriateness of the translated text to the target audience (Nord, 1997). Furthermore, Waddington (2001) classifies the errors performed by the translators into first, badly chosen translations that influence the perception of the original language, second, unsuitable translations, which influence the expression in the target language, third, inaccurate translations, which influence the communication of either the primary function or minor function of the original language.

## 2. Methodology

### 2.1 Research Design

The type of the data the current research intends to analyze is the written tasks of students' weekly assignment in Tishk International University. The data was collected from third year students during the course of studying translation in the first and second semester. The data of



the written assignment is randomly collected from the students works. For the current paper, the data is taken from 50 students in order to analyze the translation errors performed by the students, discover the causes of errors, and identify the most recurrent sorts of errors that students typically commit in their translation works. The method of analysis is adopted is a qualitative method which focuses on analyzing errors by the teacher of translation and four other teachers.

## 2.2 Participants

For the purpose of the study, a group of 50 third year students at ELT department, faculty of education, Tishk University, participated. These are the assignemnts the students usually do during the class periods while they have a lot of time without having time pressure.

## 2.3 Instrumentation and Data Collection

The data of the study was gathered from the students' weekly assignment of translation from Kurdish to English. The data of their assignments is randomly collected by the teacher to identify and classify types of errors they have in their assignment. Later, with the help of four translation teachers, the errors are identified and classified again. Teachers of translation check the students' translation tasks at different times so as to count for the reliability and validity of the study

## 2.4 Data Analysis

Analyzing errors is carried out by four translation teachers. The teachers were qualified in the major of translation teaching. The data analysis is done as follows: After the researcher analyze the translated text, the four other teachers together studied the samples of students' translated texts. Through using the Guide Sheet, they identified and classified the errors. Later, they checked and ensured error identification and classification.

## 2.5 Results and Discussion

It was mentioned previously that the teachers identified, classified, and computerized the data. Table 1. shows the frequencies and percentages of errors committed by the students.

TABLE 1 THE PERCENTAGE AND FREQUENCIES OF ERRORS

Error Types	Frequencies	Percentages %
Linguistic errors	<b>292</b>	<b>48.8</b>
Morphological errors	82	28
Syntactic errors	110	37.6
Collocation	100	34.2
Comprehension Errors	<b>56</b>	<b>9.3</b>
Lexis Misunderstanding	32	57.1
Misunderstanding of the syntax	24	42.8
<b>Translation Errors</b>	<b>250</b>	<b>41.8</b>
Meaning distorting	58	23.2
Additions	42	16.8
Omissions	48	19.2
Erroneous renditions of lexical items	102	40.8
Total errors	598	100

The table shows the types and the frequencies of errors made by the students. Based on the table, the linguistic errors and the translation errors are the most frequently committed errors by the students. There are 292 (48.8%) linguistic errors and 250 (41.8%) errors are done by



the students. Within the subtypes of Linguistic errors, syntactic errors are the most frequent errors, whereas in translation errors, inadequate renderings of lexical items are the most common errors. The data confirms that collocational errors are also common, as there are 100 (34.2%) collocational errors out of linguistic errors. From the analysis of the table, it is highly recommended to focus on the word choice, collocational, and syntactic errors, as they are the most common errors found in students' work. For the purpose of the validation of the paper, there is the analysis of some of the types of errors:

(1) Morphological:

The source language text (ئینتەرنێت بۆ بەدەستەئێنانی زانیاری بەکار دێت.):

The translated text: (Internet is used to get the **knowledges**.) (Addition of plural marker)

The source language text (جووتیاره که قازمه کهی کوشته.):

The translated text: (The farmer killed the **geese**.)

The source language text (جووتیاره که ئهم بیرۆکه خراپه ی جیبه جیکرد، قازمه کهی سه بری.):

The translated text: (The farmer did the bad idea, and **cuted** the goose's head.) (Addition of past tense suffix.)

(2)

The source language text (گهشت و سهیران به باشترین ریگا دادهنریت بۆ پشودان.):

The translated text: (Travelling **are** the best way for relaxation.) (Subject/verb agreement)

(3) Syntactic

The source language text (قازمه که هیلکهیه کی زیری کرد.):

The translated text: (The goose laid an **egg golden**.) (Wrong position of adjective in a noun phrase)

(4)

The source language text (قازیکه هیلکه زیر):

The translated text: (**Goose golden egg**) (Misordering)

(5) Syntactic:

The source language text (لهه ژۆژیکه ساردی پایزدا...):

The translated text: (In a **day** chilly autumn.) (Misordering)

(6)

The source language text (سۆشیاڵ میدیا وهك سه چارهیه کی نویی رۆشه نبیری و کاریگهر.....):

The translated text: (The social media as a cultural and new effective.....) (Nonparallel combination)

(7) Collocational:

The source language text (کللی گهشتن به سه به خوی، یه که گرتنه.):

The translated text: (The key **to reach** to get independency is the unity.) (*redundant*)

(8)

The source language text (بۆیه غه می هاتنی زستانی نه بو.):

The translated text: (Because of that he was not afraid **for** the winter.) (Collocation)

The source language text (قازمه که هیلکهیه کی زیری کرد.):

The translated text: (The goose **did** a golden egg.) (Collocation)

(9) Misunderstanding of the lexis:

The source language text (ئهو زۆر به باشی قسه ده کات، منیش لنی تیده گهم.):

The translated text: (She speaks very **good** and I understand him.) (well) Misunderstanding of the lexis.

(10)

The source language text (جگهره کیشان نه که تعنیا زیان به تهندروستی جگهره کیش ده که به نیت، به لکو زیانی ئابوریشی ههیه.):

The translated text: (Smoking is **not only** harmful, **but it also** harm health and economy.) (In this case, the use of "not only...but also" has to be used to combine "health" and "economy" as smoking is harmful for both of them.)

(11) Distorted meaning:



The source language text (من تارمايهكم دیت):

The translated text: (I sew a ghost.)

The translated text distorts meaning as it doesn't bring the exact meaning of the phrase (من تارمايهكم دیت) in the source text. The source meaning is that "I saw a ghost", but the translation confuses the real meaning.

(12) Additions:

The source language text: (كولهكه: بهدریژی هاونی رابردوو، گورانیم دهگوت.)

The translated text: (The locust by during last summer I was singing.) (The use of "by" is an addition.)

(13) Omissions:

The source language text: (كولهكه له دهركای مالى میروولهكه دی.)

The translated text: (A locust knocked the ant's door.) (The use of "at" is omitted.)

(14) Inaccurate renditions of lexical items:

The source language text: (ژوان راهینان دمکات.)

The translated text: (Zhwan is **making (doing)** an exercise.)

(15) Inaccurate renditions of lexical items:

The source language text: (میروولهكه له هاونیدا، خهریکی كۆكر دنهوهی دانهویله بوو.)

The translated text: (An ant in the summer, it **attended** to collect of crops.)

After studying the samples of students' work, the teacher translators came to the idea that the errors belong to the inter-lingual and intra-lingual reasons. When students translate, and while they are in the process of transferring the content meaning to the target language, they still think as a source language speaker and thinker. That is, the source language (mother language) interferes into the target language, and there is the trace of word-by-word translation (James, 1988). For example, when the source language says (كلیلی گهیشتن به یهكگرته), then, the translated text says, (The key **to reach** to get independency is the unity.), it is evident that there is a direct translation from Kurdish into English, and that resulted in word-by-word translation. In this example, there is no need to say "to reach" in English as the collocation "the key to independency" can convey the meaning of the collocation. Without thinking, the students apply the structure of the source language to the target language. Other examples, with which we can find the structure of source language in the target language, are the examples of the syntactic errors. For instance, when the source language says (له رۆژێکی ساردی پایزدا...), the translation in English is (In a **day** chilly autumn), this syntactic error is due to the differences of the structure of adjectives and nouns between English and Kurdish. In English, the adjectives come before a noun, whereas in Kurdish the adjectives come after the noun.

Another cause of students' errors is attributed to the intra-lingual factors. These types of errors are not due to the first or source language interference, but they are related to the target language. The intra-lingual errors are of seven categories, namely: false analogy misanalysis, incomplete rule application, exploring redundancy, overlooking co-occurrence restrictions, hypercorrection, and overgeneralization or system-simplification (Scovel, 2001: p. 51). The examples of (1) are part of incomplete rule application and overgeneralization due to the limited knowledge of the translator. The rule of plurals in (Internet is used to get the **knowledges**.) are wrongly applied. At the same time, the rules of past tense forms are overgeneralized and incompletely applied in (The farmer did the bad idea, and **cuted** the goose's head.) Another example of intra-lingual errors is (She speaks very **good** and I understand him.) as the translator makes an error when he/she creates one deviant structure in place of two regular structures. The translator uses the word "good" instead of using the word "well".

### 3. Conclusions and Recommendations

Based on the analysis, the linguistic errors and the translation errors are the most common types of errors made by the students. The results showed that the syntactic, collocation, and





inaccurate renderings of lexical items are the most frequent errors made by the students. Furthermore, the paper concludes that the errors happened due to the inter-lingual and intra-lingual factors.

It is highly recommended for translators to focus on the usage of vocabulary in context, collocations, and the rules of language use. In order to avoid the errors, students need to practice more and teachers should pay more attention to the challenges of students in translation. If these recommendations are taken into serious considerations, the students will have good command of the rules of language use; they use vocabulary in context; they build sentences in a constructive way; and they know how words are collocated with each other. Students need to be warned and taught about these errors and the ways to avoid them. More research in the field of error analysis and translation between Kurdish and English should be written to find errors, sources of errors, and approaches to avoid them on the basis of various tests, assignments, or other exercises.

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## Appendix 1: Guide Sheet for Linguistic, Comprehension, and Translation Error Analysis (Taken from Na, 2005) with some changes

### 1. Morphological errors



### 1.1. Nouns

- Errors of adding plural markers: It is a type of errors in which learners add the plural marker 's' to a singular noun or a collective noun which is singular.
- Omitting plural markers: It is a kind of error when learners delete the plural marker 's' at the end of a plural nouns.
- Improper usage of possessive constructions: This type of error occurs when learners employ inaccurate the possessive forms.

### 1.2. Verbs

- Incorrect verb structures: Such types of errors happen when learners cannot deliver the appropriate verb construction.

One of the main incorrect uses of subject and verb concordance is usually happen when there is no agreement between the subject and the verb.

### 2. One of the common errors is the errors in grammar which include:

#### 2.1. Errors in Adjectives

#### 2.2. Errors in Adverbs

#### 2.3. Errors in Articles

#### 2.4. Errors in Conjunctions

#### 2.5. Errors in Determiners

#### 2.6. Errors in Pronouns

#### 2.8. Errors in Prepositions

#### 2.9. Errors in Verbs

#### 2.10. Errors in Participles

Such types of errors can usually appear in five ways:

- One way is misusing of word classes: When the word class should not be used.
- The second way is omitting the word class.
- The third way is adding the word class.
- The fourth way is incorrect word choice, that is, the word class is employed appropriately but the form is selected incorrectly.
- The fifth way is when learners misplace the word class.

### 3. Error in syntax include errors in clause, structure, and phrase.

#### 3.1. Errors take place in the structure of phrase.

- Syntactic errors happen when learners are adding unnecessary words and structures.
- Syntactic errors happen when learners use incorrect structures of noun phrases.
- Syntactic errors take place when students employ inaccurate constructions of verb phrases.
- Syntactic errors happen when learners use incorrect construction of phrases.
- Learners use incomplete phrases.
- Learners use incorrect word order.
- Learners combine nonequivalent constructions.
- Learners employ inaccurate possessive constructions.
- Learners omit possessive markers.

#### 3.2. Clause structure

- Learners add subject.
- Learners omit subject.
- Learners add unnecessary phrase.
- Learners add verb.
- Learners use incorrect clause structures.
- Learners combine subject and passive verb form incorrectly.
- Learners use of incomplete clause constructions.
- Learners use wrong word order.
- Learners use nonequivalent constructions.
- Learners omit the main verb.
- Learners omit the relative pronoun.

#### 3.3. Sentence structure

- Learners add clause constructions.
- Learners add unnecessary phrase.
- Learners add verb.
- Learners use subjects incorrectly.
- Learners combine subject and passive verb form incorrectly.
- Learners combine clauses incorrectly.
- Learners use sentence structures incorrectly.
- Learners use incomplete sentence structure.





- Learners use coordination conjoining very rarely.
- Learners use of wrong word order.
- Learners use wrong order of relative clauses.
- Learners are misusing of relative clause constructions.
- There is no logical linking between subject and predicate.
- There is no equal combination.
- Learners omit main clause construction.
- Learners omit the main verb.
- Learners omit relative pronoun.
- Learners omit subjects.
- Learners repeat subjects.

#### 4. Collocational errors

Learners sometimes deal inappropriately with collocations. Collocations are types of constructions where lexical items accompanying each other. It usually happens when the relation of meaning between lexical items and cooccurrence of these items are damaged or misused. Collocations can be of free combination types, restricted combination types, and multi-word constructions.

#### 5. Inappropriate word form

It happens when learners misuse various words of the equal family; that is, the root of the word is accurate, but the wrong form is employed.

#### 6. Comprehension Errors

Comprehension Errors happen when students and learners don't understand lexical items and syntactic constructions. It sometimes happens when learners can't select the correct word choice.

#### 7. Translation Errors

Such types of errors happen when learners can't re-express and rewrite the message and the content of source language in the target language. That is, they have difficulties in re-expression competence. For this reason, when they translate, they distort meaning, add unnecessary meaning, omit necessary meanings, and give inaccurate meanings to lexical items.

شيكردنه وهى هه له كانى وه رگيران: ليكولينه وه به كه حالتى بۇ خويئندكاران له به شى فيركردنى زمانى ئينگليزى له زانكوى نيوده وه له تيشك.

ياسين محمهد عه ولا

پوهند سباح نه حمهد

به شى پاراستنى پرووهك، كوليژى كشتوكال، زانكوى سه لاهه ددين-ههولير

به شى فيركردنى زمانى ئينگليزى، فاكه لتي په روه رده، زانكوى تيشكى نيوده وه له

#### پوخته

ئهم توئزئينه وه به مه به ستبانه له سالى سيه مى زانكودا نه وه جوړه هه لانه بخويئيت كه خويئندكاره ئينگليزه كان فيرى وه رگيران ده كه ن دياريكردنى جوړى هه له ي وه رگيران بۇ خويئندكاران نه كه تانيا بۇ ماموستايه كه بزائيت چون چاره سهرى گرفته كانى قوتايان بكات به لكو بو نه وه خويئندكارانه كه له هوكار و گرفته كانى كه رووبه روويان دهبه وه فير دهن بو نه وه له داهاتوودا. له پرؤزه كانى وه رگيران. ئهم توئزئينه وه به هه روه ها ريگه به ماموستا ديدات ناستى قوتايان له ماسته ركردنى نه داي زمان و نيشان بدات.

ئهم توئزئينه وه به نزيكه 50 خويئندكارى به شى ئينگليزى كه له سالى سيه مى زانكوكه دا وه رگيران ده خويئن به شداريان له خويئندنه كه دا كردوه. داتاي توئزئينه وه له نه ركى هه فتانه ي قوتايان له وه رگيران له زمانى كوردبه وه بۇ ئينگليزى كوكراوه ته وه خويئندكارانى سالى سيه م كه له وه رگيران ده خويئن، نه ركى وه رگيرانى هه فتانه يان هه يه. داتاي نه ركه كانيان به شيويه كى هه ره مه كى له لايه ن توئزه ره وه كوكرايه وه بۇ ناساندن و پوليئتكردنى نه وه جوړه هه لانه كه له نه ركه كانياندا هه يانه. دواتر دواي نه وه ي توئزه ره كه هه له كانى ناساندن و پوليئن كرد، به هاوكارى چوار ماموستاي وه رگيران، هه له كان ناسيئران و پوليئن كران ماموستايانى وه رگيران له كاتى جياوازا نه ركى وه رگيرانى قوتايان تاقيكردوه بو نه وه ي متمانه و په وايى خويئندنه كه بزائيت. بۇ ليكولينه وه كه ي ئيستا، پوليئتكردنى شيكردنه وه ي هه له كان كه له لايه ن پوسيسكو (2012) به رپؤوه دهر بريت به كارها توه. به كارهيئنانى زانستى پوليئتكردن بۇ شيكردنه وه ي هه له كان له سن پوليئن: هه له ي زمان، هه له ي تيگه يشتن، هه له كانى وه رگيران و هه روه ها پوليئتكردنى لاهوكى هه ربه ك له جوړه كان. هه له ي زمانه وانى بريئيه له هه له كان له ئالوگورى زانست و ريزمان. هه له تيگه يشتنه كان ليكدانه وه ي هه له ي ريزمان يان وشه دانى گو ي له خو ده گرئت.

نه نجامه كان دهر يان خست كه هه له كانى وه رگيران و هه له كانى زمان باوترين جوړى هه له بوون كه له لايه ن خويئندكارانه وه كراوه، له وانه هه له ي ريزمانى و وشه دان له هه له ي باو كه له لايه ن خويئندكارانه وه كراوه. سه رچاوه ي زور هه له له وانه به به هو ي دهق و شيكردنه وه ي پراكتيكي تيگسته وه رگيرانه كان بيت. توئزئينه وه كه چند پيشنيازو و پيشنياريك پيشكش ده كات بۇ ليكولينه وه ي زياتر و پاريسى بۇ باشتر كردنى نه داي وه رگيرانى قوتايان

كليله ووشه: شيكردنه وه ي هه له، ريزمانى، ووشه ي، زمانه وانى، توئزئينه وه، وه رگيران.

**تحليل الأخطاء في الترجمة : دراسة حالة لطلاب قسم تدريس اللغة الإنجليزية في جامعة تيشك الدولية****رهوند سه باح ئه حمهد**

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**ملخص**

تهدف هذا البحث إلى دراسة أنواع الأخطاء التي يرتكبها طلاب قسم اللغة الإنجليزية الذين يدرسون الترجمة في السنة الثالثة بالجامعة. إن تحديد أنواع الأخطاء في مجال الترجمة الخاصة بالطلاب ليس مهماً فقط للمدرس الذي يعرف كيفية معالجة صعوبات الطلاب ولكن أيضاً للطلاب الذين يتعرفون على أفكار الأسباب والمشكلات التي يواجهونها من أجل معالجتها في المستقبل من مشاريع الترجمة الخاصة بهم. يسمح هذا البحث أيضاً للمدرس بإظهار مستوى الطلاب في إتقان الأداء اللغوي والترجمة. لغرض هذه البحث ، شارك في الدراسة ما يقرب من 50 طالباً من قسم اللغة الإنجليزية ممن يدرسون الترجمة في السنة الثالثة من الجامعة. تم جمع بيانات البحث من واجبات الطلاب الأسبوعي بالترجمة من اللغة الكردية إلى الإنجليزية. طلاب السنة الثالثة الذين يدرسون الترجمة لديهم واجبات أسبوعية للترجمة. تم جمع بيانات واجباتهم بشكل عشوائي من قبل الباحث لتحديد وتصنيف أنواع الأخطاء التي لديهم في واجباتهم. لاحقاً ، بعد أن قام الباحث بتحديد الأخطاء وتصنيفها ، بمساعدة أربعة مدرسين للترجمة ، تم تحديد الأخطاء وتصنيفها. قام معلمو الترجمة بفحص مهام الترجمة الخاصة بالطلاب في أوقات مختلفة وذلك لحساب موثوقية الدراسة وصحتها. بالنسبة للدراسة الحالية ، تم استخدام تصنيف تحليل الخطأ الذي تديره بوسيسكو (2012). استخدم علم التصنيف لتحليل الأخطاء من حيث ثلاث فئات: الأخطاء اللغوية ، وأخطاء الفهم ، وأخطاء الترجمة بالإضافة إلى التصنيف الفرعي لكل نوع. تتضمن الأخطاء اللغوية أخطاء في علم الصرف، وعلم النحو. تشمل أخطاء الفهم التفسير الخاطئ للنحو أو المعجم لغوي. وأظهرت النتائج أن أخطاء الترجمة والأخطاء اللغوية هي أكثر أنواع الأخطاء شيوعاً التي يرتكبها الطلاب ، ومن بينها الأخطاء النحوية والمعجمية من الأخطاء الشائعة التي يرتكبها الطلاب. قد تُعزى مصادر العديد من الأخطاء إلى السياق والتحليل العملي للنصوص المترجمة. تقدم البحث بعض الاقتراحات والتوصيات لمزيد من الأبحاث والاستقصاءات لتحسين أداء الترجمة لدى الطلاب.

**كلمات الدالة:** تحليل الأخطاء، النحو، الصرف، علم اللغة، البحث، الترجمة.