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Investigating Difficulties Encountered by Some University Students when Translating Adverbial Clauses from English into Arabic.

A Dissertation Submitted to the Department of Translation in Partial Fulfillment of the Requirements for the MA Degree in Translation and Interpreting.

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ABSTRACT

The current dissertation investigates the difficulties encountered by fourth year English Department students of Azzaytuna University in translating adverbial clauses from English into Arabic. It is hypothesized that Libyan university students encounter difficulties in translating adverbial clauses from English into Arabic. The purpose of this study was to know the main causes of the difficulties encountered by the study group in translating adverbial clauses and offering some solutions for such difficulties. Data of the study was collected using a task of translating a set of 12 sample sentences given to fifty students to be translated from English into students' mother tongue. The results of the analysis showed that the students experienced difficulties in translating adverbial clauses from English into Arabic. Findngs of the study show that difficulties are attributed to a number of factors: adopting literal translations and lack of knowledge of the grammatical structures of both English and Arabic. Negative transfer is another cause of students' failure to give the accepted translations. This dissertation is divided into four chapters. Chapter One is an introduction to the whole dissertation. Chapter Two presents the equivalence in translation, types of translation, and the issue of contrastive analysis. It also discusses adverbs, adverbial clauses in English, their types, positions, definitions, and their semantic functions. Then, it addresses adverbial clauses in Arabic, definition and types of adverbial clauses. Chapter Three is the empirical part of the study. Chapter Four, is the conclusion of the dissertation. Some recommendations to overcome the students' difficulties in translating adverbial clauses from English into Arabic will be offered.

DEDICATION

To my beloved parents, brothers and sisters

and to all my close friends.

Acknowledgement

In the Name of Allah, Most Gracious, Most Merciful.

All praises are due to Allah. Peace and blessing of Allah be upon our Prophet Mohammad, who said: *"Who does not thank people, will not thank God".*

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List of Abbreviations

The following abbreviations are used in this study:

RL= Receptor Language

SL= Source Language

TL= Target Language

ST= Source Text

TT=Target Text

L1= First Language

L2= Second Language

ESL= English as a Second Language

SLA= Second Language Acquisition

Esp BrE= Especially British English

Acc. T. = Accepted Translation

Unacc. T. = Unaccepted Translation

Unatt. T. = Unattempted Translation

Prec. = Percentage

Chapter One:

Introduction

1.0. Introduction

English language is an international language used as a means of communication worldwide. In Libya, for instance, English is a school subject in the preparatory and secondary educational levels as well as at universities. It is generally understood that the purpose of translating is to transfer the meaning of the (SL) into the (TL), which is done by replacing the form of the (SL) to the form of the (TL) by an any equivalent, (Larson, 1998:3). According to Nida and Taber (1982:12), translation lies in "reproducing in the receptor language(RL) the closest natural equivalent of the (SL) message, first in the term of meaning and secondly in terms of style".

As will be explained in detail in the current and the next chapter in this dissertation, focuses on translating adverbial clauses from English into Arabic, because adverbs are one of the necessary components to good writing. When used correctly, they can add a whole dimension to one's work. Moreover, it has been observed that Language learners at Azzaytuna University experience difficulties in translating adverbial clauses from English into Arabic.

It is obvious that adverbials can have various forms and meanings. If we compare English with Arabic, we find that each language has its forms of adverbials, and every form of adverbial expresses different meanings.

More specifically, it is useful for the purpose of translating to compare the forms and meanings of adverbials in English and Arabic.

Accordingly, in this study, the researcher will concentrate on translating the adverbial clauses from English into Arabic. The focus of this research is to examine fourth year university students' skillsat translating English grammatical structures, especially the adverbial clauses into Arabic. This study is limited to fourth year university students at Azzaytuna University during the academic year 2013/2014.

Therefore, the current study is an endeavor to examine the translation errors of translating adverbial clauses that may be committed by fourth year university students at Azzaytuna University in translating from English into students' mother tongue, Arabic.

As is well known, translation is a process of transferring meaning from one language into another. In doing translation, we expect study the lexicon, grammatical structures, communicator situation and cultural context of the source language in order to find the appropriate meaning of using the lexicon and grammatical structure in the target language and its cultural context. As a consequence, in translating an English text into Arabic, the translator should master both the (SL) and the (TL).

A number of definitions of translation processare given by different scholars in the field of translation studies such as: Catford (1965), Larson (1998), Nida & Taber (1982) and Newmark (1988). The common thing in such definitions of translation is to transfer the source language ideas into target language ideas without changing the meaning of the source language. Catford (1965:20) for instance, states that translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). A similar definition is given by Larson (1998: 3). He states that translation consists of translating the meaning of the

source language into the receptor language. This can be achieved through going from the form of the first language to the form of a second language.

Moreover, Nida and Taber (1982:12) state that translating consists in the reproducing in the (RL) the closest natural equivalent of the (SL) message, firstly, in terms of meaning and secondly in terms of style. This definition implies that translation involves two languages; the (SL) and the (TL or RL), and that an act of translating is an act of reproducing the meaning of the SL text into that of the TL text. Another definition was given by Newmark (1988:7) in which he defines translation as "a craft consisting of the attempt to replace a written message and/or a statement in one language by the same messageand/or statement in another language".

Based on the aforementioned definitions of the translation process, it may be concluded that translationinvolves the act of transferring a message from the source text to the target text. The aim of translation is to find the equivalent meaning of the source language expression in the target language. Thus, meaning is important in translation and it should be maintained as it is in the source language.

1.1. Statement of the Problem

My experience has led me to believe that university students encounter some difficulties in understanding adverbial clauses. These difficulties lead to making errors intranslation from English into Arabic. Consequently, such errors that students make affect the quality of their translation and often cause ambiguity and misunderstanding.

Encountering difficulties while translating adverbial clauses can be attributed to a number of reasons: (1)adopting literal translation techniques;(2) Interlingual transfer‘negative transfer’:it “occurs when an

L1 structure or rule is used in an L2 utterance and that use is inappropriate.

Therefore, it is considered an ‘error’ ” (Troike2006: 19).(3) the differences in the grammatical structures between the two languages. According to Baker (1992:86):

> Differences in the grammatical structures of the source and target languages often result in some change in the information content of the message during the process of translation. This change may take the form of adding to the target text information which is not expressed in the source text. This can happen when the target language has a grammatical category which the source language lacks.

The following two examples explain difficulties which students experience in the translation task: (1) An example of literal translation errors. (2) An example of interlingual transfer 'negative transfer'

(1) They behaved **as though** nothing had happened.

هم تصوروا **كما اعتقد** ولم يحدث شيء.

Whereas the accepted translation is:

تصرفوا **كما لو** أن شيئاً لم يحدث.

(2) **As** we are in subject of money, I want to ask about next year budget.

بينما كنا نحن في مادة الحسابات المالية، أردت أن أسأل عن ميزانية العام القادم.

Whereas the possible Arabic translation should be as follows:

بما أننا في موضوع له علاقة بالمال، أريد أن أسأل عن ميزانية العام القادم.

Therefore, this is anapplied study which describes translation and languageerrors made among students in the English Department at Azzaytuna University.

1.2. An Overview of Previous Studies

To the researcher's best knowledge, afew studies have been conducted on adverbs in Arabic and English.Havingconsulted the available English and Arabic previous studies on adverbs,it has been found thatthe following master's dissertations may be of relevance to the current dissertation:

1-Diab (1996) conductedan error analysis study with the purpose ofshowing the interference of the mother tongue (Arabic) in the English writings ofLebanese students which leads to language transfer. Her sample consisted of 73 English essays written by Lebanese sophomore students studying at the American University of Beirut. The author stated that since she is an Arabic-speaking instructor, she could easily spot the transfer errors made by these students. She concluded that the transfer of Arabic linguistic structures influenced the English writings of Lebanese students, lexically, semantically and syntactically. She briefly tackled errors with the use of adverbs and the influence of Arabic on their word order.

2- An error analysis study has been conducted by JadAllah (2003) entitled*"Translating English Adverbials into Arabic"*. The study states that English adverbs are not easily rendered into Arabic because they are usually formed in different ways, occupying various positions in sentences and having a variety of functions. Therefore, it is assumed that the better we realize such facts about adverbs and their use, the easier it will be for us to find the appropriate equivalence for them in the target language (Arabic). Moreover, he argues that our knowledge of Arabic in general and Arabic adverbials in particular will certainly be useful in this regard.

3- A study has been conducted by Al-Nakhalah (2006) aims to explore the difficulties that face Palestinian students of English at Al-Quds Open University in Gaza Strip while translating tenses from English to Arabic. The study includes the following tenses: (1) simple present, present continuous, present perfect and present perfect continuous (2) simple past, past continuous,past perfect and past perfect continuous. (3) Simple future (will, going to, present continuous & simple present), future continuous, future perfect and future perfect continuous. The study was carried out on a random sample composed of 185 students (male & female) of Al-Quds OpenUniversity at Gaza Strip in the first term of the academic year 2006/2007. The researcher designed one test.The test was introduced to a group of referees to determine their validity and stability. They all ratified the test. The researcher followed the analytical and statistical techniques, measures and procedures including the result of the study. After correcting and checking the three tests, the researcher found that the most difficult tenses are as follows:- 1- past perfect continuous 2- future perfect continuous 3- future perfect 4- present perfect continuous 5- future continuous 6- simple future (present continuous) 7- past perfect 8- present perfect 9- simple future (going to) 10- future simple (in simple present form) 11- simple past12- present continuous 13- simple present 14- past continuous 15- simple future (will).

Having presented a reviewof some availablestudies on adverbial clauses in English and Arabic, the rest of the chapter will be devoted to the following subsections: Aims of the study, Research Questions, Methodology of the Study and Outline of the Study.

1.3. Aims of the Study

This study aims to achieve the following objectives:

1- Investigating the adverbial clauses'difficulties encountered by Fourth year English Department students of Azzaytuna University while translating adverbial clauses from English into Arabic.

2- Identifying the possible causes of suchdifficulties when translating from English into Arabic.

3- Suggestingsome solutions to students’adverbial clausesdifficulties in translating from English into Arabic.

1.4. Research Questions

To achieve the aims of the study, the researcher sets the following questions:

1- What are the common difficulties encounteredby students of Azzaytuna Universitywhen translating adverbial clauses from English into Arabic?

2- Which techniques students use in translating adverbial clauses?

3- What are the possible causes, if any, that may makestudents encounter such difficulties in translating adverbial clauses from English into Arabic?

1.5. Methodology of the Study

A translation task is given to 50 university students which requires the translation of 12 sentences of different adverbial clauses to be translated from English into Arabic is used to collect data.

The researcher analyzes students' translations of the sentences concerned to investigate the adverbial clauses' errors made by them and

assess their abilities to offer the appropriate equivalence of the source language (English) in the target language (Arabic).

The subjects are native speakers of Arabic majoring in English andstudying translation as one of their required subjects for their Bachelor degree.Therefore,the target study is limited to university students fromthe Faculty of Arts,Azzaytuna University in Tarhuna, a city about 88 km. southeast of Tripoli.

1.6. Outline of the Study

The present studyis divided into four chapters.ChapterOneintroduces the topic and the research problem and presents some of the previous studies, aims, research questionsand methodology of the study. Chapter Two: literature review sets thetheoretical framework of the study including equivalence in translation, types of translation and the contrastive analysisin translation assessmentwill be discussed.Moreover,it discusses in detail adverbs and adverbials, description of adverbs in English, the form, position, types and functions of adverbials.Then the adverbial clauses in English, definition and types of adverbial clauseswill be discussed. Adverbial clauses in Arabic, definition and types of adverbialswill also be reviewed. Chapter Threerepresents the empirical part of the study,which focuses on the description of the task and analysis of students' difficulties. Chapter Four is the conclusion.Itis devoted tosummarize the main issues in the study and findings. It also offers some recommendations on how to overcome students' difficulties in translating adverbials from English into Arabic.

Chapter Two:
Literature Review

ChapterOne was a general introduction to the study. In the present chapter, Chapter Two, the researcher will first explain the equivalence in translation, and then, types of translation, contrastive analysisin translation assessment will be discussed in detail. The adverb and the adverbial, forms of adverbs, positions of adverbs, syntactic functions, adverbial clauses in English, definitions, syntactic, structural types, semantic functions are all explained respectively in this chapter. The adverbial clauses in Arabic language and their types also will be discussed.

2.1. Equivalence in translation

Mona Baker (1992:6) addresses the issue of equivalence as a relative concept because it is influenced by a series of linguistic and cultural factors. She refers to different kinds of equivalence: at the levels of word, phrase, grammar, text and pragmatics. Hence, she distinguishes between terms such as grammatical, textual and pragmatic equivalence.

According to Baker (1992), grammatical equivalence, when referring to the diversity of grammatical categories across languages. She notes that grammatical rules may vary across languages and this may pose some problems in terms of finding a direct correspondence in the TL. In fact, she claims that different grammatical structures in the SL and TL may cause remarkable changes in the way the information or message is carried across. These changes may induce the translator either to add or to omit information

in the TT because of the lack of particular grammatical devices in the TL itself. Amongst these grammatical devices which might cause problems in translation Baker focuses on number, tense and aspects, voice, person and gender.

On the other hand, textual equivalence, when referring to the equivalence between a SL text and a TL text in terms of information and cohesion. Texture is a very important feature in translation since it provides useful guidelines for the comprehension and analysis of the ST which can help the translator in his or her attempt to produce a cohesive and coherent text for the target audience in a specific context. It is up to the translator to decide whether or not to maintain the cohesive ties as well as the coherence of the SL text. His or her decision will be guided by three main factors, that is, the target audience, the purpose of the translation and the text type.

Lastly, pragmatic equivalence, when referring to implicatures and strategies of avoidance during the translation process. Implicature is not about what is explicitly said but what is implied. Therefore, the translator needs to work out implied meanings in translation in order to get the ST message across. The role of the translator is to recreate the author's intention in another culture in such a way that enables the target audience to understand it clearly.

Judging by the equivalence in translation, we move to another significant topic which is the types of translation.Then, the issue of contrastive analysis will be dealt with.

2.2. Types of Translation

According to Catford (1965:25) the popular terms of translation are word-for-word translation, literal translation and free translation.

2.2.1. Word-for-word translation

According to Catford (1965:25) Word for-wordtranslation generally means what it says: i.e. is essentially *rank-bound* at word-rank (but may include some morpheme-morpheme equivalences).

word-ford-word translation usually refers to translating the text exactly the same as the source language without changing the pattern, structure form and sometimes the target language has a slight modification for adjusting the meaning of the source language.

While Newmark (1988:45-46) stated that word-for-word translation often isdemonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally.

2.2.2. Literal translation

According to Catford (1965:25) Literal translation takes word-for-word translation as its starting point, although because of the necessity of conforming to TL grammar, the final TT may also display group-group or clause-clause equivalence.

It is doneby reproducing the linguistic feature of the SL text, whether that is inform of words, clauses, phrase, sentences, etc, into the TL text.A literaltranslation sounds like nonsense and has little communication value(Larson, 1998:17).

2.2.3. Free translation

Catford (1965:25) mentioned: “a free translation is always unbounded equivalences shunt up and down the rank scale, but tend to be at the higher ranks-sometimes between larger units than the sentences”. He also explained that free translation usually has no regulation in translating text from source language into target language. The text’s patterns were changed depending on the situation (sometimes from word- word into clause- clause), (ibid. 25-26).

While Newmark (1988:40-41) mentioned free translation as translating source language without any regulation terms but the ideas from source language are still the same. Usually it is a paraphrase much longer than the original, a so-called ‘intralingual translation’, often prolix and pretentious.

With regard toequivalence in translation and types of translation, the aim in this study is to find out to what extent the study group conveys the same meaning intended in the original text that is grammatically correct and stylistically appropriate. This leads us to what will be discussed in (2.3) below using the contrastive analysis approach for the translation assessment.

2.3. Contrastive analysisin translation assessment

Contrastive Analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. It was introduced as a part of applied linguistics that deals with the description of the structure of two or more differentlanguages. Therefore, as a method of explaining why some features of a target language were more difficult to

acquire than others. It was first introduced by Fries (1952) followed by Lado (1957) in his study of linguistics cross cultures.

Contrastive Analysis shows differences between two languages in terms of sound system, grammatical structure and vocabulary. The differences between two languages determine the difficulty in learning a second language (Lado 1957). Errors cannot always occur because of L1 interference, it is also the learners' language behavior that is developed when they acquire their native language.

Contrastive analysis is useful in terms of explaining the errors committed by a second language learner. In order to learn a second language, one needs to accommodate to new linguistic behaviors that are required or featured the target language. In other words, the larger the difference between the two languages, the harder it becomes to acquire the habits of the second language and vice versa.

The goal of contrastive analysis is to predict linguisticdifficulties experienced during the acquisition ofa second language; as formulated by Lado (1957), itsuggests that difficulties in acquiring a new (second)language are derived from the differences betweenthe new language and the native (first) language ofa language learner. In this regard, errors potentiallymade by learners of a second language are predictedfrom interference by the native language. Such aphenomenon is usually known as negative transfer.

According to Lado (1957), the causes of errors are designated, depending on commentaries provided by subjects.The taxonomy for the second stage includes two basic types: interlingual error (e.g. Arabic interference) and intralingual errors (overgeneralization and developmental causes).

There are two main types of error analysis: interlingual and intralingual (Richards and Sampson 1980). Interlingual errors are those which are traced to first language interference. Intralingual errors, on the other hand, are those which are contributed by the target language itself, autonomous of the national language. Richards and Sampson assert that intralingual errors “reflect the learner's competence at a particular stage, and illustrate some of the general features of language acquisition” (1980:173) instead of reflecting the incapacity of the learner to separate between the first and second languages. They also indicate that intralingual errors result from overgeneralization, incomplete application of rules,ignorance of rule restrictions anddevelopmental errors. The consequential errors of the gained language produced by the second language learners, specifically referring to overgeneralization and simplification, arise in a similar way in first language learning (Littlewood 2002).

According to Crystal (2008:239):

> Interlanguage reflects the learner's evolving system of rules, resulting from a varietyof processes, including the influence of the first language ('transfer'), contrastive interference from the target language, and the overgeneralization of newly encountered rules.

However, the language transfer refers to the influence that the learner’s L1 exerts over the learning of an L2.

There are two major types of transfer occur: positive transfer and negative transfer, which are explained by Saville-Troike(2006:19):

> Positive transfer occurs when an L1 structure or rule is used in an L2 utterance and that use is appropriate or ‘correct’ in the L2, while negative transfer “occurs when an L1 structure or rule is used in an L2 utterance and that use is inappropriate and therefore considered an ‘error’.

Positive and negative transfer can bear upon the process of learning. This effect is explained by Lado (1957, cited in Jordan 2004:169):

> Those structures that are similar will be easy to learn because they will be transferred and may function satisfactorily in the foreign language. Those structures that are different will be difficult because when transferred they will not function satisfactorily in the foreign language and will therefore have to be changed.

There are many taxonomies for classifying errors, one of them is that errors can be classified according to their processes.The four main processes which may lead to erroneous constructions are: **Overgeneralization, omission**,**additionandsubstitution**.(Corder 1973:277).

1- Overgeneralization

Overgeneralization occurs when "the learner mistakenly broadens the scope of the rule" (Johnson 2008: 254) to a situation where the rule is not applied.

2- Omission

Omission errors occur when an element is omitted which should be present in a grammatical utterance (Corder 1973:277). Although any morpheme in an utterance is prone to omission, some morphemes exert more influence upon an utterance than others.

3- Addition

Addition errors occur when an element is present which should not be in a grammatical utterance (Corder 1973:277).

4- Substitution

Selection errors occur when the wrong item has been chosen in place of the right one in a grammatical utterance (Corder 1973:277).

The second assumption of contrastive analysis claimed that errors made by learners occur as a result of L1 interference or so-called transfer. Linguists such as Lado (1957) concur that language transfer refers to the influence that the learner's L1 exerts over the learning of an L2.

2.4. The adverb andthe adverbial

The adverbs and adverbialsare two terms that in some cases are treated alike but actually they are different in terms of form and function. In general,the adverb belongs to a word class that modifies verb or another adverb, while an adverbial belongs to sentence elements that modify the verb of a sentence or the sentence itself in terms of time, place, reason, result, or others.

A number of definitions of adverbs and adverbials will be given and the following are some of them:

Adverbs are one of the four major word classes, along with nouns, verbs and adjectives. We use adverbs to add more information about a verb, an adjective, another adverb, a clause or a whole sentence and, less commonly, about a noun phrase.Adverbs have many different meanings and functions. They are especially important for indicating the time, manner, place, degree and frequency of something.

An adverb is a word used to modify verbs, adjectives, and other adverbs. Adverbs are like the seasoning in sentences. They help describe how things appear and how things happen. They help a reader see action in his mind's eye and paint pictures with words. Adverbs help you control what others see when you speak or write. Many adverbs end in "ly", but not all adverbs end in "ly" or that all words that end in "ly" are adverbs.

In grammar an adverbial is a word (an adverb) or a group of words (an adverbial phrase or an adverbial clause) that modifies or tells us something about the sentence or the verb. The word *adverbial* is also used as an adjective, meaning 'having the same function as an adverb'. Look at the examples below:

(1) Danny speaks Spanish **fluently**. (Telling us more about the verb)

(2) Lorna ate breakfast **yesterday** morning.

Many adverbs end in ly- such as slowly, quickly, smoothly to name a few and they describe how someone might do something. Examples of adjectives are large, red, four; they describe the size, shape, number of an object (noun).

In contrast, adverbials may be a single word or phrase that provides information about *when, how, or why* things happen. So adverbs fall into the category of adverbials. Adverbs and the wide category of adverbials belong to the predicate, and there they may be placed next to the verb or after the object. But they may be found at the beginning of a sentence, provided that they do not separate the subject from the verb.

Quirk et.al (1985:729), for instance,defines the adverbials as the following:

> The adverbial is normally an adverb phrase, prepositional phrase or adverbial clause, it may also be noun phrase, and in general, the adverbial is capable of occurring in more than one position in the clause.

Above, some definitions of adverbs and adverbials have been given. Below, descriptions of Adverbs in English and their forms, positions, their syntactic and grammatical functions will be discussed.

2.5.Descriptionsof Adverbs in English

An adverb can be used with a verb to modify its meaning. Usually, an adverb tells you when, where, how, in what manner, or to what extent an action is performed.Many adverbs end in ly — particularly those that are used to express how an action is performed.Although many adverbs end with ly, lots do not, e.g., fast, never, well, very, most, least, more, less, now, far, and there.

Also an adverb is a word that tells us more about a *verb*. It "qualifies" or "modifies" a *verb as in the following example:* (The man *ran***quickly**). The adverb is bolded and the verb that it modifies is in *italics*.

Adverbs can also modify *adjectives*as in the following example: (Tara is really ***beautiful***), or even other *adverbs*as in the following example: (It works very***well***).

(http://www.englishclub.com/grammar/adverb)

2.6. The Form of Adverbials

In English, adverbials most commonly take the form of adverbs, adverb phrases, temporal noun phrases or prepositional phrases. Many types of adverbials (for instance, reason and condition) are often expressed by clauses. The following examples exemplify each one of the abovementioned types of adverbials:

(1) James answered **immediately**. (Adverb)

(2) James answered **in English**. (Prepositional phrase)

(3) James answered **thismorning**. (Noun phrase)

(4)James answered in English **because he had a foreign visitor**.(Adverbialclause).

An adverbial is a construction that modifies, or describes verbs. When an adverbial modifies a verb, it changes the meaning of that verb. Word groups that are also considered to be adverbials can also modify verbs: for example, a prepositional phrase, a noun phrase, a finite clause or a non-finite clause.In every sentence pattern, the adverbial is a clause element that tells where, when, why, or how. There can be more than one adverbial in a

sentence. In addition, the same adverbial can be moved to different positions in a sentence without affecting the meaning of the sentence.

One way to analyze sentence structure is to think in terms of form and function. Form refers to a word class—such as noun, verb, adjective, adverb, and preposition—as well as types of phrases, such as a prepositional phrase, a nominal clause, and an adverbial clause. Functionrefers to the function of the form in a sentence. For instance, the function of a prepositional phrase in a sentence may be adverbial; in which it modifies a verb. From forms of adverbs and adverbials, we now come to positions of adverbs.

http://en.wikipedia.org/wiki/Adverb

In the previous two paragraphs, forms of adverbials have been discussed.In the following section, adverbs positions will be discussedin detail.

2.7.Adverb Positions

Different kinds of adverbs go into different positions in a clause. There are three normal positions for adverbs(in bold):

a- Front position (at the beginning of clauses)

e.g. -**Yesterday** morning something very strange happened.

b- Mid-position (with the verb)

e.g. -My brother **completely** forgot my birthday.

c- End position (at the end of a clause)

e.g.-What are you doing **tomorrow**?

The adverbs positions: (front, mid and final) are discussed in detail in (**2.7.1, 2.7.2, 2.7.3**) below:

2.7.1. Front Position

Adverbs that usually go in front position are connecting adverbs (e.g. then, next); comment adverbs (e.g. *fortunately*, *surprisingly*); *maybe, perhaps*.

Adverbs that can go in front position are some adverbs of indefinite frequency (e.g. *sometimes*); adverbs of place; adverbs of time as will be discussed below.

a- Connecting adverbs: then, next

These adverbs join a clause to what came before.

Then, next, besides, anyway, suddenly, however

(1) I worked until five o'clock. **Then** I went home.

(2) **Next**, I want to say something about the future.

(3) **Suddenly**, the door opened.

(4) Some of us want a new system. **However**, not everybody agrees.

b- Comment adverbs: fortunately, surprisingly

Adverbs which give the speaker's opinion of an action most often go in front position.

(1) **Fortunately**, she has decided to help us.

(2) **Stupidly**, I forgot my keys.

c- Indefinite frequency: usually, normally

Usually, normally, often, frequently, sometimes and occasionally can go in front position (but they are more common in mid-position).

(1) **Sometimes** I think I'd prefer to live somewhere else.

(2) **Usually** I get up early.

d- Certainty: maybe, perhaps

Maybe and perhaps usually come at the beginning of a clause.

(1) **Maybe** I'm right and **maybe** I'm wrong.

(2) **Perhaps** her train is late.

e- Place:here, there

Place adverbs most often go in end position, but also front position is possible, especially in literary writing and if the adverb is not the main focus of the message. In this case the verb often comes before the subject.

(1) **Attheend** of the garden stood a very tall tree.

(2) **On** the grass sat an enormous frog.

(3) **Down** came the rain.

f- Time: today, afterwards, in June, soon, every week

Front position is common if the adverb is not the main focus of the message.

(1)**Today** I'm going to London.

(2)**Afterwards** we sat round and talked.

(3)**In June** we went to Cornwall.

(4)**Soon** everything will different.

Time expressions beginning with **every** can go in front position.

(5) **Every** week she has a new hairstyle.

2.7.2. End Position

Adverbs of manner, place and time usually go in end position, often in that order. Adverbs of indefinite frequency (e.g. occasionally) sometimes go in end position.

a- Adverbs of manner

Adverbs of manner say how something happens or is done.

Examples: **angrily, happily, fast, slowly, well, badly, nicely, noisily, quietly, hard, and softly.**

(1) He drove off **angrily**.

(2) She read the letter **slowly**.

(3) You speak English **well**.

(4) John works really **hard**.

b- Adverbs of place

Adverbs of place tell us where something happens. They are usually placed after the main verb or after the clause that they modify.

Examples: **Upstairs, around, here, to bed, in London, out of the window.**

(1) The children are playing **upstairs**.

(2) Come and sit **here**.

(3) Don't throw orange peel **out of** the window.

(4) She's sitting **at the** end of the garden.

c- Adverbs of time and definite frequency

Adverbs of time and definite frequency say when or how often something happens.

Examples:**Today, afterwards, in June, last year, finally, before, eventually, already, soon, still, last, daily, weekly, every year.**

(1) I'm going to London **today**.

(2) What did you do **afterwards**?

(3) She has a new hairstyle **every week**.

(4) The directors meet **weekly** to review progress.

d- Manner, place, time

Adverbs of Manner tell us the manner or way in which something happens. They answer the question "how?".Adverbs of manner mainly modify verbs.And Adverbs of Place tell us the place where something happens. They answer the question "where?".Adverbs of place mainly modify verbs,whereas adverbs of time tell us something about the time that something happens. Adverbs of time mainly modify verbs.Most often, adverbs of manner, place and time go in end position.e.g.:

(1) Put the butter in the fridge **at once**. (not…at once in the fridge.)

(2) Let's go to bed **early**. (not… early to bed.)

(3) I worked hard **yesterday**.

(4) She sang beautifully in the town hall **last night**.

(5) They ate the meat hungrily in their cottage**last night**.

e- Adverbs of indefinite frequency

These adverbs include**usually, normally, often, frequently, sometimes and occasionally.**

These adverbs can go in end position if they are the main focus of the message (but they are more common in mid-position).

(1) We see her quite **often**.

(2) I get very depressed **sometimes**.

(3) I go there **occasionally**.

2.7.3. Mid-position

Adverbs that usually go in mid-position: adverbs of indefinite frequency (e.g. sometimes), certainty (e.g. probably) and completeness (e.g. almost).

a- Indefinite frequency

They include **always, ever, usually, normally, often, frequently, sometimes, occasionally, rarely, seldom, never.**

(1) You can **always** come and stay with us if you want to.

(2) Have you **ever** played American football?

(3) **Usually**We go to Scotland in August.

(4) My boss is **often** bad-tempered.

(5) She must **sometimes** have wanted to run away.

(6) I'm **seldom** late for work.

(7) I have **never** seen a whale.

b- Adverbs of certainty

They include **probably, certainly, definitely, clearly, obviously.**

(1) He **probably** thinks you don't like him.

(2) It will **certainly** rain this evening.

(3) I **definitely** feel better today.

(4) There is **clearly** something wrong.

(5) The train has **obviously** been delayed.

c- Adverbs of completeness

They include: **completely, practically, almost, nearly, quite, rather, partly, sort of, kind of, more or less, hardly, scarcely.**

(1) I have **completely** forgotten your name.

(2) Sally can **practically** read.

(3) It was **almost** dark.

(4) The house is **partly** ready.

(5) I **kind of** hope she wins.

(6) It **hardly** matters.

Adverbs of completeness usually follow all auxiliary verbs:

(7) I will have **completely** finished by next June.

(8) Do you think the repair has been **properly** done?

g- Mid-position: adverbs with negative verbs

In negative sentences, adverbs generally come before not if they emphasize the negative; otherwise they come after. Compare:

(1) I **certainly** do not agree.

(2) I do not **often** have headaches.

Both positions are possible with some adverbs, often with a difference of meaning. Compare:

(3) I don't **really** like her. (Mild dislike)

(4) I **really** don't like her. (Strong dislike)

When adverbs come before not, they may also come before the first auxiliary verb; they always come before do, for example:

(5) I **probably** will not be there. (ori will **probably** not be there.)

(6) He **probably** does not know. (not he does **probably** not know)

h- Mid-position: adverbs with emphatic verbs

When we emphasize auxiliary verbs or am/are/is/was/were, we put most mid-position adverbs before them instead of after. e.g.:

(1) She has**certainly** made him angry.

(2) I'm **really** sorry.

(3) She **certainly**has made him angry!

(4) I **really**am sorry.

(5) Polite people **always** say thank –you

(6) Yes, well, I **always**do say thank-you.

(Swan,2005:16-22)

2.8. Syntactic Functions of Adverbs

The following two sections (**2.8.1**, **2.8.2**) show the syntactic functions of adverbs:

2.8.1. An Adverb as Modifier

In the following paragraphsthe syntactic functions of adverb as modifier are going to be discussed.

2.8.1.1. Modifier of Adjective

An adverb may premodify an adjective. Most commonly the adverb is an intensifier or emphasizer, (extremely, really, deeply, very, perfectly, and just):

(1) **Extremely** dangerous

(2) **Really**beautiful

(3) **Deeply** concerned

(4) **Very**good

(5) **Perfectly** reasonable

(6) **Just**impossible

Some premodifiers are related to adverbs that express such notions as manner and means but also have some intensifying effect, (easily, quietly, openly and readily):

(1) **Easily** debatable

(2) **Quietly**assertive

(3) **Openly** hostile

(4) **Readily**available (Greenbaum and Quirk 1990:149).

2.8.1.2. Modifier of Adverbs and Prepositions

An adverb may premodify another adverb, (very, surprisingly, extremely, so):

(1) **Very** heavily

(2) **Surprisingly**well

(3) **Extremely** quickly

(4) **So**clearly

Enough and indeed can postmodify an adverb:

(5) She spoke clearly **enough**.

(6) She spoke very clearly **indeed**.

A few intensifying adverbs as (right, well) recodify prepositions:

(7) The nail went **right** through the wall.

(8) He made his application **well** within the time.

(ibid.150)

2.8.1.3. Modifier of Pronoun, Predetermine, and Numeral

Intensifying adverbs can premodify:

(a) Indefinite pronouns:

- **Nearly** everybody came to our party.

(b) Predetermines:

- They recovered **roughly** half their equipment.

(c) Cardinal numerals:

- **Over** / **under** two hundred deaths were reported.

(d) Ordinals and superlatives: in which case a definite determiner is obligatory:

(1) We counted **approximately** the first thousand votes.

(2) She gave me **almost** the largest piece of cake.(ibid.150)

2.8.1.4. Modifier of a Noun Phrase

A few intensifiers may premodify noun phrases and precede the determiner when they do so. The most common among adverbs are (**quite**, **rather)**,Especially Britain English {espBrE}:

(1) We had **quite** a party.

(2) They were **quite** some players.

(3) It was **rather** a mess. {espBrE}

The predetermines**such** and **what** have a similar function:

(1) He is **such** a fool.

(2) **What** a mess they made!

A few intensifiers precede the indefinite article when it is equivalent to the numeral one:

(1) They will stay for **about** a week.

(2) **Nearly** a thousand demonstrators attended the meeting.

(ibid.150)

2.8.2. An Adverbas Complement of Preposition

Some place and time adverbs function as complement of a preposition:

(1) over here

(2) since recently

(3) near there

(4) till then

(5) from abroad

(6) from now

(7) from behind

(8) for ever(ibid.151)

2.9. Adverbial Clauses in English

This section pays attention to the definition of adverbial clauses in English, their characterization and basic properties of adverbial clause. Further, syntactic functions, structural types and semantic functions of adverbial clauses will be introduced to give more understanding of the topic, the subject of the study.

2.9.1.Definition of Adverbial Clauses

Accordingly, this section gives some idea of the definition of Adverbial Clauses.

Yale, (2006:196) states that:

> Adverbial clauses usually begin with conjunctions such as *although, because or when*. The conjunction shows the relationship between the adverbial clause and the rest of the sentence. (*Although the sun's shining*, it's freezing outside this morning. I'm not going out *because it's so cold*.
> We can use adverbial clauses (I might go out when it gets warmer) to provide additional information about an action or situation in a way that is similar to adverbs (I might go out later) and prepositional phrases (I might go out in the afternoon).

Leech, (1992:12), has given another definition:

> Adverbial clause are which acts as an adverbial in the main clause or sentence, most of them begin with conjunctions, signaling and link with the main clause. Examples of such conjunctions are when, since, before, after, until, as, while, it, though, unless, because.

With regard to their semantic categories, Quirk and Greenbaum(1973: 743) state that "adverbial clause, or clause serving primarily as adjunct or disjunct in the main clause, may be placed in various semantic categories, such as time, place, and manner".

2.9.2.Characteristicsand Basic Properties of Adverbial Clause

Adverbial clauses are used similarly as adverbials (Biberet. al., 1999: 194) and they may be identified in the same way as adverbials by asking and answeringthe questions “when?”, “where?”, “how?”, “why?” and so on. (Alexander, 1988: 24).In Leech’s words, “adverbial clause is a subordinate clause which acts as anadverbial part of another clause” (1991: 26).Quirk et.al, (1985: 1048)add that adverbial clausesfunction mainly as adjuncts and disjuncts.They are often likeprepositional phrases.

Adverbial clauses are usually marked by a subordinator that indicates therelationship to the main clause (Biber et al, 1999: 194). According to the relationshipand the meaning that subordinators denote, semantic roles of adverbial clauses may bedetermined (Quirk et al, 1985: 1077).The position of adverbial clauses is usuallyeither initial or final and only a small number of adverbial clauses have a medial position.(Biber et al, 1999: 830). Quirk et al add that if an adverbial clause is placed initially, it is then separated from the main clause by punctuation (1985: 1072).

2.9.3.Syntactic Functions of Adverbial Clauses

This subchapter discusses syntactic functions of adverbial clauses that are in Quirk’s view conjuncts, subjuncts,adjunctsand disjuncts (1985, p. 1068).

2.9.3.1. Conjuncts

They are peripheral to the clause to which they are attached. Only a few adverbial clauses function as conjuncts. One finite clause type, the normal relative clause, functions as a reinforcing conjunct:

(1) What is more?

(2) What is most worrying?

(3) What interests me more?

2.9.3.2. Subjuncts

Subjuncts are generally not realized by clauses, the exception being viewpoint subjuncts. Both finite and nonfinite (participle) clauses function as viewpoint subjuncts. The verbs in the clauses constitute a restricted semantic set, principally are concerned (only in the finite clauses 'as far as' … and 'so far as' …), consider, look at, and view, e.g.:

(1) '**As far as**' the economy is concerned, the next six months are critical.

(2) If we '**look at**' it from an historical point of view, they have little claim on the territory.

2.9.3.3. Adjuncts

Quirk et al states that adjuncts denote circumstances of the situation in the mainclause and can be divided into predication and sentence adjuncts. (1985, p. 1070 - 1074).

Biber et al claim that adjuncts add information about the action happening in the mainclause and we may identify them by asking questions such as *how*, *when*, *where*, *why*etc. (1999, p. 763) Therefore e. g. adverbial clauses of time are all adjuncts because theyanswer the question *when*.The examples of a predication and sentence adjunct clauses may be following:

(1) Your coat is ***where*** you left it. (Quirk et al, 1985, p. 1074)

(2)***As*** he ran towards the beach, it started to rain. (Quirk et al, 1985, p. 1075).

Disjuncts unlike adjuncts comment on the style or form of what is said in themain clause (style disjuncts) or on its content (content disjunct). (Quirk et al, 1985, p.1070).

In other words they convey speakers' comments on what they are saying(content) or how they are saying it (style). (Biber et al, 1999, p. 764) So disjuncts maybe classified as either style or content disjunct according to the role they have in thesentence. Style disjuncts can be distinguished by the fact that they imply a verb ofspeaking and subject I and are more peripheral than content disjuncts. (Quirk et al, 1985, 1072) See the examples of content and style disjuncts:

(1) Elizabeth enjoyed last night's concert although part of the program included Wagner.

(2) Elizabeth enjoyed last night's concert, since her brother told me so.

(Quirk et al, 1985, p. 1072)

The first example, a content disjunct clause, refers to the content of the main clause whereas the second example, a style disjunct clause, refers to the speaker'smotivation for the assertion and the more peripheral status is obvious. (Quirk et al,1985, p. 1072 – 1073)

2.9.4. Structural Types of Adverbial Clause

Adverbial clauses may be realized by finite structures, non-finite clauses i.e. to-infinitives, ing, ed participles and bare infinitives and verbless adverbial clauses.

2.9.4.1. Finite Clauses

Finite clauses are clauses whose verb element is a finite verb phrase. In a finite verb phrase, there may be just one finite verb, (Leech and Svartvik, 1994: 249). e.g:

(1) She evidently ***works*** terribly hard.

(2) She evidently ***worked*** terribly hard.

If the verb phrase consists of more than one verb, the first verb is finite:

(1) She ***hasworked*** in the office for six months.

(2) She ***has been working*** in the office for six months.

2.9.4.2. Non-Finite Clauses

A non-finite verb phrase consists of non-finite elements such as an –*ing*participle, an –*ed*participle, or an infinitive. Most non-finite clauses do not have a subject.

a-*ing*participle:

without subject:I used to lie awake at night, **worrying about the next election**.

with subject: **His remark having been represented as an insult**, he was later forced to resign from the committee.

b-*ed*participle

without subject: **Covered with confusion**, she hurriedly left the room.

with subject: **The job finished**, we went home straight away.

c-*to*-infinitive

without subject:The best thing would be **to leave straight away**.

with subject:The best thing would be **for usto leave straight away**.

d-bare infinitive

without subject: All I did was **hit him on the head**.

with subject: Rather than **Joan does it**, I'd prefer to do the job myself.

2.9.4.3. Verbless Clauses

Verbless clauses contain no verb element, and often no subject, the following are some examples of verbless clauses:

(1) Dozens of tourists were stranded, **many of them children**.

(2) **A sleeping bag under each arm**,they tramped off on their vacation.

They are regarded as clauses because they function like finite and non-finite clauses, and also they can be analyzed in terms of one or more clause elements. It can be assumed that a form of the verb *be* or some other verb has been omitted*; 'many of the tourists were children';* '*they had a sleeping bag under each arm'*. The subject, when omitted, can usually be understood as an equivalent to the subject of the main clause:

(1) The oranges, **when ripe**,are picked and sorted ('when they are ripe').

(2) **Whether right or wrong**, Michael always comes off worst in an argument ('whether he is right or wrong').

The clause is mobile, though it usually precedes or follows the subject of the main clause:

(1) **Even if true**,this statement would be misleading.

(2) This statement, **even if true**,would be misleading.

An adverb may sometimes replace an adjective functioning as a verbless clause.

There is hardly any difference in meaning between these two sentences:

(1) **Nervously**,the gunman opened the letter.

(2) **Nervous**,the gunman opened the letter.

(Leech and Svartvik, 1994: 249).

2.9.5.Semantic Functions of Adverbial Clauses

According to Quirk et al. (1985),the main semantic functions of adverbial clauses are: time, place, condition, concession, reason or cause,

circumstance, purpose, result, manner and comparison and clauses of proportion and preference.

This section is going to show the semantic functions of adverbial clauses and to clarify their common types which were given by George, (2006).

2.9.5.1.Time Clauses with: 'when', 'while', 'as' and 'since'

We use "when" at the beginning of an adverbial clause describing a period of time or a point of time.

(1) Most people don't have cars **when** they are students.

And we also use clauses beginning with "when" to describe something that happens soon after something else, or like "if" in a factual conditional.

(2) We had just reached the shelter **when** the rain started pouring down.

(3) **When** demand increases, prices rise.

We can use a clause with "while" during the period or when to describe a period of time with another clause to describe what happens at some point in that period of time.

(4) **While** you were out, your mother called.

We can use "as" like (when) and (while) for a period of time during the time when something happens.

(5) **As** I was getting ready to leave, I heard that my flight had been cancelled.

Or use "as" to focus on the precise moment that something happens.

(6) **As** I walked out of the hotel, a gust of wind blew my hat off.

We use "since" to talk about starting point for something happens latter or true.

(7) How long is it **since** you've been there?

2.9.5.2.Manner Clauses with:'as if' and'as though':

We can use manner clauses beginning with "as" and "just as" when we are describing how something was or how something was done.

(1) Complete each exercise **as** I showed you.

(2) Everything happened **just as** my mother had predicted.

We use "as if" and "as though" with the same meaning in manner clauses after verbs such as look, seems, sound, taste and with verbs as act, behave and talk when we are describing behavior.

(3) Can I help you? You look **as if** you are lost.

(4) They behaved **as though** nothing had happened.

2.9.5.3.Reason Clauses with:'because','as' and 'since'

We use ‘because’ at the beginning of a clause to give the reason or explanation of something or support statement in earlier clause.

(1) I didn't eat **because** I was not hungry.

(2) He says he didn't drive in red light, but he is lying, **because** I saw him do that.

We also use ‘as’ or ‘since’ instead of because in reason clauses.

(3) **As/since** she knew Latin, I asked her to translate it.

We can use ‘as’ or ‘while’ to talk about time and reason together.

(4) **As/while** we are in subject of money, I want to ask about next year budget.

And ‘since’ to talk about starting point and reason together.

(5) **Since** it's been snowing, we've stayed indoors.

2.9.5.4.Purpose Clauses with:'so that'and 'in order that'

We use purpose clauses to describe goals or the intended outcomes of actions. We can use ‘so that’ or ‘in order that’ to introduce purpose clause, often with modals such as ‘can) or (could) ‘after a clause with present simple or past tense’.

(1) I'm going early **so that** I can find a good seat.

(2) Her father had worked hard for many years **in order that** they could have a better life.

2.9.5.5.Result Clauses with:'so','so…that' and 'such…that'

Result clauses with ‘so’ to describe effect or unintended outcomes and we put it after main clauses and separated by a comma in formal uses.

(1) I'm tired **so** I'm going to bed.

(2) There is reduction in the oil supply and increase demand, **so** prices have risen.

Informal situations ‘so… that’ is used instead of so to introduce result clause and doesn't mean the same as ‘so that’ in purpose clauses.

(3) A tree had fallen during the storm, **so that** the road was blocked.

2.9.5.6.Contrast Clauses with:'although','though' and'even though'

‘Although’ is used at the beginning of a clause which contains information that contrast in an unexpected or surprising way with information in another clause.

(1) **Although** the sun was shining, it was cold.

We often use ‘though’ instead of ‘although’ in informal situation and we also use it with adjectives and adverbs at the beginning.

(2) She has to go to work **though**she's ill.

(3) **Though** the exam was difficult, they all passed.

When we want to emphasize a contrast, we can use ‘even though’ when we are talking about past or present situations and ‘even if’ for future or possible things.

(4) Bill kept playing golf **even though** it was raining.

(5) Bill would play golf **evenif** it was snowing.

We can use ‘despite the fact that’ instead of ‘although’ to introduce a contrast clause and we can also use the prepositions ‘despite’ or ‘in spite of’ with gerunds instead of a clause with although.

(6) **Despite** the fact that he had lots of friends, he still felt lonely.

(7) She was not satisfied **in spite of** being paid extra.

(Yale, 2006: 160)

2.9.6. Adverbial clauses in Arabic

According to Hurford (1994, 10): “the mosttypical adverbs add specific information about time, manner, or place to the meanings of verbs or whole clauses.” Adverbs may also add emphasis to adjectives (“*very* easy”) or even other adverbs (“*late* yesterday”). An essential characteristic of adverbs is that they are additive; that is, they are external to the core proposition in a clause or sentence. They are, as Stubbs has noted, “an optional element in clause structure” (1983, 70).

According to Sawaie (2014:56) adverbs are parts of speech that modify verbs, adding information with respect to time or manner, or indicating intensity, limitation, or repetitiveness. In Arabic,adverbs aregenerally derived from several word categories: nouns or adjectives, or formed by the use of prepositions plus nouns. Many adverbs are invariable in the accusative case, written with *nutation*. A few end with a *nominationcase*; a small number end in a *accusative* or *genitivecase*.

2.9.7.Types of Adverbial Clausein Arabic

According to the certain website (http://www.english4arab.net), adverbial clauses in Arabic include: adverbial clauses of time, place, cause, manner, purpose, result, contrast and conditionas will be discussed below.

2.9.7.1. الجمل الظرفية الدالة على الوقت(Adverbial Clause of Time)

Conjunctions:(عندما :when –بينما: while –بعد: after –قبل: before –حتى: until –منذ: since - حالما: as soon as)

أدوات الربط هذه تربط الجمل الظرفية الدالة على الوقت مع الجملة الرئيسية.

These words (conjunctions) link the adverbial clause of time with the main sentence. Examples:

مثال:

(1) **عندما**تمطر،أناعادةأذهبإلىالعملبالأتوبيس.

When it rains, I usually go to work by bus.

(2) **بينما** كنت ذاهباً إلى البيت، بدأت تمطر.

While I was walking home, it began to rain.

(3) **بعد**أنكتبالرسالة،أرسلهابالبريد.

After he had written the letter, he posted it.

(4) هيتعلمتالإنجليزية**قبل**أنتأتيإلىإنجلترا.

She had learned English **before** she came to England.

(5) لاأستطيعأنأذهبمعك**حتى**أنهي واجباتي المدرسية.

I can’t go out with you **until** I have done my homework.

(6) لمأراه**منذ**أنتزوج.

I haven't seen him **since** he got married.

(7) سأساعدكبواجباتكالمدرسية**حالما**أنُهيواجباتي.

I‘ll help you with your homework **as soon as** I finish mine.

2.9.7.2. الجمل الظرفية الدالة على المكان (Adverbial Clause of Place)

Conjunctions:(أين: where –حيثما: wherever –من أين: whence)

أدوات الربط هذه تربط الجمل الظرفية الدالة على المكان مع الجملة الرئيسية.

These words (conjunctions) link the adverbial clause of place with the main sentence.

مثال:

(1) إبقي**مكانك**.

Stay **where** you are.

(2) سأذهب**حيثما**تذهب.

I will go **wherever** you go.

(3) الحظالسيئيتبعه**حيثما**يذهب.

Bad luck follows him **wherever** he goes.

(4) لاأعرف**منأين**أتي.

I don't know **whence** he came.

2.9.7.3. الجمل الظرفية الدالة على السبب (Adverbial Clause of Cause)

Conjunctions:(لأن: because –بما أن: since –لأن: as –بسبب كذا: for)

أدوات الربط هذه تربط الجمل الظرفية الدالة على السبب مع الجملة الرئيسية.

These words (conjunctions) link the adverbial clause of cause with the main sentence.

مثال:

(1) هوباعالسيارة**لأنها**كانتأصغرمناللازم.

He sold the car **because** it was too small.

(2) **لأنك**لمتساعدني،سأقومبالعملبنفسي.

Since you won't help me, I'll do the job myself.

(3) **لأنه**كانمتأخراً،هيمشيتبسرعة.

As he was late, she walked quickly.

(4) هيكانتظمآنة**لأنها**لمتكنشربتشيئاطوالالصباح.

She was thirsty **for** she had drunk nothing all morning.

2.9.7.4. الجمل الظرفية الدالة على السلوك (Adverbial Clause of Manner)

Conjunctions:(مثلما: as, كأنما: as if, كيفما: as though)

أدوات الربط هذه تربط الجمل الظرفية الدالة على السلوك مع الجملة الرئيسية.

These words (conjunctions) link the adverbial clause of manner with the main sentence.

مثال:

(1)لعبتلعبة**مثلما**خططت.

She played game **as** she planned.

(2) هنريأدىالعمل**كما**أخبرتهأنيؤديه.

Henry did the work **as**I told him to do.

(3) هوضحك**كمالو**كانمجنوناً.

He laughed **asif** he were mad.

(4) يبدو الرجل**وكأنه** مريض.

The man looks **as though** he is sick.

2.9.7.5.الجمل الظرفية الدالة على الغرض (Adverbial Clause of Purpose)

Conjunctions:(لكي: so that –من أجل: in order that –خشية أن: lest –إلى حد بعيد: that)

أدوات الربط هذه تربط الجمل الظرفية الدالة على الغرض مع الجملة الرئيسية.

These words (conjunctions) link the adverbial clause of purpose with the main sentence.

مثال:

(1) هويعملبجدأكثر**لكي**يحصلعلىنقودأكثر.

He works harder **so that** he may get more money.

(2) درسوابجد**منأجل**اجتيازامتحاناللغةالإنجليزية.

They studied very hard **in order** to pass their English exam.

(3) أناأخبركذلك**خشية**أنترتكبخطأ.

I'm telling you that**lest** you should make a mistake.

(4)هويقرأكثيرا**حتى**يكتسبمعرفة.

He reads much **so that** he may gain knowledge.

2.9.7.6. الجملالظرفيةالدالةعلىالنتيجة (Adverbial Clause of Result)

Conjunctions:(لكي: so that –إلى درجة: such –إلى حد: that –بناء على ذلك: therefore –من هذا المكان: hence)

أدوات الربط هذه تربط الجمل الظرفية الدالة على النتيجة مع الجملة الرئيسية.

These words (conjunctions) link the adverbial clause of result with the main sentence.

مثال:

(1) لديكثيرمنالعمل،**لذلك**لنأخرج.

I have a lot of work,**so that**I won't go out.

(2) هوكانولداشقياجدا**الدرجة**أنهكانداﺋﻤﺎًيعاقب.

He was **such** a naughty boy that he was always being punished.

(3) هوماهرجدا**الدرجة**أنهيستطيعالإجابةعليأيسؤال.

He is so clever **that** he can answer any question.

(4) هوكانمتأخراً،**لذلك**تمتمعاقبته.

He was late,**therefore** he was punished.

(5) هيكانتضعيفة،**لذلك**تمحملهاخارجالسفينة.

She was weak,**hence** she was carried overboard.

2.9.7.7. الجملالظرفيةالدالةعلىالتناقض (Adverbial Clause of Contrast)

Conjunctions:(مع أن: although –رغم أن: though –مهما: whatever – على أن: however)

أدوات الربط هذه تربط الجمل الظرفية الدالة على التناقض مع الجملة الرئيسية.

These words (conjunctions) link the adverbial clause of contrast with the main sentence.

مثال:

(1) **مع**أنهكانماهرا،كاندائمايفشل.

Although he was clever, he always failed.

(2) هوكانغيرسعيد**برغم**أنهكانغنيا.

He was unhappy **though** he was rich.

(3)**مهما**كانالقبحعنده،أحبتهالبنات.

Whatever ugliness he has, girls loved him.

(4) **بالرغم**منأنهكانقبيحا،أحبتهالبنات.

However ugly he was, girls loved him.

2.9.7.8. الجملالظرفيةالدالةعلىالمقارنة (Adverbial Clause of Comparison)

Conjunctions:(مثل – مثل: as - as, مثل –so–as)

أدوات الربط هذه تربط الجمل الظرفية الدالة على المقارنة مع الجملة الرئيسية.

These words (conjunctions) link the adverbial clause of comparison with the main sentence.

مثال:

(1) نبيل ذكيٌ **مثل** أبيه.

Nabeel is **as** clever **as** his father.

(2) سامي **ليس قوياً** كأخيه.

Sami is not **so** strong **as** his brother.

2.9.7.9. الجملالظرفيةالدالةعلىالشرط (Adverbial Clause of Condition)

Conjunctions:(في حالة: If –ما لم: unless –سواء: whether–طالما: as long as – نفترض: supposing)

أدوات الربط هذه تربط الجمل الظرفية الدالة على الشرط مع الجملة الرئيسية.

These words (conjunctions) link the adverbial clause of condition with the main sentence.

مثال:

(1) سوفأذهب**لو**هوطلبمني.

I shall go **if** he asks me.

(2) لنأذهب**مالم**يطلبمني.

I shall not go **unless** he asks me.

(3)عليك أن تفعلها**سواءً** أعجبك ذلك أم لا.

You have to do it **whether** you like it or not.

(4) سوفأذهب**طالما**هويطلبمني.

I shall go **as long as** he asks me.

(5) **لنفترض** أنالمعلمرآكوأنت تغش،ماذاكنتستفعل؟.

Supposing the teacher saw you cheating, what would you do?

(http://www.english4arab.net)

Englishadverbialsdo not match an equivalent in Arabicdue to the significant differences between the two languages.

These differences affect the quality of translation and usage of adverbial clauses in Englishand Arabic and consequentlylead to translation errors when translatingadverbial clauses from English into Arabicand often cause ambiguity and misunderstanding.

2.9.8. Conclusion

Equivalence in translation, types of translation and the contrastive analysis approach in translation assessment have been discussed in the current chapter. This chapter also presented adverbials and adverbs including some definitions and description of adverbs, the form, positions, syntactic and grammatical functions of adverbs. Finally, an overview ofadverbial clauses in English was presented: definitions, their syntactic functions, types and semantic functions.Then,adverbial clauses in Arabic and their types were also discussed. The field study, data analysis and the task will be dealt with in the next chapter, Chapter Three.

Chapter Three:

Data Analysis

3.0. Introduction

It was hypothesizedin the introduction that some Libyan fourth year university students at Azzaytuna University encounter difficulties in translating adverbial clauses from English into Arabic. This necessitates administering a written task to testthe validity of that hypothesis. Therefore, this chapter will be dealing with the data collection and subjects of the current study as well as the translation task and data analysis. Moreover, the student's errors and answers of the task will be analyzed to find out the possible causes of such errors.

3.1. Source of the Study

The data of the study include a task of translatinga set of 12 sentences given to fifty students to translatethe types of adverbial clauses of (time, manner, reason, purpose, result, and contrast) from English into Arabic.The reason behind this test is to examine the students' ability to translate adverbial clauses from English into Arabic.The time to conduct the task is two hours.

3.2. Subjects of the Study

The subjects of the study are fifty Libyan students both males and females. They arestudying English as their major subject of specialization in the Department of English, Faculty of Arts, University of Azzaytuna. They are Fourth year university students of the academic year (2013/2014). The

reason behind selectingthe target group was that they were supposed to be familiar with adverbial clauses in English and also know the basic of the translation techniques, since they had already completed three courses in translation. Therefore, they were expected to be able to translate adverbial clauses from English into Arabic.

At the university stage, the subjects have studied specialized English courses for three years, in the first year, they studied the following courses: Conversation Practice, Grammar, Reading Comprehension and Writing. In the second year, they have studied Phonetics, Literature and Language Lab. In the third year, they studied more specialized courses such as General Linguistics, Teaching Methodology. The total weekly hours ranged from eighteen to twenty.

3.3. The Task

The task itself consists of twelve sentences in English, to be translated into Arabic. Each sentence has a different type of adverbial clauses, (Time , Manner, Reason, Purpose, Result, and Contrast).For more details of the task questions; see Appendix (I). The aim of the task was to assess the students' ability to offerequivalenceto the source languageadverbial clauses in the target language.While conducting the task,dictionaries were not allowed because the researcher wanted to assess the target group’s ability without helpto give the correct translation of the given sentences.Later, the students’ translations were checked against a professional translation translated by two professional translators.

3.4. Data Analysis

The main purpose of data analysis is to investigate and find out whether the target study group of Azzaytuna University, Faculty of Arts, Department of English, encounterdifficulties when translating adverbial clauses, as well as to find out the main reasons behind causing such difficulties. This analysis is limited to the translation difficulties encountered by the students intranslating adverbial clauses from English into Arabic.

Thus, as the students finished translating the sentences, the test papers were collected and the translations werelater assessed to check difficulties. For validity reasons, the sentences translated by students were compared with the standard translationsprovided and revised by professional translators.

The method used inanalyzing data is countingthe accepted,unaccepted and unattemptedtranslations for each sentence, and then finding out the percentage of each category of such types.The abbreviations used in the table below are: *Acc. T.* for accepted translation; *Unacc. T.* for unacceptedtranslation; and *Unatt. T.* for unattempted translation; and *Prec.* for percentage. Sentences are assessed acceptable or not acceptable on the basis of two criteria: equivalence to the SL and conformity to TL. Model translations are also used in the assessment.

3.5. Results

Table One below provides statistical data and shows the student's accepted, unaccepted, and unattempted translations of the adverbial clauses in the 12 sentences.

No.	Sentence	Acc. T.	Perc.	Unacc. T.	Perc.	Unatt. T.	Perc.
1	Most people don't have cars when they are students.	27	54%	23	46%		
2	While you were out, your mother called.	23	46%	27	54%		
3	Everything happened just as my mother had predicted.	25	50%	25	50%		
4	They behaved as though nothing had happened.	30	60%	19	38%	1	2%
5	He says he didn't drive in red light, but he is lying, because I saw him do that.	29	58%	21	42%		
6	As we are in subject of money, I want to ask about next year budget.	18	36%	28	56%	4	8%
7	I'm going early so that I can find a good seat.	10	20%	39	78%	1	2%
8	Her father had worked hard for many years in order that they could have a better life.	15	30%	35	70%		
9	There is reduction in the oil' supply and increase demand, so prices has risen.	18	36%	29	58%	3	6%
10	A tree had fallen during the storm, so that the road was blocked.	10	20%	40	80%		
11	Bill kept playing golf even though it was raining.	16	32%	31	62%	3	6%
12	Despite the fact that he had lots of friends, he still felt lonely.	26	52%	20	40%	4	8%

Table One: Distribution of Acc. T, Unacc. T, Unatt. T.and their percentages.

Judging by Table One above, it can be deduced that some adverbial clauses create more problems than others for students when translated from English into Arabic. Sentence No. 4 took the highest percentage of acceptance.

Sentences No. 7 and10, took the lowest percentage, whereas sentence No. 2 is in between.

Table One above also showsthat findings of the study can be divided into two categories: highly problematic and moderately problematic.

Problems are considered highlyproblematic when the percentage of accepted translations score less than 50% as explained below and illustrated by examples.

a- Highly problematic adverbial clauses

1- Sentence No. (10) was the most problematic for the students. So, only 20% of them gave accepted translations while 80% gave unacceptable translations. The unaccepted translations of this clause can be attributed to both;the inappropriate Arabic and poor choice of vocabulary and also the intralingual impact of the target language lead to negative transfer. e.g:

(1) A tree had fallen during the storm, **so that** the road was blocked.

Some students translated it inaccurately:

جذور الأشجار نمت طويلاً **لذلك** الطريق كان مكسّر.

بما أن الأشجار تساقطت خلال العاصفة، **لهذا** فإن الطريق قد أغلقت.

وقعت الشجرة في العاصفة **لتغلق** الطريق.

Whereas the possible Arabic translation:

سقطت شجرة خلال العاصفة، **أدت إلى** إغلاق الطريق.

2- Sentence No. (7),only 20% succeeded in providing an acceptable translations while 78% got unacceptable translations and 2% did not even try to translate it. Difficulties of translating this sentence are attributed to the impact of the student's mother tongue and lack of competence to provide an equivalent translation in Arabic. e.g:

(1)I'm going early **so that** I can find a good seat.

أنا ذهبت مبكرا لذا أنا أستطيع أن أجد مقعداً جيداً للجلوس.

The possible translation should have been:

أذهبمبكراً لأتحصل على مقعد جيد.

3-Sentence No. (8), only 30% of the students securedacceptable translations while 70% of them failed to offer acceptable translations. Difficulties were

due to the lack of competence to identify the function of the adverb‘in order that’ in English.

4- Sentence No. (11), only 32% managed anacceptable translations while 62% of them failed to provide any acceptable translations whereas 3% did not translate it at all. Difficulties in this sentence were due to the fact that students failed to identify the semantic function of the English adverb 'even though'. They translated the adverbial clause as separate words not as one unit. Therefore, they failed to give its equivalent in Arabic.

5- Sentence No. (9), 36% succeededin providing an acceptable translation while 58% of them provided unacceptable translations whereas 3% did not offer any translation. Difficulties here were related to interference of the students' mother tongueand to their lack of knowledge of the nature of English structures that led to their inability to give an appropriate equivalent to it in Arabic.e.g:

(1) There is reduction in the oil' supply and increase demand, so prices **have risen**.

يوجد انخفاض في تزويد النفط وارتفاع الطلب، لذا القيمة **سوف تزاد**.

The possible translation should have been:

هناك انخفاض في العرض وزيادة في الطلب على النفط، لذا**فقد ارتفعت** الأسعار.

6- Sentence No. (6),only 36% managed anacceptable translations whereas 56% of them offeredunacceptable translations and 8% did not translate it. The difficulties here were attributed to the lack of competence of the English language.

7- Sentence No. (2),only 46% succeeded anacceptable translations but 54% of them giveunacceptable translations. The difficulties were that the students have poor command of English grammar, so that they did not seem to have clearly recognized the meaning of the English adverb of time 'while'. Hence, some of them did not convey its appropriate meaning in Arabic.

b- Moderately problematicAdverbial Clauses

The moderately problematic classification refers to translations that scored above 50% acceptable translations as discussed below.

1- 60% of the students managed acceptable translations for sentence No. (4), while 38% of them got unacceptable translations and 2% did not translate it. They do not seem to have poor competence in English, so that they did not clearly identified the adverbial function of the adverb of manner 'as though', which describes the way an action that has taken place in the SL. Hence, some of them translated it as separate words not as one unit and some avoided translating it. Difficulties in this sentence could be attributed to the impact of the mother tongue since students were not aware of the function of this sentence in Arabic and then lacked the competence to give its equivalent translation in English.

2- Sentence No. (5), 58% succeededin providing an acceptable translation while 42% of them providedunacceptable translations. These unaccepted translations seemed to be caused by the influence of both, the student's mother tongue and the target language itself. e.g:

(1) He says he didn't drive in red light, but he is lying, **because** I saw him do that.

هو قال هو لن يقود في الإشارة الحمراء، لكن **هو يكون يكذب لأن أنا** قلت فعل ذلك.

The clause in this example begins with “because” that is usually translated in Arabic into لأن. They seem they did not understand the relationship between “because” and لأني and stick to the original text, so they used the Arabic pronoun أنا unnecessarily. This unaccepted translation seemed to be caused by the poor command of English: because and I separate. They could have used لكنه يكذب، لأني رأيته يفعل ذلك ، as below:

يقولإنه لم يقُد في الضوء الأحمر، لكنه يكذب، **لأني** رأيته يفعل ذلك.

3- Sentence No. (1) 54% managed an acceptable translation but 46% gave unacceptable translations. Students translated it literally which could be attributed to lack of competence of TL, the mother tongue of the students.

4- Sentence No. (12), only 52% of the students provided acceptable translations and 40% of them gave unacceptable translations whereas 8% did not translate it. Difficulties here were attributed to the influence of both, student’s mother tongue and SL itself. e.g:

(1) **Despite** the fact that he had lots of friends, he still felt lonely.

بغض النظر عن الحقيقة هو تحصل على عديد من الأصدقاء ومازال يشعر بالوحدة.

Whereas the possible translation should have been:

بالرغم من أن لديه الكثير منالأصدقاء، فهو لا يزال يشعر بالوحدة.

5- Sentence No. (3) 50% of students succeededin providinf an acceptable translation for it while 50% of them gaveunacceptable translations. It is clear that the students do not know the rules of English grammar and also it is very likely that some of them, who encountered these difficulties, overgeneralized the pronoun ‘my’ over ‘your’ due to faulty analogy, which seems to be a major factor in the substitution process (misuse of pronouns).

3.6. Discussion and Findings

Before starting to analyze student's difficulties as presented in Table One, it can be said that students encountered different kinds of difficulties in translating adverbial clauses from English into Arabic. Supported by some examples from students' translations,the following analysis deals with some factors that are considered to be behind the students' difficulties.

1- Errors of literal translation:

Some students adopted a literal translation approach in their translations which sometimes lead to unaccepted translations. For example, the analysis of the translation task reveals that 19out of 50 students erroneously translated sentence No. (4). They failed to identify the function of the adverbial clause in the SL and literally translated it without conveying the significance of the adverbial clause. They have not clearly identified the adverbial function of the adverb of manner 'as though', which describes the way an action has taken place in the SL. Hence, some of them translated it as separate words not as one unit and some avoided translating it. Moreover, as the students misused the right tense with this adverb of manner, they literally translated it in the present tense instead of using the past tense. The following are illustrative examples of the erroneous translation of No (4):e.g.

(1) They behaved **as though** nothing had happened.

هم **يعتقدون** لا شيء حصل.

هم تصوروا **كما اعتقد** ولم يحدث شيء.

Whereas the accepted translation is:

تصرفوا **كما لو** أن شيئاً لم يحدث.

Examining the two unacceptable translations, one cannot fail to conclude that thesetranslation problems could be attributed to the poor command of both in English and Arabic and then lackof competence to give its equivalent translation in Arabic.

2- Errors of Repeation:

Addition problems occur when an element is presented which should not be in a grammatical utterance (Corder 1973:277).The addition of pronouns and verbs indicated that unnecessary pronouns and verbs are used where they are not needed.

The analysis of the translation task revealed that 21 out of 50 students mistranslated sentence No. (5). When translating, they used the Arabic pronounsأنا as an equivalent for the English pronoun (I) which was already translated into the word لأني that contains the pronoun أنا and the Arabic pronoun هو as an equivalent for the English pronoun (He) which was also already translated into the word لكنه that contains the pronoun(هو),this is lack of command of Arabic. This too sounds awkward and out of place in Arabic. The following are illustrative examples of the translation of No (5):e.g.

(1) He says he didn't drive in red light, but he is lying, **because** I saw him do that.

قال هو لا يقود في الضوء الأحمر، لكن **هو** يكذب **لأني أنا** رأيته يفعل ذلك.

هو قال لا تقود في الضوء الأحمر، لكن **هو** يكذب **لأن أنا** رأيته يفعل ذلك.

هو قال هو لن يقود في الإشارة الحمراء، لكن **هو يكون يكذب لأن أنا**قلت فعل ذلك.

The clause in this example begins with "because" that is usually translated in Arabic into لأن. They seem they did not understand the relationship between "because" and لأني and stick to the original text, so they used the Arabic

pronoun أنا unnecessarily. This unaccepted translation seemed to be caused by the poor command of SL: because and I separate. They could have used ، لكنه يكذب، لأني رأيته يفعل ذلكas below:

يقولإنه لم يقُد في الضوء الأحمر، لكنه يكذب، **لأني** رأيته يفعل ذلك.

3- Errors of Omission:

Omission errors occur when an element is omitted which should be present in a grammatical utterance (Corder 1973:277).

Analysis of the data revealed that some adverbials such as (even though – in order that – despite) were omitted in the Arabic translation where it is required. Such problems are found in sentences No. (8-11-12).

The analysis of the translation task revealed that 35 out of 50 students mistranslated sentence No. (8). Some students avoided translating the adverb 'in order that'. The following are examples from the translation task:

(1) Her father had worked hard for many years **in order** that they could have a better life.

والدها اشتغل بجهد لعدة سنوات **لذلك** هو يستطيع أن يوفر حياة جيدة.

أبوها كان في عمل شاق لعدة سنوات **لتنظيم أفضل** أوقات حياته.

On the other hand, the possible translation should have been:

عمل والدها بجد لعدة سنوات **ليؤمن لهم** حياة أفضل.

It seems that students failed to identify the function of this adverb 'in order that' due to lack of competence in English adverbials. They were not aware of this function and its meaning in English.

The analysis of the translation task reveals that 31 out of 50 students failed totranslate sentence No. (11) by dropping out the adverb 'even though'. The

following are examplesof erroneous translationsinvolving the adverbial clauses using ‘even though’.e.g.:

(2) Bill kept playing golf **even though** it was raining.

بِلْ بقى يلعب الغولف **حتى أنها** تمطر.

بِلْ تابع لعب الغولف **حتى ظنّ** أنها ستمطر.

Whereas the accepted translation is:

استمر بيل في لعب الغولف **على الرغم** من سقوط المطر.

Notice the absence of the adverb ‘even though’where it is required in the students' translations of this sentence. It seems that students failed to identify the function of the adverb ‘even though’, so they translated the adverbial clause as separate words not as one unit. Therefore, they failed to give its equivalent in Arabic.

The analysis of the translation task revealed that 20 out of 50 students failed to translate sentence No. (12), they avoided translating the adverb ‘despite’. The followingareillustrative examples from the translation task:e.g.

(3) **Despite** the fact that he had lots of friends, he still felt lonely.

الحقيقة يملك العديد من الأصدقاء، لكنه يشعر بأنه وحيد.

في الحقيقة لديه العديد من الأصدقاء لكنه بقى وحيداً.

بغض النظر عن الحقيقة هو تحصل على عديد من الأصدقاء ومازال يشعر بالوحدة.

Whereas the possible translation should have been:

بالرغم من أن لديه الكثير منالأصدقاء، فهو لا يزال يشعر بالوحدة.

Notice the absence of the adverb ‘despite’ in thestudents' sentences.Those who mistranslated itseem to haveweakgrasp of the grammatical structures of the English and Arabic languages.

4- Intrelingual transfer ‘negative transfer’:

There are two major types of interlingual: positive transfer and negative transfer, which are explained by Saville-Troike(2006:19):

> Positive transfer occurs when an L1 structure or rule is used in an L2 utterance and that use is appropriate or ‘correct’ in the L2, while negative transfer “occurs when an L1 structure or rule is used in an L2 utterance and that use is inappropriate and therefore considered an ‘error’.

The analysis of the data revealed that 28 out of 50 studentsmistranslated sentence No. (6). They seem to have failed to identify the function of the clause in the SL and translated it without conveying the significance of the original clause. The following areillustrative examples:

(1) **As** we are in subject of money, I want to ask about next year budget.

Some students translated it inaccurately:

بينما كنا نحن في مادة الحسابات المالية، أردت أن أسأل عن ميزانية العام القادم.

عندما نحضر موضوع الاقتصاد، أريد أن أسأل حول ميزانية السنة القادمة.

نحن نريد المال، أنا ذهبت لأسأل على ميزانية السنة القادمة.

Whereas the possible Arabic translation should be as follows:

بما أننا في موضوع له علاقة بالمال، أريد أن أسأل عن ميزانية العام القادم.

Examining the unaccepted translations, one can conclude that the studentsdid notseem to have clearly identified the function of the Englishclause.The unaccepted translations of this clause can be attributed to both;the inappropriate Arabic and poor choice of vocabulary and also the intrelingual impact of the target language led to negative transfer.

The analysis of the data revealed that 29 out of 50 studentsmistranslated sentence No. (9).Thus, some of them were hindered by the impact of the

native language and they did not convey the appropriate equivalent of the original clause. The following are illustrative examples:

(2) There is reduction in the oil supply and increase in demand, **so** prices have risen.

Some students translated it inaccurately as in the following examples:

هناك تخفيض في الزيت وتجهيز وزيادة الطلب عليه، **لهذا** الأسعار ارتفعت.

هناك انخفاض في أجهزة النفط وارتفاع مطلوب، **لذلك**البضائع قد ارتفعت.

هناك انخفاض في إنتاج النفط وارتفاع الذهب، **لذلك** الأسعار غالية.

Whereas the possible Arabic translation should be as follows:

هناك انخفاض في العرضوزيادة في الطلب على النفط، **لذا** فقد ارتفعت الأسعار.

Examining the unaccepted translations, one can conclude that the unaccepted translations of this clause can be attributed to the influence of the mother tongue since students were not aware of the function of this sentence in Arabic.They also seem to havelacked the competence to give its equivalent translation in Arabicwhich led to negative transfer.

5- Overgeneralization:

Overgeneralization occurs when "the learner mistakenly broadens the scope of the rule" (Johnson 2008: 254) to a situation where the rule is not applied.

The analysis of the translation task revealed that 25 out of 50 students mistranslated sentence No. (3). It is noticed that the studentsdid notmanage to figure out the function of the pronouns in the original clause. They substituted 'your' with 'my'in the Arabic translation. The following are illustrative examples:

(1) Everything happened **just as** my mother had predicted.

كل الأشياء تحدث **فقط كماأمك** أخبرتك.

كل شيء حدث **كماأمك** تعتقد.

Whereas the possible translation should have been:

حدث كل شيء **كما** تنبأت **والدتي** تماما.

It is obvious that some of the students overgeneralized the pronoun ‘your’ to be used instead of ‘my’; a case which clearly indicates that the subjects are unaware of the rules of the English grammar and also it is likely that some students, who encountered these difficulties, overgeneralized the pronoun ‘your’ over ‘my’ due to faulty analogy. It sounds to be a major factor in the substitution process (misuse of pronouns).

This difficulty was also detected in sentence No. (8). 20 out of 50 studentsdidnotrecognize the role of the pronoun in the main clause. They substituted ‘his’ with ‘her’ in the Arabic translation. Two students substituted it with ‘their’, one of them substituted it with ‘my’, and another student substituted it with ‘your’, the following are illustrative examples:

(2) Her father had worked hard for many years **in order that** they could have a better life.

أبوه عمل بجد لعدة سنوات في الواقع **ليوفر** لهم حياة أفضل.

لقد عمل **والدهم** بجد لعدة سنوات **لكي** يعيشوا حياة أفضل.

والدي يعمل بجد لعدة سنوات **ليوفر** الحياة السعيدة.

أبوك يعمل بجد لسنوات طويلة **لأجل** ذلك هم يملكون أفضل حياة.

The possible translation should have been:

عمل**والدها** بجد لعدة سنوات **ليؤمن** لهم حياة أفضل.

These errors may be attributed to the weak command of the use of TL pronouns. The students could not realize the use of ‘her’ and were confused between two or more pronouns. This weak command led them to overgeneralize ‘his, their, my, your’ over ‘her’, resulting in the above four Arabic sentences.

6- Errors of Substitution:

Substitution errors occur when the wrong item has been chosen in place of the right one in a grammatical utterance (Corder 1973:277).

Students made errors in using the English tenses. They did not maintain tense sequence, i.e. they moved from one tense to another one inconsistently and did not make the appropriate choice tense.This was caused by the lack of knowledge of using tenses and by lack of ordering ideas well before starting to translate. So, using tenses inappropriately was mostly likely caused by the impact of the first language.It could also be attributed to the fact that students have not mastered the rules of forming tenses in the present simple, past simple, and so on.

The analysis of the translation task revealed that 39 out of 50 students mistranslated sentence no. (7). They misused the tense with 'I'm going'; some of them literally translated it in the past tense and the future tense instead of using the present continuous tense, where there are no reference to the past or the future. The following are illustrative examples:

(1)**I'm going** early so that I can find a good seat.

أنا ذهبت مبكرا لذا أنا أستطيع أن أجد مقعداً جيداً للجلوس.

سأذهب باكراً لكي أجد مقعداً مناسباً.

سوف أذهب باكرا لكي أجد مقعداً مناسبا.

The possible translation should have been:

أذهبمبكراً لأتحصل على مقعد جيد.

These unaccepted translations can be attributed to the fact that students moved from one tense to another one inconsistently and did not make the

right choice tense. This was most likely caused by the lack of knowledge of using such tenses.

The analysis of the translation task revealed that 29 out of 50 students mistranslated sentence no. (9). They misused the tense with ‘have risen’; some of them literally translated it in the past tense, present tense and the future tense instead of using the present perfect tense. The following are illustrative examples:

(2) There is reduction in the oil' supply and increase demand, so prices **have risen**.

عندما يزداد الطلب على إنتاج النفط **يزداد** السعر.

هناك انخفاض في إنتاج النفط، يزداد الطلب لذلك**سيزداد** السعر.

يوجد انخفاض في تزويد النفط وارتفاع الطلب، لذا القيمة **سوف تزاد**.

The possible translation should have been:

هناك انخفاض في العرض وزيادة في الطلب على النفط، لذا**فقد ارتفعت** الأسعار.

These unaccepted translations can be attributed to the fact that students moved from one tense to another one inconsistentlywhile not making the appropriate choice of tense. This was caused by the lack of competence of using such tenses and influence of their first language about such tenses that they may possiblymade errors which were clear in their translations.

In short, it can state that the main reasonsbehind the unaccepted translations from the target study group are (1) - adopting literal translation techniques, (2)- negative transfer from the L2 into the L1, (3)- the Target group’s lack of mastery of the English grammar, (4)- the influence of the mother tongue of the translation. These reasons had been found as main factors in giving the unaccepted translations of the given task in the current study.

As discussed in this chapter, Chapter three, a number of factors which were behind encounteringdifficulties in translating adverbial clauses by the target study group were mentioned. In the final chapter, Chapter Four, it will present a conclusion of the study andgivesome recommendations forfurther studies.

Chapter Four:

Conclusionand Recommendations

4.0. Conclusion

To conclude this study, it is necessary to summarize both the theoretical and thepractical parts.The researcher hypotheziced that Libyan university students encounter difficulties in translating adverbial clauses from English into Arabic at the English Department, Faculty of Arts – Azzaytuna University. The researcher has set a number of aims before the beginningof his study. The most significant among them was to identify the possile causes of students' difficulties in translating adverbial clauses from English into Arabicand offering some recommendationsfor such difficulties.

In the theoretical part (literature review), it discussedthe definition of translation, its types, equivalence in translation and contrastive analysis in translation assessment.Moreover, the adverb and the adverbial definitions, descriptions of adverbs in English, form of adverbials and adverb positionswere explained. Then the syntactic and grammatical functions of adverbs were defined.Also, the adverbial clauses in English, their types, positions, definitions, and their syntactic and semantic functions. Then, it addresses adverbial clauses in Arabic, definition and types of adverbial clauses.

Data of the studywas collected using ataskof translating a setof 12 sample sentences given to fifty students in translating adverbial clauses from English into Arabic.Data analysis was conducted using a scale of

categorization: acceptable, not acceptable (based on assessment against model translations) and not translated. To summarize the results of the data analysis showed that the students experienced some difficulties in translating adverbial clauses from English into Arabic. This was a clear indication of students' poor command of the grammatical structures of both English and Arabic was a main cause of difficulty. Another causewas adopting literal translation. Negative transfer was another cause of students' failure to give the accepted translations and the influence of the students' mother tongue. These four main causeswere identified to be behind students' failure to give an acceptable translations. The researcher, as concequence,

4.1.Recommendations

To conclude this study, a number of recommendations are presented to help learners of English at university level to handle adverbial clauses in translation tasks. These recommendations can be summarized in the following points:

1- Translation should be taught from an early stage of university level to the students of English to help them find appropriate equivalents between English and Arabic depending on the context.

2-Students should be taught how the structure of adverbial clauses in both Englishand Arabic works in order to learn how to use them properly in both languages andconsequently translate them correctly.

3- To be able to translate adverbial clauses from English into Arabic, students must firstunderstand the difference between the clause and the phrase in the target language. Such understanding would hopefully enable them to give acceptable translations.

4- Students should be taught to resort to other translation techniques when appropriate rather than adopting literal translation techniques.

5- Students should be made aware of the fact that languagesexhibit different grammatical structures.

6- Translation courses need to be taught by competent professors and should focus on the translation problems which are usually encountered by language learners.

7- It should be taken into consideration that improving the teaching translation techniques is anessential if we want our students to give an acceptable translation.

8- Although Arabic is students' mother tongue, they are still suffering to master its grammatical structures.As a consequence, students must be encouraged to master their native language grammar.

9- Students should be taught that a good translator is someone who has a good command of both source and target languages by means of reading a variety of sources in both L1 and L2.

10- Teachers should know writing skills.Ability to write well in both source and target languagesis important. Focus must be on writing cohesively and coherently while translating from one language into another.

11- Teachersshould be highly qualified and knowledgeable how to teach translation.

4.2. Further Recommendations

Based on the findings of this research, the researcherwould like to suggest the following:

1- The researcher suggests conductingfurther studies on comparative studies betweenEnglish/Arabic and Arabic/English translation regarding difficulties, problems andsolutions. Such studies will offer other solid answers to many questions related to the translation issues.

2- Conductingfurther studieson the reasons of the interference of mother tongue in translationfrom English to Arabic.

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APPENDIX One

Data Analysis of the Task (English-Arabic Translation)

The following is the written translation task. The goal of this task is to evaluate the students' skill in translating adverbial clauses from English into Arabic. Students were not asked to write their full names just initials on the task.

Q1- Translate the following sentences from English into Arabic.

1- Most people don't have cars when they are students.

2- While you were out, your mother called.

3- Everything happened just as my mother had predicted.

4- They behaved as though nothing had happened.

5- He says he didn't drive in red light, but he is lying, because I saw him do that.

6- As we are in subject of money, I want to ask about next year budget.

7- I'm going early so that I can find a good seat.

8- Her father had worked hard for many years in order that they could have a better life.

9- There is reduction in the oil' supply and increase demand, so prices have risen.

10- A tree had fallen during the storm, so that the road was blocked.

11- Bill kept playing golf even though it was raining.

12- Despite the fact that he had lots of friends, he still felt lonely.

APPENDIX TWO

(Standard Translations & Samples from the Students' Translations)



Almotamayez For Legal Translation

المتميز للترجمة القانونية

الترجمة من الانجليزية الى العربية
مترجم: نورالدين احميدة

الملحق الأول

فيما يلي مهمة الترجمة التحريرية. الهدف منها تقييم مهارة الطلاب في ترجمة البنود الظرفية من الإنجليزية إلى العربية. لم يُطلب من الطلاب أن يكتبوا أسماءهم كاملة على الورقة بل بالاحرف الاولى فقط.

سؤال1- ترجمة الجمل التالية من الإنجليزية إلى العربية.

1- معظم الناس ليس لديهم سيارات عندما كانوا طلبة.

2- بينما كنتَ خارجا، اتصلت بك أمك.

3- كل شيء حدث كما تنبأت والدتي تماما.

4- تصرفوا كما لو أن شيئاً لم يحدث.

5- يقول بأنه لم يتخطى الإشارة الحمراء لكنّه يكذب، لأنني رأيته يفعل ذلك.

6- بما أننا في موضوع له علاقة بالمال، أريد أن أسأل عن ميزانية العام القادم.

7- إنني أذهب في وقت مبكر لكي أتحصل على مقعد مناسب.

8- عمل والدها بجد لسنوات عديدة ليؤمن لهم حياة أفضل.

9- هناك انخفاض في إمدادات النفط وزيادة في الطلب، لذا فإن الأسعار قد إرتفعت.

10- سقطت شجرة خلال العاصفة، أدت إلى إغلاق الطريق.

11- استمر بيل في لعب الغولف على الرغم من تساقط المطر.

12- رغم حقيقة أن لديه العديد من الأصدقاء فقد كان يشعر بالوحدة.

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الترجمة من الانجليزية الى العربية
مترجم: فواز فتحي

ملحق

فيما يلي عمل الترجمة التحريري وإن الهدف من هذا العمل هو تقييم مهارات الطلبة في ترجمة النصوص من اللغة الإنجليزية إلى العربية و ليس مطلوبا من الطلبة كتابة أسمائهم بالكامل، فقط الأحرف الأولى.

سؤال (1): قم بترجمة الجمل الآتية من الإنجليزية إلى العربية:

1- معظم الناس لا يمتلكون سيارات عندما يكونون طلاباً.
2- عندما كنت بالخارج، اتصلت بك والدتك.
3- لقد حدث كل شئ مثلما توقعت والدتي تماماً.
4- لقد تصرفوا وكأن شيئا لم يحدث.
5- يقول بأنه لم يتخطى اشارة المرور الحمراء، ولكنه يكذب لأنني شاهدته يفعل ذلك.
6- في إطار موضوع المال، أود أن أسأل عن ميزانية العام المقبل.
7- إنني أذهب مبكراً لحجز مقعد جيد.
8- لقد عمل والدها بجد لعدة سنوات لتحسين نمط حياتهم.
9- هناك قلة في عرض إمدادات النفط مع زيادة الطلب لذلك ارتفعت الاسعار.
10- لقد سقطت شجرة أثناء العاصفة مما أدى إلى قفل الطريق.
11- واصل "بيل" لعب " الجولف" بالرغم من هطول المطر.
12- على رغم حقيقة أن لديه العديد من الأصدقاء، لكنه مازال يشعر بالوحدة.