

EDITORIAL

Applications of Contrastive Analysis in Translation

Dr. Awatif Al- Amin Satti ¹

Abstract

The study aimed at exploring the importance of contrastive analysis in translation. The analytical comparative method was adopted where structures of Arabic and English are presented, illustrated with examples and compared. The most important results revealed: contrastive linguistic analysis helps to determine the translation difficulties. Pointing out the similarities and differences between the SL and TL facilitate translation. in their Teachers of translation are recommended to perform contrastive and error analysis classes.

¹Associate Professor-English Department - University of Gezira – Sudan
awatifsatti@hotmail.com

EDITORIAL

Introduction:

This paper presents the importance of contrastive studies and error analysis, in the translation process to develop the translators' competence. Besides a thorough discussion of the non-equivalence problems at the morphological, syntactic and semantic levels of language:

Problem of the Study:

The researcher from her experience of teaching translation at University, has noticed that translation students find it difficult to convey the exact lexical and cultural meaning. Besides, their inability to construct appropriately grammatical sentences due to L1 interference and non-equivalent problems

Objective of the study:

To shed light on the importance of contrastive analysis on translation

Question of the study:

To what extent does comparative and contrastive analysis facilitate translation?

Hypothesis of the Study:

Contrastive analysis facilitate the process of translation and help learners to produce efficient translation

Significance of the Study:

The study is assumed to be of great significance to students of translation, EFL students, translators and interpreters and to all who are interested in translation studies

Contrastive Analysis:

EDITORIAL

Contrastive analysis is a systematic comparison of specific linguistic characteristics of two or more languages. It helps to be aware of the mother tongue interference. Moreover, it has real application to language teaching and translation. Wilkins (1985: 191) states that: "A comparative study of the two languages will reveal the causes of errors". He adds: "the results of the comparative study of languages proved significant and valuable for language teaching".

The importance of contrastive analysis as explained by Lado is as follows:

The errors and difficulties that occur in our learning and use of a foreign language are caused by the interference of our mother tongue. Wherever the structure of the foreign language differs from that of the mother-tongue we can expect both difficulty in learning and errors in performance.. (He continued) if a comparative study- a contrastive analysis of the target language and the mother tongue is carried out, the differences between the languages can be discovered and it becomes possible to predict the difficulties that the learners will have. This in turn determines what the learners have to learn and what the teacher has to teach (Lado: 1957: 11)

Contrastive Analysis and Translation Non-equivalence Problems:

This section is going to deal with non-equivalence problems that encounter students in translation at the different levels of language.

Morphological Level:

A morpheme is "a minimal unit of meaning or grammatical function", for example the word unacceptable is made up of three morphemes: 'un' meaning 'not'- 'accept' = 'agree to take something' and able means 'able to be' hence these three morphemes represent one orthographic ". The غيرمقبول/مرفوض sign in English but comprise two/one orthographic signs in Arabic " problem arises from the fact that Arabic and English as a TL have no equivalence for one word or one morpheme which occurs in the SL texts.

The Definite Article:

One of the problems that encounter students in translation is how to deal with the indefinite article (a, an) when translating from English into Arabic. The definite article 'the' is translated ' in Arabic although it is free in English and bound in Arabic, The boy entered the new into ' دخل الولد المكتبة الجديدة bookshop

EDITORIAL

البطاطس والطماطم واليام من الخضروات Potatoes, tomatoes and Yam are vegetables

The definite article 'the' is used in all the Arabic nouns but not used in any of the English ones. The English indefinite article (a – an) have no linguistic equivalence at all in Arabic e.g. I wrote has no article. Thus the translator must omit the English indefinite articles from the Arabic version whenever he/she meets them i.e. Arabic indicates indefiniteness by using zero article Ø. But another problem arises for the abstract nouns in English such as beauty-justice-faithfulness which are introduced without ' with them to articles. The student should bear in mind that Arabic uses the definite article ' The English sentence, "friendship requires faithfulness" الجمال – العدل - الوفاء be translated as . Another problem related to articles is that 'one' الإخلاص could be translated into definite or indefinite article can precede an adjectival noun phrase in English as in: I like the red (four articles in Arabic) الجميلة العطرة (One article in English) Arab

Demonstratives:

There are two forms of demonstratives in English: 'this' and its plural form these for the near and that and its plural form those for the far objects.

This, these and that, those are often used not simply to describe things which are physically located nearer or farther from the speaker, but to identify things which are inside or outside the speaker's personal universe or sphere of interest. (Allsop: 1983: 46)

for the far ones, each ذلك for the near objects and هذا Arabic also has two forms of demonstrative of which inflect to indicate the object in terms of number and gender. The near demonstrative (singular) هذان – هذان (dual) هؤلاء (plural) هذه (singular) هاتان (plural) for the feminine. The dual can change its case in the accusative and (dual) هؤلاء and for the feminine. هاتين (dual – masculine accusative or dative and هذين dative cases to

dual and ذلك singular ذلك has a similar classification, it inflects into ذلك The far demonstrative (dual) أولئك (singular) تلك (plural) all of which are masculine but for the feminine we have أولئك (plural), the student who translates from English into Arabic must be careful about these linguistic non-equivalence which are not found in English. Considering this example: indicates the following شهد هذان الرجلان الحادث "هذان" These two men witnessed the accident

EDITORIAL

linguistic semantic features (nominative + near + dual + masculine demonstrative). No equivalent details are found in English.

Pronouns:

They are used to refer to nouns already mentioned to avoid repetition. There are two types of pronouns in English: personal and relative pronouns.

A. Personal Pronouns:

In English we have the first person (I, we) the second person (you) and the third person (he, she, it, they) Arabic has the same type of pronouns used either as free morphemes or bound ones prefixed or suffixed to the verbs. The difference is in the second person. In English the second person 'you' stands for the singular, dual and the plural and for all genders and cases, but in singular (أنت) singular masculine/ (أنت) Arabic we have an independent form for each one plural feminine. The same case; for (أنتم) plural masculine/ and (أنتم) dual/ and (أنتم) feminine/ the third person in Arabic which has various morphological forms, for which English has no linguistic equivalence. The following table indicates this contrast:

Singular		Dual		Plural	
Masculine	Feminine	Masculine	Feminine	Masculine	Feminine
أنت	أنتِ	أنتما	أنتن	أنتم	أنتن
You	You	You	You	You	You
هو	هي	هما	هن	هم	هن
He	She	They (two)	They	They	They

It is noticeable that Arabic has no linguistic morpheme equivalent to the third person singular neutral pronoun (it) which is translated to Arabic according to the classification masculine/ / but Arabic doesn't show distinction of animate/ inanimate. It is also قلم / قط / قطة / ورقة / feminine obvious from the table that English has no dual form at all.

All the English pronouns function as free morphemes. But Arabic uses bound morphemes especially in connected speech for example, an answer to the question: What are you doing? (I where the pronoun 'I' is used as bound أكتب in Arabic is expressed as أنا أكتب am writing) . Bound morphemes in Arabic could be morpheme prefixed to the initial position of the verb

EDITORIAL

attached to all syntactic categories i.e. to (verbs, nouns, adjectives, prepositions and prepositional phrases). Example, the English sentence: “They thanked me” could be translated into the whole sentence into one word i.e. the two pronouns, the subject they and the object me are .The use of the bound form of pronouns is obligatory in (شكر) attached as suffixes to the verb where the (أعطيته الكتاب) Arabic for example: “I gave him the book” could be translated into replaces the English expression “I gave him” (subject + verb + object). But أعطيته Arabic word is considered as an ill-formed Arabic أنا أعطى هو الكتاب using free form of pronouns as in: sentence only to be produced by non-native speakers of Arabic.

B. Relative Pronouns:

“A relative pronoun is one which relates to a preceding word or a clause called the antecedent or the correlative” (Mansy 1995: 39) The English relative pronouns: who – which and that are used for singular, plural, masculine and feminine, this is different in Arabic as they inflect to identify the number, the gender and the case. This kind of pronoun has no one to one equivalent in English.

In translating from (English into Arabic) The English relative pronoun is sometimes translated into its corresponding relative pronoun that agrees with it in number, gender and case and another personal pronoun preceding it for example: “This is the lady who won the prize” is The relative pronoun ‘who’ is translated into two هي السيدة التي نالت الجائزة. translated into . In other cases, it is translated into its corresponding relative pronoun in Arabic هي/ التي words: with number, gender and case specifications for example: The mothers who suckle their children The two students who wrote the poem arrived now إن الأمهات اللاتي يرضعن أطفالهن يعيشن في اطمئنان كاتبا القصيدة وصل الآن الطالبان اللذان كتبا القصيدة

In the above two examples and all the like, the English relative pronoun ‘who’ is rendered differently in Arabic according to the number, the gender and the case of the noun preceding it... In some cases, the English relative pronoun is rendered with a zero equivalent Ø in Arabic as in this example: “Sara had achieved a great success that pleased me” can be translated into: Analysis of the Arabic sentence shows that the English relative pronoun سارة نجاحاً باهراً أسعدني is a complete embedded sentence ‘that’ does not need an equivalent in translation because whose subject refers absently to the object of the kernel sentence.

Affixes:

“Morphology is study of forms – investigating forms in language” (Yule 1985: 60) Affixes are bound morphemes to be attached to a stem morpheme initially, medially or finally to change its

EDITORIAL

is (ب)In the first sentence an adverb of manner is used, in the second one, the preposition is prefixed to the free morpheme (ب) . In the third one the preposition ذكاءprefixed to the noun صورة.

It is proved that most if not all of the Arabic suffixes are inflectional used to identify the number, (singular, dual, or plural) the gender whether (masculine or feminine), person (first, second or third person), and the case of the stem whether (genitive, dative or accusative) as it is illustrated by the following examples:

I/ We ate the apples (first person)	أكلنا / أكلتُ التفاح	1.
He/She/ أكل التفاح / أكلت / أكلنا / أكلنا / أكلنا ، أكلت / أكلت		2.
They (plural) ate the apples (third person)	They(two)	
3. (أنتن) أكلتن (أنتم) أكلتم / (أنتما) أكلتما / (أنت) أكلت	التفاح	
You ate the apples (second person)		

Syntactic Non-equivalence:

“Syntax is concerned with the organization of meaningful elements within the sentence” (Atkinson et.al: 1982:155) that is to say it includes the set of rules that determine the combination of words, phrases and clauses to form sentences. This section is going to deal with the syntactic structures that have no equivalence in Arabic, and the problems that encounter the translator in dealing with them.

Word order:

The syntactic structure of a language imposes certain restrictions on the organization of utterances in that language. Word order in English is quite fixed. The meaning of the sentence relies completely on the linear organization of the elements in the sentence. (Compare: “the girl is painting the picture” and “The picture is painting the girl”).

Arabic is considered a highly inflected language, thus, it has very few restrictions on word order, depending on case inflections to reveal the relationship between the elements of the sentence. So word order in Arabic is a matter of stylistic variation, to be used for emphasis and contrast and to “only the intellectuals (إنما يخشى الله من عباده العلماء)organize messages in a variety of ways e.g. fear Allah”. The English grammatical relations of the sentence can only be expressed by a fixed sequence of words: (NP+ VP) whereas the Arabic sentence can start with (a noun phrase, a verb

EDITORIAL

phrase, a preposition, an adverb, or any other word e.g. The English sentence, “The bird sings on the branch of the tree” This could be translated into Arabic in various ways so translators have to consider that the word order in English is fixed and obligatory while in Arabic it is optional and free variant. There are also some cases in Arabic where word-order is obligatory. For example if the Arabic word ends with a vowel, the case ending markers do not appear in pronunciation . There is only one way of interpreting it, which is the order is obligatory in Arabic is the genitive case which English indicates by using either the preposition “of” or the apostrophe “s”:

ما هو اسم السفينة What is the name of the ship?

سأكون عند طبيب الأسنان I shall be at the dentist’s (clinic).

The genitive relationship in Arabic is expressed by adding the indefinite nouns (dentist) depending on the (ship), (clinic) to the definite nouns (name), obligatory word order in Arabic.

It is possible in English to have two coordinated nouns preceding the preposition “of” as in “The intelligence and seriousness of the student”. It is unacceptable to be translated into Arabic as because Arabic does not allow coordination of two indefinite nouns, but only "ذكاء وجدية الطالب" the other indefinite noun can "ذكاء الطالب" one indefinite noun can be added to a definite noun follow with a relevant possessive adjective pronoun suffixed to it and agrees with it in number and gender. Thus the Arabic translation becomes ذكاء الطالب وجديته.

Adjectives:

Concerning the adjectives, there is a clear difference between the arrangement of adjectives in relation to the noun and the English sequence of adjectives inside the noun phrase. English allows the use of any number of adjectives preceding a noun as in: “a big, sweet, ripe, fresh apple”.

. So, in Arabic the adjectives are arranged in sequence following the (تفاحة كبيرة حلوة يانعة طازجة) noun. Translators also have to consider that Arabic adjectives inflect to express number, gender and case عسى ربه إن طلقن أن يبده أزواجا خيرا منكن مسلمات مؤمنات قانتات تائبات عابدات سائحات ثيبات وأبكارا. This is a "التائبون العابدون الحامدون السائحون الراكعون الساجدون الأمرون بالمعروف والناهون عن المنكر" problematic case in translation as English does not reflect number, gender or case of the noun as followed by four it is revealed by the above-mentioned examples: the Arabic noun

EDITORIAL

adjectives all of them are singular, feminine in the nominative case to match the noun they modify while English does not reflect any of them. Another example is “The white doves” could be translated into: الحمامة البيضاء. While, “The white dove” is translated into: الحمامة البيضاء. English adjective “white” remains as it is whereas the Arabic adjective differentiates between singular and plural.

Moreover, translators have to bear in mind that only one definite article should precede the English noun which is pre-modified by any number of adjectives and it should be put before the first adjective e.g. “The truthful honest man”. The definite article ‘the’ precedes the first adjective (only) which is followed by another or even more other adjectives to modify the noun is prefixed to all the elements of (ال)the definite article الرجل الصادق الأمين “man”. But in Arabic, the sentence.

Adverbs of degree usually precede the adjective in English to function as intensifiers but in Arabic they follow the adjectives:

كان فلمٌ مضحكاً جداً

That was a very funny film

إنه حسن جداً منك

It is extremely good of you

لها وجه جميل حقاً

She has a really beautiful face

Sentence Structure:

The English sentence is made up of two main parts: a subject and a predicate or (NP and VP), and this is the only one type of sentence in English. On the other hand, Arabic has two kinds of sentences, the nominal sentence and the verbal sentence.

A. The Nominal Sentence:

The nominal sentence is known in Arabic as the one that begins with a noun. There are different kinds of nominal sentences in Arabic all of them have no equivalent in English, thus they cause many problems in translation. Here are some examples:

1. The nominal sentence that begins with a definite noun followed by another indefinite noun as in "الأم مدرسة" which is translated in English as “The mother is school”, the difference is in the auxiliary ‘is’ which has no equivalent in Arabic. If students of translation don’t pay attention they might produce a sentence like: “The mother school”!

EDITORIAL

2. The sentence that starts with a definite noun followed by an adjective as a predicate as in: "الشمس مشرقة" which is translated into "The sun is shiny". The same problem as it is explained above.
3. The sentence might begin with a noun phrase followed by a prepositional phrase as in "الأطفال في الحديقة" which is translated into "The children are in the garden".
4. The nominal sentence in Arabic also might begin with a noun phrase followed by a verb phrase such as: "الجنود يدافعون عن الوطن" is translated into "The soldiers defend the country". There is no problem here as the structure of the Arabic sentence is the same as the English one (NP +VP).

It is worth mentioning that the Arabic nominal sentence must begin with a definite noun, if it is or by addition. So (ال)indefinite it should be made definite either by prefixing the definite article the English sentence: "farmers harvested the crop" is grammatically acceptable in English but its is grammatically unacceptable in Arabic unless the first (مزارعون حصدوا المحصول)translation as .مزارعونا. or مزارعو الجزيرة or مزارعنا أو مزارعون. noun is made definite as

B. The Verbal Sentence:

It is considered to be the basic sentence in Arabic; it is structure (verb- subject- object) V.S.O. is or quite different from the English one whose structure is S.V.O example: كُتِبَ الشَّاعِرُ قَصِيدَةً جَدِيدَةً . Both sentences begin by a verb followed by a subject; hence, translators have to bear in mind when translating these sentences into English to begin with the subject to match the English structure. So the English translation will be "The students succeeded in the examination" and "The poet wrote a new poem".

The nominal Arabic sentence can be changed into a verbal one, if it is preceded by one of the "the student is clever" will be : "الطالب ذكي" , thus, the sentence "defective words" كان وأخواتها" changed the nominal كان "The student was clever" so the defective word ذكيا "كان الطالب ذكيا" Arabic sentence into verbal and the present English sentence into past.

The subject of the verbal Arabic sentence may be hidden or omitted for stylistic reasons. So if "سمع محمد صوتاً" where the subject is omitted "صوتاً ينادي" students encounter such sentences as , then they have to make it apparent in the English translation "He heard a (هو) or hidden voice calling".

the "شاهدت الفلم" The subject of the Arabic verbal sentence may be an apparent pronoun /for the speaker. It could be translated into English as "I watched the film".ت.

EDITORIAL

The Absolute Object: المفعول المطلق

There are some syntactic aspects in Arabic which are not available in English so they cause great problems in translation such as the 'absolute object' which is a verbal noun derived from is translated into "كلم موسى تكليماً" the verb root to express emphasis or qualification such as "speaking" is used for emphasis/ or "تكليماً" English as "He spoke to Moses speaking". The word "دقت الساعة دقتين" / two strikes is used to express qualification. The clock struck two strikes دقتين

The Object of Purpose: (المفعول لأجله)

It is a noun derived from a verb to express the purpose for which the action is done, e.g. I thanked them to عرفاناً "شكرتهم عرفاناً" "The students stood in respect for the teacher" or الطلاب إجلالاً للمعلم the student studies to succeed. Since there is no يُدرس الطالب طلباً للنجاح express my gratitude equivalent in English, translators have to look for a suitable expression to substitute the Arabic one.

Emphatic Constructions: (التوكيد اللفظي)

They are used to prevent suspect or denial of the listener, repetition is one way of expressing emphasis both in Arabic and English. There are also many examples المساواة المساواة السلام - السلام السلام in the English poetry where repetition is used to express emphasis:

in the forests of the night burning bright Tiger Tiger

not a drop to drink everywhere Water Water

In addition to this, English uses the word Do to emphasize the meaning e.g. "I Do apologize". Sometimes English uses the reflexive pronouns to express emphasis as in: The president himself arrived (بنفسه) الرئيس الرئيس وصل security itself is badly needed (في ذاته) مطلوب بشدة English uses a variety of emphasizing devices which include: actually, certainly, clearly, definitely, indeed, obviously, plainly, really, surely, for certain, for sure, of course etc...

حقاً إنني أقدر جهدك I appreciate your help indeed.

كانت تضحية بلا ريب It was a sacrifice definitely

Arabic uses almost the same kind of emphasizing tools such as the examples above. Others are: من الواضح - بالفعل - من المؤكد - بالتأكيد - دون شك - بالطبع.

EDITORIAL

العطف (الروابط) Co-ordination:

Both English and Arabic have different devices for conjunctions used to join sentences together, they must be selected and used in their appropriate situations. For example, in English the conjunctions in the addition group are used to join one meaning to another, they include: “and, also, besides, in addition to – moreover, furthermore etc, while the contrast group include: “although, in spite of – despite - but – however, nevertheless – nonetheless etc.”, and the result group: “So- thus – hence, for this reason – therefore, etc. The Arabic conjunctions are: (لكنّ) for succession. Examples (ثم) for contrast (لكنّ) express result (لذا - كذلك - لذلك) for addition (الواو) هو الله ربي). “But he is my God” جاء عمرو وعلي. “Amr came with Ali” “Amr came first then Ali” (successively). مع علي.”

There is one kind of coordination in Arabic which is different from English e.g. خرجت والغروب / سرت والنهر. These sentences are semantically rendered as “I walked by the river” / and “I went out at sunset”.

Passive Voice:

In English, the passive is formed by putting the verb to be into the appropriate tense and adding the past participle. The sentence starts with the object. The lesson was written whereas the Arabic passive sentence begins with the verb which is given the nominative marker on the first sound and the dative on the sound before the last and the object becomes a subject Therefore translators have to pay attention to the differences of the passive voice in the two languages.

There is one type of passive form found in Arabic but not in English. It is derived by prefixing to the Arabic verb to give the passive meaning. It is usually used to indicate (إن) the morpheme that the performer of the action is not known and the object is affected by the action. Examples (زجاج النافذة إنكسر) “The glass of the window got broken” (الخلايا إنقسمت) ... “Cells got divided”.

In order to translate this form of the Arabic passive into English, the translator can use the formula “got + the past participle of the verb”.

Semantic Non-equivalence:

“Semantics that area of linguistics devoted to the study of meaning enjoys a large set of fundamental and difficult problems” (Atkinson: et. al 1982:188)

EDITORIAL

This section is going to discuss the semantic non equivalence that encounters students in translation on the level of: time – the meaning of prepositions – and the meaning of the idiomatic and metaphorical expressions

Tense, Aspect and Mood:

Time is a universal, non-linguistic concept with three divisions: past, present, and future; by tense we understand the correspondence between the form of the verb and our concept of time. Aspect concerns the manner in which the verbal action is experienced or regarded (for example as completed or in progress), while mood relates the verbal action to such conditions as certainty, obligation, necessity, possibility. (Guirk & Greenbanm: 1998: 40)

There is a great difference in the use of tenses in Arabic and English which causes difficulty to the learners particularly when translating. Actually there are three tenses in Arabic related to time, they are: the past, the present and the future. Arabic speakers depend on the context to determine the time of the action occurrence. However, English has sixteen tenses distributed among the three time line in respect to aspect and mood. The most essential non-equivalent tense in Arabic is the progressive tense, whether it is past, present, or future. The progressive tense form is a suitable auxiliary verb of to be related to time + verb + the suffix 'ing'. She is writing. هو/or he is writing هي تكتب so we say أ or ي، ت But in Arabic, it is formed by attaching the prefix: .The Arabic form is the same as the present simple, I/ he/she write(s) is أكتب I am writing يكتب so, to differentiate between the two tenses, Arabic tends to use أكتب / يكتب / تكتب translated into (now) this is for the present, but still there is a problem with the (الآن) adverbs of time such as past where there is no adverb of time for it, in this case translators usually add sentence corresponding to the English words (while – when) or عندما ، بينما ، حينما subordinators such as which have no equivalents in English. Another area use adverbs of time like وقتئذ ، حينئذ ، ساعتئذ ، which have no equivalents in English. Another area of difficulty concerning the tense is the perfect tense which is formed in English by a suitable auxiliary (has –have – had) + the past participle of the verb. The problem is that Arabic has no perfect expression at all, thus, translators give the meaning either in the present simple or past (present) Ahmed has lived in Paris for عشر سنوات simple examples: I have written poetry = (past) عاش أحمد في باريس عشرة سنوات ten years

English expresses the succession of actions by using the past perfect tense i.e. putting the first action in the past perfect and the other in the past simple. As Arabic has no past perfect tense, so both actions are translated into past simple as in “I lost the watch which I had bought yesterday,

EDITORIAL

are قد and the particle كنت , here the verb اشتريتها بالأمس is translated into used to substitute the past perfect in Arabic, therefore express the succession of actions.

Prepositional Phrases:

“A prepositional phrase consists of a preposition followed by a prepositional complement, which is characteristically a noun phrase or a wh- clause or v+ing clause:

At the bus-stop

From what he said

By signing a peace treaty” (op. cit)

For translating prepositional phrases, an English sentence without a preposition, may need a preposition in the Arabic sentence to make it grammatically acceptable such as: “This report is "إلى" where the preposition "هذا التقرير يفتقر إلى الموضوعية" lacks objectivity” is translated into essential for the appropriateness of the sentence. Sometimes, a prepositional phrase introduced by a preposition in English, when translated into Arabic no preposition is used, for example: He ذهب إلى الحقل راكباً حصانه went to the field on horseback.

إنني متأكد جداً ، In fact, I’m quite sure.

إنه يبصرخ متألماً He cries with pain.

constitutes a great problem to students in translation . They (بـ. / بواسطة) The Arabic prepositions may be translated into (with /by), but the problem is that which one to choose. Here are some examples: I drew the map with the ruler =

كُتبت الرواية بواسطة لورنس The novel was written by Lawrence

أذهب للعمل بالبص I go to work by bus =

Students have to pay attention to these rules concerning (with, by).

(...)While the ‘instrument’ is the inanimate cause of an action.., the ‘agentive’ is its animate (normally human) initiating cause... In a passive sentence, the agentive or instrument can be expressed by a by-phrase, but only the instrument can be expressed by a phrase (as in the above

EDITORIAL

examples). The agentive by-phrase also occurs as a post modifier to signify authorship (Quirk: 1998:160).

Quirk also mentioned that, "The mode of transport is expressed by on as well as by to indicate the condition of being in transit".

Phrasal Verbs:

In Arabic, verbs + prepositions are used to express: locative, temporal or manner relations. In English verbs can be followed by a preposition or a particle, this makes it difficult for students to distinguish between prepositional verbs where the meaning is (the meaning of the verb + its preposition) and the phrasal verbs where the meaning is completely different from the meaning of its parts. Here are some examples: We will set up a new unit:

سلموا استقالاتهم They gave in their resignation =

لم يستطع أن ينسى ماضيه He can't live down his past =

خدع أصدقاءه He took in his friends =

لم أتبين ما يرمي إليه I can't make out what he means=

Considering the fact that Arabic has no equivalence for phrasal verbs, students have to be fully aware of the meaning of such verbs by referring back either to the dictionaries or the reference books.

Conclusion:

It is very obvious that contrastive analysis should be carried out to provide a linguistic explanation for known errors as well as predicting the problematic areas. So the function of contrastive study is stated by Wilkins as: "To predict the likely errors of a given group of learners and thereby to provide the linguistic input to language teaching materials" (Wilkins: 1985: 197). Therefore, it is always necessary for teaching languages and translation to have a systematic comparison of languages and cultures. Fries indicated: "The most effective materials are those that are based on scientific description of the language to be learned carefully compared with parallel description of the native language of the learner". (Ibid)

EDITORIAL

REFERENCES:

Allsop, J. (1983). Cassell's Students English Grammar. London: Cassell Ltd.

Atkinson, M. etal. (1982). Foundations of General Linguistics. Second Edition. London, Unwin Hyman.

Lado, R. (1957). Linguistics across Cultures, Ann Arbor, University of Michigan.

Mansy,A and Ibrahim, A. (1995). Translation: Basics, Principles and Applications, Cairo, Dar Al Nashr.

Quirk, R. and Greenbanm, S. (1998) A university Grammar of English. Longman. London.

Wilkins, D. (1985) Linguistics in Language Teaching. Edward Arnold, London.

Yule, G. (1985). The Study of Language, Cambridge University Press.

Arabic References:

القرآن الكريم – المصحف الشريف

تمام (1979) اللغة العربية المعنى والتركيب ، المكتبة الأكاديمية ، القاهرة .

صائع وعقل (1997) : أوضح الأساليب في الترجمة والتعريب ،مكتبة لبنان .

نصر (1967) : تركيب اللغة العربية من الصوت للجمل ، مكتبة لبنان ، بيروت.

Websites

B Laufer, N Girsail – Applied Linguistics 2008 academic.oup.com

EDITORIAL

Researching Pedagogic tasks

M. Bygate, Pskehan, M Swain 2013 books- google. com