Problems BA Students Face During the Process of Translating Prepositions of Movement from English into Arabic

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Abstracts: Prepositions are unique closed-class grammatical forms that have syntactic and semantic qualities. They act as vital markers to the structure of a sentence and reveal the spatial, temporal, or logical relationship of their object to another part of the sentence. This study investigates the difficulties that BA students face when translating prepositions. The sample consisted of 60 students from three private universities. To achieve the objectives a translation Cloze Test consisting of 30-statements was used. The data resulting was concluded using the Level of Achievement Score. The results showed that students fail to recognize prepositions as parts of multiword expressions. Understanding prepositions involve understanding their interpersonal, textual, and ideational meaning, which requires understanding their semantic and syntactic role. There are many differences between prepositions in the way they are conceptualized in each language. It also revealed that communicative translation is one of the most successful techniques in translation.

Keywords: Prepositions of Movement, Translation Techniques, Communicative Translation.

1. INTRODUCTION

Prepositions are an important part of the English language that is used to show a relationship between two words in a sentence noun, verb, or adjective, and a noun or pronoun. According to Yule (2006) prepositions are quite short and insignificant looking but they play very important functions in expressing the relation between two entities. (Akhtar 2017,274) stated, "though how small the words are, the meaning of the whole structure of the sentence changes when there is a mistake in the use of prepositions". (Musliyanti 2012, 2) defines a preposition as, "… a word that shows the relationship between two words in a sentence. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other parts of the sentence".

Quirk states that prepositions are "structural phrases and that they almost belong to a language closed-set. The closed-set items belong to a class whose membership is fixed or restricted, i.e. they cannot usually be expanded by additional members being formed. Closed-set item members exhibit an interdependence of meaning and use". (Quirk 1972, 300)

Prepositions in English are a well-known challenge for learners of English as a second language, as they are one of the most problematic areas Lindstromberg, (2010). According to (Mukattash 1985,134) "English prepositions are an everlasting problem for Arab learners of English. Indeed, they are notoriously difficult and do not cease to cause confusion and uncertainty to Arab learners even at a fairly advanced level of learning". Due to the lack of collocational knowledge, the multi-functional nature of prepositions, and the lack of a direct corresponding preposition in the source language translators in general and students in particular encounter many problems when they attempt to translate prepositions from English into Arabic and vice versa. As Cabuk claimed (2009), some of the reasons why students encounter problems in using appropriate prepositions are that they lack a wide understanding of the context of the use of prepositions. Another reason is that they have several different functions in that the same prepositions can carry different meanings and usages. They can't be guessed and there is no logical way of deciding which preposition goes with a particular verb, noun, or adjective. "It should be remembered that mistakes can occur not only in the meaning conveyed by words but are often hidden in details: an incorrect preposition, tense, word order, or even a comma can change the meaning of the whole sentence" (Mall, n.d., "The

Art of Revision").

2. LITERATURE REVIEW

It was stated previously that the translation of prepositions poses a challenge to translators because the preposition systems in English and Arabic rarely correspond to one another. It was also mentioned that they are the most common English words and have a wide range of applications causing L2 students great difficulty in using the prepositions in English (Brenda, 2019; Mariani, 2020; Jubier, 2019; Monaikul & Di Eugenio, 2020; Premjith et al., 2019). They have a core, 'prototypical' meaning, which is normally anchored into the spatial domain" (Brala 2002,313). Prepositions have "more abstract, metaphorical meanings, which have developed from the core meaning through a process known as 'meaning extension' Zelinski-Wibbelt (1993b). They possess many interesting characteristics, as revealed by some recent studies (e.g. Zelinski-Wibbelt 1993a, Tyler & Evans 2003). One such characteristic is their largely phraseological nature. While some prepositions are selected for the independent meaning they carry, others are mainly chosen because they are phrases logically 'bound' to another word in the sentence. Therefore, the need for linguistic accuracy is not incompatible with the theory that in the act of translation it is imperative to transmit the correct meanings and correct messages of the original unit of meaning, to the source text. (Halliday & Hasan 1976, 2), stated "A text is best regarded as a semantic unit: a unit not of form but of meaning".

According to Lindstromberg (1998) prepositions are traditionally classified into three categories: prepositions of place, direction (or motion or movement), and time. Hansard (2012) classifies prepositions into two kinds according to their uses in sentences, which are for position or place and for direction. While the former is used with verbs of motion, the latter appears with verbs of condition and state of being. In English, many prepositions are used to describe both spatial and temporal relationships (Clark, 1973; Bennett, 1975; Jackendoff, 1983). Both spatial and temporal functions of prepositions may pose challenges on the part of second language learners (Kemmerer, 2005). Lindstromberg (2010) states that spatial preposition is a physical thing located in relation to another. The meaning of each preposition is spatial to describe these meanings; the trajectory (TR) and the landmark (LM) are defined. Prepositions perform three formal functions in sentences. They can act as an adjective modifying a noun, as an adverb modifying a verb, or as a nominal when used in conjunction with the verb form to be. According to Fitria (2022), they come in three different types: single preposition, phrase preposition, and prepositional phrase. (Stageberge1971, 155) stated that "English has a set of prepositions, most common English prepositions are simple; they consist of one word only, such as: at, in, and for. Simple prepositions are short words expressing relationships, including space, time, and degree relations". Many prepositions are more than one word, which, are called complex prepositions. One-syllable prepositions, such as: by, of, with, on, to, and with, are the most commonly used preparations.

There are a variety of two-syllable prepositions, such as about, above, after, against, within; above, behind, below, below, in, beyond; despite, excluding, in, and out. Ing Prepositions, this prepositions category "has a verb as a stem such as: assuming, starting, during, barring, concerning, considering, continuing, including, involving, and successfully" (Stageberge 1971, 155)

According to Richard Nordquist (2019: n.d), A complex preposition is a collection of terms that functions as a simple preposition such as "apart from" or "by means of". A complex preposition is subdivided into types: 1) Two-word prepositions that can be divided into two-word sequences, the first word is an adverb, adjective, or conjunction, and the second word is a basic preposition to, and with such as apart from, as for, according to, ahead of, along with. (2) Three-word prepositions are a combination of three words acting as a single unit. Three-word prepositions consist of Simple Preposition + Noun + Simple Preposition such as: in accordance with, in addition to, in back of, on behalf of, by means of, by virtue of, by way of, for lack of. Prepositions of movement which this study is limited to show movement from one place to another place. The most common prepositions of movement include Across: movement from one side to the other side of something. Around: movement passing something in a curved route, not going through it. Away from indicating the point where a movement begins. Down: movement from a higher point to a lower point of something. From: indicating the point where a movement begins. Into: movement to

an enclosed space; movement resulting in physical contact. Off: movement away from (and often down from) something. On to, onto movement to the top surface of something. Out of: indicating the enclosed space where a movement begins. Over: movement above and across the top or top surface of something. Past: movement from one side to the other side of something. To: movement in the direction of something. Through: movement in one side and out of the other side of something. Towards: movement in the direction of something. Under: movement directly below something. Up: movement from a lower point to a higher point of something.

3. METHODOLOGY OF THE STUDY

The aim of this study is to investigate the problems BA students face when they attempt to translate movement prepositions from English into standard Arabic. To suggest the most appropriate strategies or techniques that can be used by translators. The population of the current study consisted of 60 BA students majoring in English language and translation. To achieve the purpose of the study, the researchers designed a translation test to find out the difficulties that the selected sample faced during the translation process. The test consists of 30 statements that were suitable for different students' levels. To evaluate the level of translation the researchers used the following measurements: The first one is correct translation; this is when the translation of the prepositions of movement and the contextual meaning of the statement is correct. The second one is acceptable translation; this is when the translation is carried out by using the paraphrasing technique. The third one is the wrong translation; this is when the translation of the prepositions of movement and the contextual meaning of the statement is incorrect. The fourth one is no translation; this is when the examined student skipped the translation of the statement.

4. DISCUSSIONS AND RESULTS

The results of students' performance in the test are presented in Table (1) below. Answers are presented in four categories: The correct answer, acceptable answer, wrong answer, and no answer. It can be seen from the results that the highest percentage is (44%) for correct answers. The percentage of wrong answers was (18%). (0.08%).

Table 1: Students' Translation Performance in the English-Arabic Test

Statement No			CT			AT			WT			NT		
1	Fr.		6	1	7	11	8	19	9	16	25	4	5	9
	%		10	1.67	11.67	18.33	13.33	31.67	15	26.67	41.67	6.67	8.33	15
2	Fr.		0	1	1	19	17	36	5	9	14	6	3	9
	%		0.00	1.67	1.67	31.67	28.33	60	8.33	15	23.33	10	5	15.00
3	Fr.		25	18	43	5	10	15	0	1	1	0	1	1
	%		41.67	30.00	71.67	8.33	16.67	25.00	0.00	1.67	1.67	0.00	1.67	1.67
4	Fr.		26	26	52	0	2	2	4	1	5	0	1	1
	%		43.33	43.33	86.67	0.00	3.33	3.33	6.67	1.67	8.33	0.00	1.67	1.67
5	Fr.		23	23	46	5	4	9	1	2	3	1	1	2
	%		38.33	38.33	76.67	8.33	6.67	15.00	1.67	3.33	5.00	1.67	1.67	3.33
6	Fr.		22	20	42	5	5	10	0	4	4	3	1	4
	%		36.67	33.33	70.00	8.33	8.33	16.67	0.00	6.67	6.67	5	1.67	6.67
7	Fr.		8	8	16	17	20	37	5	1	6	0	1	1
	%		13.33	13.33	26.67	28.33	33.33	61.67	8.33	1.67	10.00	0.00	1.67	1.67
8	Fr.		20	22	42	4	4	8	6	3	9	0	1	1
	%		33.33	36.67	70.00	6.67	6.67	13.33	10.00	5.00	15.00	0.00	1.67	1.67
9	Fr.		2	3	5	27	24	51	1	2	3	0	1	1
	%		3.33	5.00	8.33	45.00	40.00	85.00	1.67	3.33	5.00	0.00	1.67	1.67
10	Fr.		17	14	31	7	8	15	4	8	12	2	0	2
	%		28.33	23.33	51.67	11.67	13.33	25.00	6.67	13.33	20.00	3.33	0.00	3.33
11	Fr.		16	10	26	9	20	29	5	0	5	0	0	0
	%		26.67	16.67	43.33	15.00	33.33	48.33	8.33	0.00	8.33	0.00	0.00	0.00
12	Fr.		22	17	39	5	9	14	2	3	5	1	1	**2**
	%		36.67	28.33	65.00	8.33	15.00	23.33	3.33	5.00	8.33	1.67	1.67	3.33
13	Fr.		23	11	34	6	7	13	1	3	4	0	9	9
	%		38.33	18.33	56.67	10.00	11.67	21.67	1.67	5.00	6.67	0.00	15.00	15.00
14	Fr.		24	18	42	6	10	16	0	2	2	0	0	0
	%		40.00	30.00	70.00	10.00	16.67	26.67	0.00	3.33	3.33	0.00	0.00	0.00
15	Fr.		9	20	29	8	4	12	13	6	19	0	0	0
	%		15.00	33.33	48.33	13.33	6.67	20.00	21.67	10.00	31.67	0.00	0.00	0.00

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

Source: Surname Year

4.1. Statement (1)

On the way, we came across an old beggar.

Suggested model answer: في الطريق صادفنا متسول كبير في السن Fī ʔaltarīq ṣādafanā motasawwelun kabīrun fi ʔalsseni.

As shown in Table (1), only (7) students (11.67) provided the correct translation. Meanwhile, (19) of the respondents (31.67%) provided an acceptable translation by using the Arabic equivalent (mararnā be) مررنا ب. (25) of the respondents (41.67%) provided the wrong translation for this statement. This is due to the fact that they are not familiar with the uses and usages of the prepositions in both languages. Prepositions in Arabic are syntactically different from those in English. The use and usage of a preposition may be also different in one language taking into account the semantic and grammatical factors. Some of the students translated *on* as (ʕalā) على, while they should have translated it into (fī)في , they used the literal translation of the preposition *on*. Meanwhile, others mistranslated the preposition across as (ꞌkhelāl) خلال, while they should have translated it taking into consideration *across* as part of the verbal phrase *came across* which means (ṣādafanā) صادفنا in Arabic. (9) Students (15%) did not provide any translation because they were confused due to the fact that some prepositions belong to many semantic categories as the word across which can be classified as an adverb or a preposition. Students faced difficulty determining which English movement preposition is appropriate in contexts where there is a shared primary counterpart in Arabic.

4.2. Statement (2)

We can get onto the bus here.

Suggested model answer: يمكننا الصعود إلى الحافلة هنا

Yumkenunā ʔal ṣuoūd ʔela ʔal ḥāfelatu hunā.

Only one student provided the correct answer. Meanwhile, (36) students (60%) provided acceptable translations. (yomkenonā ʔalrokūb fī ʔl ḥāfelah hon ā) يمكننا الركوب في الحافلة هنا. (14) of the respondents (23.33%) provided wrong translation for this statement. They translated the preposition *onto* correctly but they faced difficulty in other words in the sentence *get*; Some of the students translated *get into* (ʔal ḥoṣūl ʕalā) الحصول على while they should have translated it into (ʔal ṣoʕūd ʔelā) الصعود الى, they used literal translation of the words. This can be related to the lack of knowledge of Arabic prepositions and their multiple uses and usages. The error detected in this statement is the result of literal translation techniques based on false analogies established between the use of certain prepositions in the students' mother tongue which is mistakenly seen as equivalents of the preposition. Meanwhile, (9) of the respondents (15%) did not provide any translation.

4.3. Statement (3)

I followed Mr. Jackson along the corridor.

Suggested model answer: تابعت السيد جاكسون علي طول الممر Tābatu ʔalsayyed jāksunʔ alā ṭūl ʔal mamar. This statement was translated correctly by (43) students (71.67%). Meanwhile (15) respondents (25%) provided acceptable translation (ʔanā laḥeqtu bessayyed jākson ṭewāla ʔal mamar)أنا لحقت بالسيد جاكسون طوال الممر , which is equivalent to *I followed Mr. Jackson all over the corridor*. There is no need to translate *I* to (ʔanā) أنا and only use (laḥeqtu)لحقت because the subject *I* is attached to the verb لحقت as the letter (ت') in Arabic. This is related to the student's injection of the rules and structures of English into their translations into Arabic which is considered as a grammatical error. Some students provided wrong translation (anā mashaito wara'ʔa ʔassayyed jakson ʕalā ʔal mamar ʔal ṭawīl) أنا مشيت وراء السيد جاكسون على الممر الطويل they used wrong equivalent for the preposition *along* which is (ʔal ṭawīl) الطويل which is equivalent to the word *long* in English and they used (mashaito warāʔa)مشيت وراء instead of (tābaʕto) تابعت which means they used wrong word equivalent for the word *follow*. (Pym 2010, 5). described this case by stating "the selective moment of translating, when decisions have to be made between the available alternatives".

4.4. Statement (4)

I am going to the university

Suggested model answer: أنا ذاهب إلى الجامعة ʔanā ðāhebun ʔela ʔal jāme'ʔati.

In this example (52) students (86.67%) provided correct translation. This statement scored the highest percentage of correct answers. Only (2) students (3.33%) provide acceptable translation (ʔanā ðāheb ʔelā ʔal kolleyyah) أنا ذاهب الى الكلية, they rendered the word *university* to (ʔalkolleyyah) الكلية which is equivalent to *college* in English instead of (ʔaljāmeʕati) الجامعة which is an acceptable equivalent used by universities' students. (5) Students (8.33%) provided wrong translation; they made grammatical mistakes using different verb tenses such as (ʔanā sawfa ʔaðhabu) انا سوف اذهب (I am going to go), or (ʔanā ðahabtu) انا ذهبت which is equivalent to (I went). Only (1) did not provide any translation.

4.5. Statement (5)

The bathroom is to your left.

Suggested model answer: الحمام على يسارك ?al ḥmmām ?alā yasāreka.

This statement was translated correctly by (46) students (76.67%). On the other hand, (9) students (15%) provided acceptable translation (?elā   yasārak) الى يسارك They used literal translation for the preposition *to* which is acceptable in this situation. Some students translated (yasārak) يسارك as (shemālak) شمالك; they used a different word choice in Arabic. (3) Students (5%) provided wrong translation (fī yasārak) في يسارك or (fī jehat ?al shemāl) في جهة الشمال which is wrong because (?al shemāl) means north in English not left. This is related to the students' insufficient knowledge of Arabic. (2) Students (3.33%) did not provide any translation. An inappropriate selection of prepositions can lead to an impression of peculiarity because it does not fulfill the linguistic expectations of the reader of a message.

4.6. Statement (6)

The ship sailed through the channel.

Suggested model answer: ابحرت السفينة عبر القناة ?abḥarat ?al ssafīnatu ?abra ?al qanāti.

In this statement (42) students provided the correct answer. Meanwhile, (10) students (16.67%) provided acceptable translation (min̄ khelāl) من خلال instead of (ʕbra) عبر. *Through* has many Arabic equivalents such as (ʕbra)عبر (khelāl) خلال (min) من (bewāseṭat) بواسطة but the students' experience and knowledge helped them to choose the suitable equivalent. Only (4) students (6.67%) translated this statement wrongly; they translated through as (bettijāh) باتجاه which is equivalent to *towards* in English. Other students translated (channel) قناة as (nafaq) which is equivalent to *tunnel* in English. (4) students (6.67%) did not provide any translation.

4.7. Statement (7)

The car went through the tunnel.

Suggested model answer: مرت السيارة بداخل النفق Marrat ?al ssayyāratu min khelāl ?alnafaqi.

In this example (16) Students (26.67%) translated this statement correctly. Meanwhile, (37) students (61.67) provided acceptable translation (ðahabat ?alsayyarah min̄ khelāl ?alnafaq) ذهبت السيارة من خلال النفق they used the literal translation of the preposition through which is acceptable. Students translated the preposition as a separate entity regardless its position as part of the verbal phrase *went through*. (6) Students provided wrong answers by using the word (bettijāh) باتجاه which is equivalent to *towards* in English. According to (Campoy 2012,97) "Phrasal verbs are one of the most creative resources of the English language, since new combinations are easily created by attaching particles to verbs … and in this way, they express some new concept".

4.8. Statement (8)

I got into the classroom.

Suggested model answer: دخلت غرفة الصف Dakhaltu ghurfata ?alṣṣaffi.

42 students (70%) translated the statement correctly. On the other hand, (8) students (13.33%) provided acceptable translation (dakhalto ?elā   ?al ṣaff) دخلت الى غرفة الصف or (fī ?al ṣaff) في الصف, they added (?elā) الى to the word (dakhaltu) دخلت or (fī) في which is not needed because into indicates the movement of something or someone is going to another location. While in only describes where they are without movement. (9) students provided the wrong translation (?anā dākhel ?al ṣaf) انا داخل الصف which is equivalent to I am in the classroom or inside the

classroom. This is grammatically wrong because it indicates that someone is already in the classroom without any movement. Syntactically they used (Ɂanā) انا at the beginning of the sentence. The students inserted the structures and the rules of English into Arabic in their translations. it is important for the translators to understand that, across this wide spectrum of syntactical structures and discoursal contexts, each preposition may be used very differently which allows the translators to make valid assumptions regarding the use of a given preposition in a complete range of grammatical and lexical structures.

4.9. Statement (9)

I jumped into the swimming pool.

Suggested model answer:قفزت داخل بركة السباحة . Qafaztu dākhela berkati Ɂalssebā ḥati.

Only (5) students provided the correct translation. Meanwhile (51) students provided acceptable translation (qafaztu fī) قفزت في. (3) Students provided the wrong translation (Ɂaqfīzu Ɂelā أقفز الى which is grammatically wrong because the verb is in the present tense while it should be in the past. The translation of the preposition (Ɂelā) الى is the equivalent of to. It is essential that translators acquire an in-depth knowledge of the linguistic structures and forms both of the target language and their mother tongue as well as the discourse skills required for the production of coherent and cohesive communication.

4.10. Statement (10)

There was a mirror over the sink

Suggested model answer: هناك مرآة فوق الحوض/ المغسلة   Hunāka merɁātun fawqa Ɂal ḥawḍi/ Ɂalmeghsalate.

In this statement (31) Students translated the statement correctly. (15) Students provided acceptable translation; they used (ʕalā)على which is the equivalent of on in English instead of (fawqa)فوق which is acceptable in Arabic. (12) Students translated the statement incorrectly by translating over as (taḥta) تحت which is the equivalent of under in English. This indicates students' lack of familiarity with the prepositions therefore translators should always be conscious and ensure a complete understanding of the source text and the multiplicity of functions that prepositions fulfill. According to Halliday & Hasan (1976:2), "A text is best regarded as a semantic unit: a unit not of form but of meaning".

4.11. Statement (11)

He drove the car along the road carefully.

Suggested model answer: قاد المركبة طوال الطريق بحذر Qāda Ɂalmarkabata ṭewāla Ɂal tarīq be ḥaðar.

As shown in Table (1) (26) students (43.33%) provided correct translation. Meanwhile, (29) students (48.33%) provided acceptable translations. Only (5) students provided the wrong translation (howa yasūq sayyāra ṭawīlah wa ḥaðer Ɂalaṭ ṭarīq) they have semantic problems here because they did not know the semantics implication of the preposition. This meaning here is closely linked to other words' meanings since prepositions encode only a small segment of all semantic relationships.

4.12. Statement (12)

We could hear the rain falling on the roof.

Suggested model answer: يمكننا سماع المطر يتساقط على السطح   Yumkenunā samāɁu Ɂalmataru yatasāqaṭu Ɂalā Ɂal saṭḥ.

In this statement, 39 students (65%) provided correct translation. While (14) students (23.33%). provided acceptable translation (yanzelu ʕalā ʔalssotooḥ) ينزل على السطوح . The student used the word (yanzelu) ينزل which is equivalent to *come down* instead of (yatasāqaṭu) يتساقط which is the right equivalent to *falling.* Only (5) students (8.33) provided the wrong translation by using falling as (yataḥṭṭam) يتحطم which is equivalent to *crashing* in English. Students tried to perform a relevant adequate translation. It is worth mentioning here that it is important to understand the content, the communicative function, and the stylistic effect of the specific features of the text. A syntactic error was committed (yanzel ʔalm ṭar wa naḥno nasamaʕuhu) ينزل المطرونحن نسمعه the word order is not correct. The order of prepositions within a sentence poses difficulties in the translation process for a translator when translating a chunk of text while using the same order of words in both languages which can only be solved by developing an adequate knowledge of the language.

4.13. Statement (13)

Let's have dinner in my place.

Suggested model answer: دعنا نتناول طعام العشاء في منزلي Daʕna natanāwalu ṭaʕāma ʔal ʕashā'ʔ fī manzilī.

(34) students (56.67%) rendered the statement correctly. On the other hand, (13) students (21.67%) provided acceptable translation by using the word (makānī) مكاني which is literal translation for the word *my place* which is acceptable. (4) student (6.67%) rendered the statement incorrectly by translating the preposition *in* as (ʔelā) الى which is equivalent to instead of (fī) في Others translated dinner as (ʔalghadā'ʔ) الغداء which is equivalent to lunch in English. Some might argue that it is not correct to use *in* as a preposition in this situation and the correct preposition is at. (Swan1995,444) stated that the English preposition "at" has been documented as having eighteen main uses or functions. It can be said that using at is correct and on is correct because on indicates a movement to the place, not the location. This case was described by (Bassnett 2014,59) when she says: "Students of English quickly encounter what I call 'the killer preposition,' that is, the English usage of prepositions to completely alter the meaning of a verb".

4.14. Statement (14)

I moved to Germany in 1998.

Suggested model answer:1988 انتقلت للعيش في المانيا عام Entaqaltu lelʔayshi fī ʔalmānia ʕām 1988.

In this example (42) students (70%) provided correct translation. Meanwhile (16) students (26.67%) provided acceptable translation (ʔintaqalto ʔelā) انتقلت الى instead of (intaqalto lel ʕayshi fī) انتقلت للعيش في . *To* which is equivalent to (ʔelā) الى in Arabic indicates the movement of a person or an object towards a point. Therefore, it has both meanings together; the meaning of *to* and *in.* Only (2) students provided incorrect translations by using the slang Arabic (roḥto ʕalā) رحت على which is equivalent to went on in English.

4.15. Statement (15)

He's gone to the seashore.

Suggested model answer: ذهب إلى الشاطيء ðahaba ʔelā ʔal shātia.

(29) Students (48.33%) rendered the statement correctly. While (12) students (20%) provided acceptable translation (ðahaba ʔelā ʔalbaḥr) ذهب الى البحر which is equivalent to *He has gone to the sea.* (19) Students (31.67%) rendered the statement incorrectly; they used literal translation (howa ðahaba ʔelā ʔal daʕm) هو ذهب الى الدعم . They used (daʕm) دعم which is equivalent to *support* in English. Other students translated the preposition *to* (ʕalā) على which is equivalent to *on* in English. This leads to misinterpretation of the intended message. To avoid such cases of misinterpretation, it is important to get a complete understanding, so as to convey the intended meanings.

4.16. Statement (16) and Statement (17)

We walked across the park.

Suggested model answer: تمشينا في المنتزه (من مدخله الى مخرجه) Tamashaynā fī Ɂal mutanazzahi . (min madkhalehi Ɂela makhrajehi).

4.17. Statement (17)

We walked through the park.

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

Dakhalnā min muntaṣafihi wakhrajnā min makhrajen Ɂākhar.

As shown in statement (16), there are (24) students (40%) who rendered the statement correctly. Meanwhile, (12) students (20%) had an acceptable translation. The statement was rendered incorrectly by (24) students (40%) On the other hand in statement (17) there are (14) students (23.33%) rendered the statement correctly. Meanwhile (24) students provided acceptable translations. The statement was rendered incorrectly by (19) students (31.67%). According to (R.Quirk, S.Greenbaum,G.Leech and J.Svertvik (1973). Across is movement from one side of an area, surface, or line to the other side. Through is movement from one side of an enclosed space to the other side. The translations of the two statements carried by the students were almost the same. They translated across literally into (Ɂabra) عبرand through into (khelāl آ) خلال. Both are acceptable even though there is a difference between the two prepositions in English yet when translating them into Arabic the same equivalent can be used. The students who translated the two sentences incorrectly translated the prepositions across and through into (bettija) باتجاه or (nahwa)نحو .The equivalent of the preposition *towards* in English is (lenehãyat) لنهاية which is equivalent to *the end of* in English. Providing unacceptable Arabic equivalences of some English prepositions resulted in affecting or even changing the meaning. It is worth mentioning here that prepositions can acquire different senses in different contexts. According to (Roikienė 2005, 9) "the precise interpretation assigned to the preposition is constrained and delimited by the sentential context, including the Trajector, the Landmark, and the verb which occurs in the utterance". Hence, the role of the preposition in rendering the meaning at the level of specificity is partially acceptable.

4.18. Statement (18) and Statement (19)

They drove across the city.

Suggested model answer: قادوا السيارة/المركبة عبر المدينة Qadū alssayyārata/ Ɂalmarkabata Ɂabra al madīnati.

4.19. Statement (19)

They drove through the city.

Suggested model answer: قادوا السيارة/المركبة عبر المدينة Qadū alssayyārata/ almarkabata Ɂabra Ɂal madīnati.

In statement (18) only (22) students (36.67%) provided correct translation. While (11) students (18.33%) provided acceptable translations. On the other hand, (26) students (43.33%) translated the statement incorrectly. In statement (19) Only (8) students (13.33%) provided the correct translation. While (15) students (25%) provided acceptable translations. On the other hand, (33) students (55%) translated the statement incorrectly. Similar to statement (16) and (17) we have the prepositions *across* and *through* which confused the students and it is clear that they did not know the difference between them. In statement (18) and (19) most of the students rendered the statements into (qadū ʕabra آ khelāl Ɂalmadina) قادوا عبر/خلال المدينة without adding the word car (Ɂalsayyarah) السيارة which is somehow acceptable. The word is not written in the source language but the students who provided the

correct answer paraphrased the sentence and found out that the object of the verb (alsayyārah) السيارة which is equivalent to *car* or *vehicle* in English is missing and it should be added to the translation of the target language otherwise it would be syntactically insufficient. The students who translated the two sentences incorrectly translated the prepositions across and through into (bettijāh) باتجاه or (naḥwa)نحو which are the equivalents of the preposition *towards* in English. And one student translated the word we drove into (natanaqqal) نتنقل which is equivalent to *we move* in English. This shows a semantic problem that students suffer from which distort the meaning. As a result, translators frequently have to add, remove, and rearrange source words to effectively communicate in the target language.

4.20. Statement (20)

The dog is running towards me.

Suggested model answer: يركض الكلب متجها نحوي Yarkuḍu Ɂal kalbu muttajehan naḥwī.

In this example (34) students (56.67%) rendered the statement correctly. Meanwhile, (17) students (28.33%) provided acceptable translation by using the word (bettijāhī) باتجاهي as a translation of the preposition *towards* instead of (mottajehan naḥwī)متجها نحوي. The statement was rendered incorrectly by (8) students (13.33%) when they used the wrong equivalent for the preposition towards (lāḥeqan bī) or (lilli ḥāq bī) which indicates that the dog is behind them and not in front of them which is wrong. Other students have grammatical errors by using the plural dogs instead of dog which is a subject-verb agreement error. Sometimes translators use prepositions incorrectly due to first-language interference with the correct form in the target language.

4.21. Statement (21)

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

Suggested model answer: اعتقد اننا الان نتجه نحو اكسفورد. لابد اننا أخطأنا/ كنا مخطئين Ātakedu annanā alān nattajehu naḥwa uksfurd. La budda annanā kunnnā mukhṭiɁīn.

Only (30) students (50%) rendered the statement correctly. While (24) students (40%) provided acceptable translation (Ɂathonno Ɂannanā ðahebīn Ɂelā Ɂuksford) أظن اننا ذاهبين الى اكسفورد. Here the student used the preposition (Ɂelā) الى instead of (mottajehan ela) متجها الى which is acceptable and used another correct equivalent for the word *think* which is (Ɂa ẓonno) أظن. (5) students (8.33%) rendered the statement incorrectly by translating it into (Ɂaʕtaked Ɂannanā taʕaddaina Ɂuksford) اعتقدا تعدينا اكسفورد which is equivalent to *I think we've past Oxford* in English. Another student translated it literally we *must have gone.* This translation distorted the meaning of the sentence as (yajeb ʕalayna Ɂan naðʼhaba Ɂal kha ṭaɁ) يجب علينا أن نذهب الخطأ which is equivalent to *we must have to go the wrong* which is semantically and syntactically wrong. This would be incomprehensible and makes no sense to Arabic readers. According to (Herskovits 1986,145) "there is an ideal meaning of preposition, which is defined as a relation between ideal geometric objects such as point, line, surface, etc. All uses of the preposition are derived by means of operations involving adaptations and shifts in this meaning".

4.22. Statement (22)

Let's get back onto the path.

Suggested model answer: دعونا نعود إلى الطريق DaʕŪnā naʕŪdu Ɂela Ɂal ṭarīq.

In this example (16) students (26.67%) provided correct translation. While (16) students (26.67%) provided acceptable translation (daʕŪnā naʕŪdo ʕalā Ɂal ṭṭarīq) دعونا نعود على الطريق. The students translated onto literally into (ʕalā) على. In English, it is better to say get onto the path instead of getting back on the path, but it is still acceptable. On the other hand, (8) students (13.33%) translated the statement incorrectly by using (ḥayyā narjeʼʕu wanaḥṣolu ʕalā ḥammām)هيا نرجع ونحصل على حمام Which is equivalent to Let's come back and have a bath. It is clear

here that there is a semantic error related to student's misunderstanding of the full meaning of the statement by using the literal translation of the preposition. (20) Students (33.33%) skipped translating the statement because they faced trouble in analyzing the semantics meanings due to the lack of specific meanings of the preposition, and identifying what is meant by semantic uses of prepositions. The error here does not impede adequate communication of the main message.

4.23. Statement (23)

He kicked the ball toward the goal.

Suggested model answer: ركل/ قذف الكرة باتجاه المرمى/نحو الهدف. (rakala/qathafa) Ɂalkurata bettijāhi Ɂal marmā / naḥwa Ɂal hadaf.

(37) students (61.67%) provided correct translation. Meanwhile (6) students (10%) provided acceptable translation by translating *towards the goal* into (rakala Ɂalkora Ɂelā Ɂalmarmā) ركل الكرة الى المرمى . The student used (Ɂelā) الى the equivalent of *to* instead of *towards*. On the other hand, (8) students (13.33%) translated the statement incorrectly (lakad ḍaraba Ɂal kora le'Ɂihrāz Ɂalhadaf) لقد ضرب الكرة لاحراز الهدف which is equivalent to *He hit the ball to score a goal.* In this case, translators should be aware of not only the explicitly stated meanings of prepositions but the implicitly communicated ones. They also should be aware that a preposition can share some of its meanings with other prepositions. According to (Downing & Locke 1992,178) "prepositional sets, unlike other members of grammatical paradigm, are not mutually exclusive. That is, one member of the paradigm can be used in the place of the other in a given syntactic frame".

4.24. Statement (24)

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

Suggested model answer: لم يستطيعوا ادخال الاريكة من الباب Lam yastatiɁū edkhāl Ɂal Ɂarīkati mina Ɂal bāb. Only (22) students (36.67%) provided correct translation. (15) Students (25%) provided acceptable translation using slang Arabic equivalent (Ɂalkanabāyeh) الكنباية for the word *sofa*. They literally translated the preposition through (men̄ khelāl) من خلال and (Ɂabra) عبر . On the other hand, (12) students (20%) translated the statement incorrectly some had grammatical mistakes such as using singular instead of plural (la yastatee'Ɂu) لايستطيع instead of (la yastaṭīɁūn) لا يستطيعون. Other students had semantic errors (lam yatamakkanū mena Ɂl ḥoṣūl Ɂalā Ɂarīkaten jadīdaten) لم يتمكنوا من الحصول على اريكة جديدة which is equivalent to *they couldn't have new sofa* which is not the intended meaning but they translated the preposition through correctly. When students are not sure which prepositions to use in a certain phrase, they often resort to a possible equivalence in their mother tongue, giving a literal translation of the Arabic preposition into English. Careful analysis of the source text meaning will enable the translator to decide on the most appropriate rendering of the contextualized preposition in the target text.

4.25. Statement (25)

We drove through some spectacular countryside.

Suggested model answer: تجولنا في السيارة عبر بعض المناطق الريفية الجميلة.Tajawwalnā fī alssayyārati Ɂabra baɁ ḍi Ɂal manāṭiqi Ɂal rīfiyyati Ɂal jamīlatu.

Only (8) students (13.33%) provided correct translation. On the other hand (25) students (42%) provided acceptable translation (kodnā Ɂabra ba'Ɂ ḍ almanāṭeq Ɂalrīfeyyah Ɂal moð'hela) قدنا عبر المناطق الريفية المذهلة , here the student did not mention the word (Ɂalsayyara) السيارة which is equivalent to *car* in English. *Car* is not mentioned because *through some spectacular countryside* is a prepositional phrase. *Some spectacular countryside* is the object of the preposition *through*, not the direct object of the verb *drove* because the direct object *is car* which is deleted. (12) Students (20%) translated the statement incorrectly into (kodnā dākhel Ɂal shawāre'a Ɂal fer'eyyah Ɂalmomayyaza lelmadīnah) قدنا داخل الشوارع الفرعية المميزة للمدينة which is totally incorrect and equivalent to *We've been in*

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the city's distinctive sub-streets. In this case, the student did not understand the whole meaning of the words and rendered them wrongly, the preposition through was translated into (dākhel) داخل which is equivalent to *into* in English, and provided words that were not mentioned in the source text and not even related to (ʕalferʕiyyah) الفرعية which is equivalent to sub-streets and the word (ʕalmomayyaza)المميزة which is equivalent to *distinctive* instead of *spectacular* and (ʕalmadīnah) المدينة equivalent to city instead of *countryside*. The native language's negative influence on students and on their ability to acquire prepositions that function differently in their Arabic language than its function in English is very obvious in the translation of this statement. It is worth mentioning here that the preference for one preposition over another may not always be due merely to meaning: register and tone may well come into play, too.

4.26. Statement (26)

The singer stepped onto the platform.

Suggested model answer: صعد المغني إلى المنصة Saʕad ʔal mughannī ʔelā ʔalmenaṣṣati.

In this example (17) students (28.33%) provided correct translation. Meanwhile (22) students (36.67%) rendered the statement acceptably into (eʕtalā al moghannī khashabat ʕal masrah)اعتلى المغني المنصة also (masha al moghannī ʕalā ʕal masraḥ) مشى المغني على المسرح. On the other hand (12) students (20%) translated the statement incorrectly using the equivalent of the word platform which is (masha ʕal moghannī ʕalā ʕal barnāmej ʕal mo ḥaddad laho) مشى المغني على البرنامج المحدد له . This is the equivalent to *The singer walked on his specific program* which is totally far away from the intended meaning. Their translations comprised only the explicitly stated meaning therefore the translations are not communicative in the sense that they never made a reference to the intended meaning.

4.27. Statement (27)

Professor of Geography asks his students to look at the moon: You won't be able to see it unless you look through the binoculars.

Suggested model answer. لن تكونوا قادرين على رؤيته الا اذا نظرتم من خلال المناظير Lan takūnū qādirīn ʔalā ruayatehi ʔella etha naẓartum min khelāl ʔalmanāẓīr.

This statement was rendered correctly by (28) students (46.67%). Meanwhile (11) students (18.33%) provided acceptable translation (lan tas ṭatīʕū roʕyatehe ʕellā min khelāl ʕal manāẓīr) لن تستطيعوا رؤيته الا من خلال المناظير which is equivalent to *You'll only be able to see it through the binoculars*. On the other hand, (5) students (8.33%) translated the statement incorrectly (ʕadam roʕyat ʕal ʕashyāʕ ʕella belmejhar) عدم رؤية الاشياء الا بالمجهر which is equivalent to *Not seeing things but with a microscope*. The students could not find an Arabic translation due to their lack of knowledge in Arabic prepositions and their multiple uses and usages.

4.28. Statement (28)

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

Suggested model answer.سأقفز فوق الحائط وأفتح البوابة Sa ʔaqfezu fawqa ʔal ḥāeṭi wa ʔaftaḥu ʔalbawwābata.

(32) students (53.33%) provided correct translation. On the other hand, (12) students (20%) translated the preposition *over* into (men ʕalā) من على and (ʕalā) على. Both translations are accepted and all the translations of the word *wall* as (sour)سور and (jedār)جدار are acceptable too. On the other hand (8) students (13.33%) translated the statement incorrectly; they used the wrong word equivalent for the preposition over (sawfa ʕaqfezu mina ʕassūr le ʕaftaḥa ʕalbawwābah) ساقفز من السورلافتح البوابة, the student used (mena) من which is equivalent to *from* in English. Other student used (khelāl) خلال (sawfa ʕaqfezu min̄ khelāl ʕassūr le ʕaftaḥa ʕalbawwābah) ساقفز من خلال السورلافتح البوابة which is equivalent to through in English. (8) Students (13.33%) did not translate it at all.

4.29. Statement (29)

The aircraft flew low over the lake.

Suggested model answer: حلقت الطائرة منخفضة فوق البحيرة ḥallaqat ʔalṭãeratu munkhafeḍatan fawqa ʔal buḥairati.

(31) students (51.67%) provided correct translation. Meanwhile, (9) students (15%) provided acceptable translation. All translations using the equivalents (beshaklen monkhafeḍ) بشكل منخفض or (benkhifaḍ) بانخفاض(بانخفاض) or (bertifãʕen monkhafeḍen) بارتفاع منخفض for the word low are acceptable. (5) students (8.33%) translated the statement incorrectly into (ʕaṭṭã'ʕerãt ḥallaqat beshaklen qarīben mena ʕalbuḥairah) الطائرات حلقت بشكل قريب من البحيرة, The student translated the preposition over incorrectly; they translated it into (mena) من which is equivalent to from in English. They convey the structure of English into Arabic by writing the subject followed by the verb while it is more convenient to write the verb followed by the subject in Arabic. They usually relate them to their own mother tongue's prepositional system.

4.30. Statement (30)

We were walking along the river when it started to rain

Suggested model answer: كنا نسير (على طول/بمحاذاة) النهر عندما بدأت السماء تمطر Kunnã nasīru (ʔala ṭũli/bimuḥãðãti ʔalnnahri ʕendama badaʔat ʔalssamãʔu tumṭeru.

(11) students (18.33%) provided correct translation. While (27) students (45%) provided acceptable translation (konnã namshī ʕalã ḍeffati ʔalnnahr ʔendamã badaʔa ʔalmataro bennozũl) كنا نمشي على ضفة النهر عندما بدأ المطر بالنزول which is equivalent to *We were walking on the riverbank when the rain started to come down*. On the other hand, (11) students (18.33%) translated the statement incorrectly into (konnã nasīr ʕalã ʔalnahri ʔaltawīl ʕendmã badaʔa ʔalmaṭar) كنا نسير على النهر الطويل عندما بدأ المطر which is equivalent to *We were walking on the long river when the rain started*. It can be seen that the students mistranslated the preposition *along* and rendered it into *long* (ṭawīl) طويل which is incorrect. That indicates a lack of familiarity and, a wrong understanding of the preposition of movement *along* in English and the appropriate equivalent in Arabic. This is a lexical problem due to the misunderstanding of word meaning. Lexical problems which may be encountered when translating can be classified as literal meaning, synonyms, technical terms, proper names polysemy, collocation, and idioms.

CONCLUSIONS

Translating prepositions is a challenging task due to the fact that they are highly idiomatic and of polysemous nature. Polysemy is "a semantic characteristic of words that have multiple meanings" (Koffi 2010, 299). Prepositions have several definitions and a variety of meanings depending on context. Usually, they are mono-morphemic words that belong to the closed class of lexical items that cannot be derived from other words. They derive their meaning from their relation to other words in the context. This challenge can be attributed to several factors. First, students usually relate them to the Arabic prepositional system. Second lack of prepositional knowledge which leads to making errors. Students should not depend on propositional knowledge from their first language. If They make "assumptions of semantic equivalence between the first and second languages", it often results in prepositional errors (Lam 2009,3). Third, prepositions perform a number of complex syntactic and semantic roles; they have multiple syntactic functions that can be demanding for students. Another challenge is the lack of a direct corresponding preposition in the students' first language which makes prepositions difficult to comprehend. fifth, Prepositions are likely to have a relatively small number of related literal meanings. According to (Lakoff 1978,123) "Some of the literal meanings of a preposition especially its prototypical meaning, are extended by metaphor to create another relatively small set of related meanings". lastly, many students have difficulties understanding and using prepositions. Moreover, (Ozisik 2014,67) claimed that "the reason why students find prepositions very hard to learn is that there are no specific rules in their usage. Since each language has its own rules, the situation varies greatly from language to language".

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