Problems of Equivalence in Translating Cognate Accusative Encountered by Saudi EFL Learners

Intisar Hassan Abdul Magid Mohammad*

College of Sciences and Arts, Alkhafj, University of Hafr Al Batin, Saudi Arabia
Corresponding Author: Intisar Hassan Abdul Magid Mohammad, E-mail: Intsar22@hotmail.com

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ABSTRACT

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

Key words: Equivalence, Translation, Saudi EFL Learners

INTRODUCTION

Translation is as much an essential component of human communication as the very production of speech in the first place. Moreover, given the changing face of human interaction in the world, it has assumed the status of an important element for the exchange of information, thoughts, and ideas regardless of people's different tongues and cultures. Apart from a communication tool, translation has an undeniable place in foreign language teaching and testing. Azziz and Lataiwish (2000: 166) point out that translation is has been an integral part of academics, and it has been widely practiced throughout the course of human language. Hence the growing worth of translation studies which is also the beacon light that guided the current study in Contrastive Linguistics.

Contrastive linguistics is considered one of the new fields within translation studies. It involves the analysis of two or more languages, with the aim of understanding their similarities and differences. The objectives of the comparison may vary: The term 'contrastive linguistic' or 'contrastive analysis', specially concerns itself with the applied aspects pf contrastive studies as a means of predicting and/or explaining difficulties of second language learners with a particular mother tongue in learning a target language. Contrastive studies in translation do not only concentrate on texts but

also investigate even the smaller units in languages, such as, grammatical and lexis. Williams and Chesterman (2002: 90) highlight this fact when they state, "A contrastive approach might also focus not on texts but on grammatical structures or lexical items, looking for equivalence rules for translating certain structures between a given pair of languages, or for terminology equivalents".

Equivalence or its absence is a known hurdle in translation. The problem arises when suitable counterparts in a target language do not exist for expressions in the source language. Non- equivalence, predictably, is one of the obstacles that face both translators and students of English. Arabic has many structures that do not exist in English such as **the Cognate Accusative** المَفعولُ المُطلق. Therefore, when students encounter such structures they feel confused. Translating to and fro English-Arabic therefore poses a peculiar, though not unique, challenge for them. English and Arabic belong to different language families and are even written in different directions. Evolution in English can be said to be more of a constant feature with the language getting enriched by the varied cultural contact that it got exposed to. Arabic is an old language and one that prides itself in its purity and closeness to the original. In terms of discourse, Arabic is a highly inflectional language with amazing scope for improvisation as these inflections convey meaning even with a changed word order. This is not so in English. As if the differences were not enough to challenge the students' faculty, there are degrees of prevalence of certain features in both the languages, that is, they share certain characteristics. For instance, the feature of agglutination or of adding morphemes or inflections to words to form long words strings exists widely in Arabic but only peripherally in English. However, the fact that it is present in both is adequate to confound the learners of both or either. In terms of translation, this is called non-equivalence. Another feature of non-equivalence, and one which is also the focus of this study, is the accusative case. Syntactically, the object in Arabic appears in the accusative case but its semantic function may vary from emphasis to indication of any of the many aspects of an event. This embedded feature is seen by Arabic speaking learners of English as a major hurdle in translation. This problem has been previously studied but the current research aims to add the dimension of learner strategies employed to counter it. Thirty five female students of the Department of English at College of Science and Humanities in Shaqra University at Huriymilla were requested to undertake translation of a short selection of Arabic sentences with cognate accusative into English. This was followed up with personal interviews with fifteen of them selected randomly to gain an understanding of the strategies they followed to translate the problematic case marking.

Statement of the Problem

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

Research Questions

1. Which strategies do the students resort to when translating Cognate Accusative in Arabic?
2. What are the reasons for students using these strategies to translate this structure?

Research Objectives

The study had the following objectives to achieve:

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

LITERATURE REVIEW

Theoretical Framework

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

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

Traditional Arabic versus Modern Standard Arabic

In modern times, two standard (al-)fuṣḥá (الفصحى) varieties of Arabic are recognised: the Classical Arabic (CA) (اللغة العربية التراثية) as found in the Quran and early Islamic (7th to 9th centuries) literature, and Modern Standard Arabic (MSA) (اللغة العربية المعيارية الحديثة) , the standard language of use today. MSA is based on classical Arabic, and the

differences between the two varieties of the language are lies in the modernizing and simplification, both in speaking and writing styles to be seen in MSA. However, the two are not seen as separate entities, rather as two registers.

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

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

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

1. المفعول به - The object of a transitive verb

لا تشعل نارا "Don't light a fire. Again', نار is nunated because it is indefinite. It has an (alif) because it ordinarily would have a regular (fatHa), and doesn't end in a (taamarbuuTa) or (hamza).

حضروا اللقاءَ "They attended the meeting".

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

تستمرُيوما واحدا: "It lasts one day".

جاءوا فجر يوم الاقتراع: They came at dawn on the day of balloting.

حصلتُ حديثا على الجنسيةِ: "I recently obtained citizenship".

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

حلّت الموضوعَ حلا جذريا: "She solved the issue fundamentally".

ساهما مساهمةً فعّالةً: "They [dual] participated effectively".

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

رفعَ يدَه معترضا. "He raised his hand objecting".

دخلَ الصفَ متأخرا "He entered class late".

قفزتْ مذعورةً. "She jumped, frightened".

وقالَ ردا على سؤالٍ... "[And] he said, replying to a question".

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

تشنُ القوات حملةً بحثا عن أسلحةٍ. "The forces are launching a campaign searching for weapons".

خلالَ حفلةِ استقبالٍ أقاموها تكريما له "During a reception they gave in his honor".

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

نعلن ذاك قولا وفعلا. "We announce that in speech and action".

كانت أكبر عاصمة جاها وفخامةً. "It was the greatest capital in fame and splendor.

في عشرينَ مجلّدا "in twenty volumes"

على مدى خمسةَ عشرَ عاما "for fifteen years".

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

كان وأخواتها - إنّ وأخواتها - ظنّ وأخواتها

Cognate Accusative

The CA (Cognate Accusative) in Arabic, which has traditionally been known as the absolute object among Arab grammarians, is actually a verbal noun (al-maSdar). It is an accusative noun that comes after a verb to confirm the action, or to show its kind or number, Abd Al-Mouain, (2004, 201). Al-Tarifi said that CA is the original noun of the verb, i.e., it is in agreement with the verb (2003, 218). For example, in ضرب المعلم التلميذ ضربا. "The teacher hit the pupil", Cognate Accusative ضربا is مفعول مطلق. It occurs fairly frequently, but it can usually be replaced by other expressions. In English, however, one would not usually say something like: His greatest pleasure is working a great deal of work. One would probably say instead: His greatest pleasure is working a great deal. This is because English style frowns on the repetition of a verb and a noun of the same derivation (in this case *help*) too close together. It is thought to be redundant.

However, in Arabic this kind of repetition is considered a mark of good style as verbs and *masdars* are not easily confused. Repeating the verbal noun after the verb makes the sentence more emphatic. So, to see the following would not be considered at all odd, even in very contemporary Arabic ساعدني مساعدة عظيمة. The translator or the student would not want to translate it literally as "He helped me a great help", but would instead, want to change it so that it sounds more natural in that language as, "he helped me greatly" or "he gave me a great deal of help." Perhaps Cognate Accusative poses a serious challenge for any translator from Arabic into English, simply because it is very common in the first and very rare in the second, in few instances such as: live a life, or dream a dream. This object serves as an effective means for emphasis and persuasion as well as a rhetorical function of musicality. [1](IbnMalik;1990,178), a traditional Arab grammarian, defined the verbal noun as: "a noun that originally refers to an event. " At the same time, it may be pointed out that such constructions do sometimes occur in English but not as part of regular or ordinary discourse.

Among Arab scholars, we find definitions of the CA that are both similar to and different from the verbal noun. IbnAquil (1995) defines the CA as the accusative verbal noun that is intended to emphasize the meaning of the verb or to clarify its type or number. Al Ashmoni (1955,311) defines the CA quite similarly to Ibn Aquil's. However, Al Ashmoni does not include the accusative aspect: "the CA is not a predicate; it is derived from a verb and functions to emphasize the eventuality or clarify its type or number…. It can only be a verbal noun".

By the same token, Abd Al-Mouain (2004: 97) points out that the CA is an accusative gerund that comes after a verb to

confirm the action, or to show its kind or number. Al-Tarifi, (2003: 303) defines it as "the original noun of the verb… it is related to the verb in form and in sense". However, the verbal noun remains the origin. Finally, IbnHisham (1962: 312) defines CA as: "the adjunct verbal noun which is bound by a binder which has the same root or same sense"

CA is dubbed so because all verbs can take it irrespective of their being transitive or intransitive which again, is in contrast to English:

ضربت الولد ضربا transitive verb 'I did hit the boy'

قمت قياما intransitive verb 'I rose perfectly/I did rise'.

As a matter of fact, CA was given this name because the verb can reach it without the need to an intermediate (e.g. a preposition), whereas other types of objects are connected to the verb through the existence of an explicit or implicit preposition. IbnAl-Nathim, (2000, 439) justifies naming it a CA because it is an actual object (theme) of the subject (agent) unlike other objects which are not the object of the subject and naming them as objects is a result of attaching the verb to them, in them, for them, or with them. Therefore, as Ibn Al –Nathim states, while these objects are given this restriction, the CA is not restricted and hence absolute.

The Cognate Accusative in Arabic is used for three main purposes:

1. to emphasize the verb and confirm it
    قفز النمر قفزاوكلم اله موسى تكليما

2. to describe the manner at which the verb occurred
    اعتدى اعتداءا جنائيا على منافسه

3. and to show how many times the verb occurred
    دقت الساعة دقتين

The Arabic Cognate Accusative can be either an adjunct or a complement (argument). However, it is traditionally called the Absolute Object to reflect that it is always an object (complement).

In addition to, the CA can occur in a phrase as:

a. indefinite that is followed by an adjective. eg يُحبُّ هذا الرَّجُلُ بَلَدَهُ حُبَّاً عظيما :This man loves his country a lot.

b. definite as a part of Idaafa where the first term (al-mudaf) is usually a partitive noun (like بعضor كل which will be in the accusative case) or an elative. شاركنا في الاجتماع كل المشاركة We participated fully in the meeting/ ساعَدَها أهلُها كلَّ المساعَدةِ. Her family helped her greatly, or with the second kind of idafa construction, the masdar is the mudaf, and the mudaf is a noun giving more information about who (or what) is doing the action. تركت بيتها ترك الرجل الحزين left her house as a sad man would. (Literally: I left her house [with] the leaving of the sad man.) تَحترمُ أستاذتهااحترامَ البنتِ لأمِّها. She respects her teacher (the way) a daughter respects her mother.

Previous Studies

A lot of syntactical problems often face EFL students throughout their years of study. Concerning translation exercises especially from Arabic into English – which certainly is the most difficult, students find difficulty when translating particular Arabic categories. As a matter of fact, there are a lot of researches that have been conducted in translation, but a few in the above mentioned areas of study.

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

Ayman Yasin (2014) addressed the translation of Cognate Accusatives from Arabic into English by senior students majoring in English language and literature at the University of Jordan. The students were asked to translate sentences containing 3 different types of Cognate Accusatives: emphatic, type-identifying, and number identifying, as well as representatives of Cognate Accusatives and constructions that may be interpreted as having implicit Cognate Accusatives. Because of their semantic implications and their complete absence in English, Cognate Accusatives were seen as redundant elements and thus were either non-existent in the students' translations or were translated as intensifier adverbs. The paper, further, shed light on the syntax and semantics of the Cognate Accusatives and tried to account for the students' different translations of these constructions. Moreover, the paper attempted to grasp some of the unconscious knowledge of native speakers through their preferences for translations of an Arabic structure that is totally absent in the target language (English).

Analysis showed that the subjects were affected by two factors when they encountered the target sentences: first, CAs do not exist in English. Second, and most importantly, the CA is semantically redundant; its meaning is indicated by the meaning of its binder (the verb in our case), were generally logical and reasonable.

Mohammd Al shehab (2013) conducted a study to identify the most important difficulties that Jordanian students in English may encounter in syntax (omission. addition and grammar) while translating Arabic sentences into English. The respondents were asked to translate sentences taken from *General Translation (2): from Arabic into English by* Dr. Muhammad AlKhuli.

Magdi El tyab El Bashir Mohammed (2015)

Arrived at the following findings after seeking responses to a questionnaire to post graduate students at two universities:

a. There is no exact equivalence between two languages in the field of translation.

b. There are real problems and difficulties encounter translators.

c. EFL learners encountered by different linguistics factors in languages.

d. There are no two languages have the same grammatical structure or word order.

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

METHODOLOGY

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

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

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

Procedures

Face validity

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

Table 1. Criteria followed for marking the students' test

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

Table 3. Reliability analysis and internal consistency Cronbach's Alpha

Cognate accusative	Item-total correlation	Cronbach's alpha if item deleted
يتأثر الأطفال تأثرا شديدا بالمدرسة.	0.756	0.864
قاتل الجنود قتال الأبطال لحماية الوطن.	0.608	0.891
تحصد الحروب الأرواح حصدا وتدمر البلاد تدميرا.	0.866	0.830
دار اللاعبون حول الملعب خمس دورات.	0.760	0.856
يشرب الطفل الحليب شربا.	0.698	0.872
Cronbach's alpha	0.888	

Procedures of the students' test

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

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

Reliability of the Students' Test

After the researcher distributed the test to (35) students, it was collected and reliability was calculated and

measured (Alpha Cronbach rule). The higher the Alpha is, the more reliable the test is. Usually 0.70 and above is acceptable.

RESULTS AND DISCUSSION

As the Cognate Accusative has three types, two sentences were allocated for the first one (the verb identifying type) in the test, and another two for the emphatic type, while one sentence was allocated for the third type; the one that shows how many times the verb occurred.

As shown in Table 3, the mean score of the students regarding *it* was above average (mean = 6.97, SD=1.97) which was good or acceptable.

Regarding the students' performance in the Cognate Accusative, Table 4 shows that (37.7%) of the student's translations were correct or acceptable and similarly (37.7%) of the translations were literal, while 16.0% were incorrect. But (4.6%) of the translation provided is *weak* and 4.0% of the

students did not try to give any translations at all so they got zero score.

This category was one of the most confusing structures for EFL learners. The Verb Identifying type of the Cognate Accusative is mostly translated by using an adverb as it is the English word category which illustrates its function

يتأثر الطلاب بالمدرسة تاثيرا كبيرا Students are completely/ strongly/greatly affected by school.

Twenty three students succeeded in translating it well, while it received nine literal translations and two incorrect translations.

قاتل الجنود قتال الأبطال لحماية الوطن

The performance of the students in the second sub- type of Cognate Accusative was worse than the first one as the sentence was more difficult than the preceding one. The students failed to produce a correct sentence which can lead to the same meaning. Fourteen respondents dealt with it literally while thirteen did well. Here are some examples of the students' translations for this sentence:

Table 3. Students' marks in the translation test

Sentences regarding cognate accusative	Freq.	Percentage (%)	Mark	Mean±SD
يتأثر الأطفال تأثرا شديدا بالمدرسة.				
The translation provided is correct or acceptable (2)	23	65.71	1.64±0.55	6.97±1.97
The translation provided is incorrect (1.5)	2	5.71		
The translation provided is literal (1)	8	22.86		
The translation provided is weak (.5)	1	2.86		
No translation is given at all (0)	1	2.86		
قاتل الجنود قتال الأبطال لحماية الوطن				
The translation provided is correct or acceptable (2)	14	40.0	1.29±0.66	
The translation provided is incorrect (1.5)	1	2.9		
The translation provided is literal (1)	13	37.1		
The translation provided is weak (.5)	5	14.3		
No translation is given at all (0)	2	5.7		
تحصد الحروب الأرواح حصدا وتدمر البلاد تدميرا.				
The translation provided is correct or acceptable (2)	4	11.4	1.20±0.47	
The translation provided is incorrect (1.5)	11	31.4		
The translation provided is literal (1)	17	48.6		
The translation provided is weak (.5)	1	2.9		
No translation is given at all (0)	2	5.7		
دار اللاعبون حول الملعب خمس دورات.				
The translation provided is correct or acceptable (2)	17	48.57	1.43±0.62	
The translation provided is incorrect (1.5)	1	2.86		
The translation provided is literal (1)	14	40.00		
The translation provided is weak (.5)	1	2.86		
No translation is given at all (0)	2	5.71		
يشرب الطفل الحليب شربا.				
the translation provided is correct or acceptable (2)	8	22.9	1.41±0.39	
The translation provided is incorrect (1.5)	13	37.1		
the translation provided is literal (1)	14	40.0		
the translation provided is weak (.5)	-	-		
no translation is given at all (0)	-	-		

Table 4. Marks interpretation of cognate accusative

Mark interpretation	S1	S2	S3	S4	S5
The translation provided is correct or acceptable (2)	66/175*100=37.7%				
The translation provided is incorrect (1.5)	28/175*100=16.0%				
The translation provided is literal (1)	66/175*100=37.7%				
The translation provided is weak (5)	8/175*100=4.6%				
No translation is given at all (0)	7/175*100=4.0%				

Table 5. Question six

Number of respondents	Response	Percentage
15	No	100

Table 6. Question six

Number of students	Students' answers	Percentage
10	Yes	75
5	No	25
Total		100

Table 7. Question three

Number of respondents	Respondents' answers	Percentage
13	Yes	86,67
2	No	13,33
Total		100

Table 8. Question four

Number of students	Students' answers	Percentage
7	Confusing	46,67
2	Their meaning is not clear	13,33
3	Have no equivalent	20
2	The differences between Arabic and English	13,33
1	No response	6,67
Total		100

Soldiers fought like heroes to defend their homeland
The soldiers fighting so much to protect the motherland.
The soldiers fighted like bravely to protect the country.
The soldiers fight as a champion for motherland.
The soldiers fight in a heroic way to protect the country.

On the other hand, the second type of Cognate Accusative which emphasizes the meaning of the Verb الحروب الأرواح حصدا وتدمر البلاد تدميراتحصد can be translated in two ways. The first one by illustrating the emphatic function using *do, does* or *did* or, *truly, surely* etc. However, an adverb can be used so as to identify the degree of the verb action.

As far as the respondents' performance in this type of Cognate Accusative is concerned, theygreatly misinterpreted the sentence as they did not realize its function. So, this sentence can be translated as: Wars do cause the death of many people and destroy the land, or wars totally cause the death of people and destroy the land.

يشرب الطفل الحليب شربا

Most of the respondents dropped the Cognate Accusative شربا and consequently, neglected its function (emphatic), whereas thirteen of them just repeated the same word, drink…………….drinking.

The third type of Cognate Accusative which clarifies the number of occurrence of the action is regarded as the easiest one as its function is clear and simple. Nevertheless, fourteen) students dealt with it literally by repeating the same word category. Although this production may sometimes be correct, it can not be applied to all verbs. It can be translated by using the number with the word (times) such as once, twice, thrice or three times etc.

"The players turned دار اللاعبون حول الملعب خمس دورات round the playground five times"

Fifteen of the respondents were chosen randomly to be interviewed. The interviews were conducted at College of Science and Humanities in Hurimilla. The interview consisted of nine questions. The results and interpretations were as follow:

1. Do you have any idea about equivalence theories in translation?

All the students admitted that they had not been taught about equivalence, non-equivalence and the strategies of dealing with it. Some of them confessed privately that they had a little idea about these theories. Do you know Cognate Accusative?

2. Is it difficult to translate Cognate Accusative?
3. What are the reasons behind the difficulty of such translation?

More than 85% of the interviewed respondents admitted the difficulty of this structure translation. They had studied it during school life, certainly, but many factors accumulate to create this difficulty. About half of the respondents felt confused when translating these categories, while 13.33% reported not remembering their meaning. The same percentage concluded that they could not find any equivalent.

37.7% of the respondents' translations of all the types of Cognate Accusative were *correct or acceptable*, and similarly 37.7% of the translations were literal, while 16.0% were incorrect. However, 4.6% of the translations provided were *weak* while 4.0% of the respondents did not try to give any translations at all. This proves that students face difficulty in translating this structure, consequently they deal with it literally or incorrectly which agrees with the hypothesis.

Moreover, when the respondents were interviewed, they agreed on the difficulty they faced while translating Cognate Accusative due to many reasons as they are confusing and have no equivalents. Also, they stated that they studied these categories at the school but do not clearly remember their meaning or function which is in conformity of the second hypothesis.
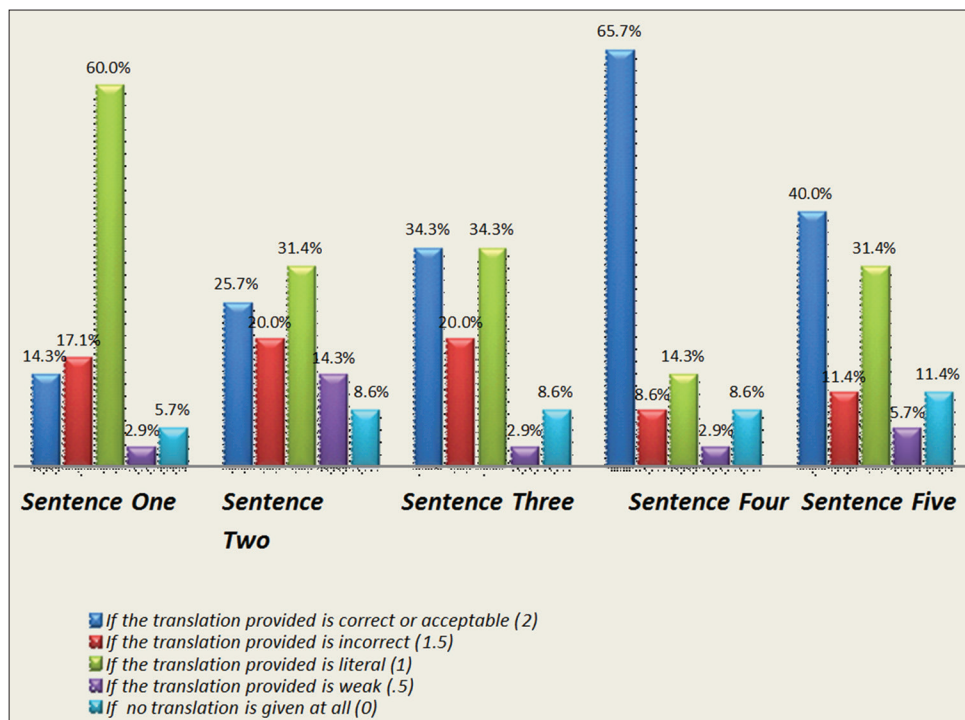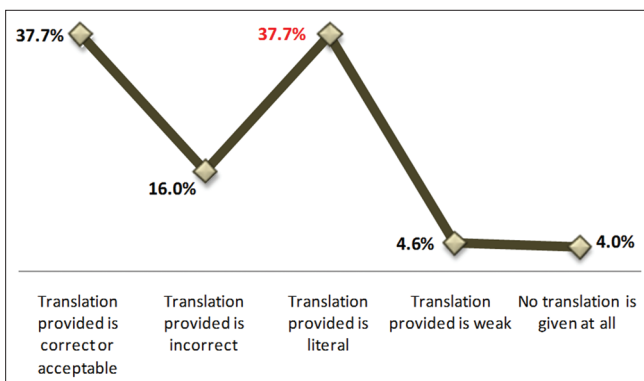
Figure 1. Students' marks in the translation test

Figure 2. Students' marks of translation in the sentences of cognate accusative

CONCLUSION

The present study aimed at investigating Cognate Accusative which is absent in English through testing the abilities of EFL learners in translating it. Further, this study tried to find the reasons for the confusion EFL learners encounter during translating it. The subjects of the study were undergraduate EFL students (level six, English Department) at Hurimilla College of Science and Humanities, Shaqra University KSA. Data clearly establish that the Arabic Cognate Accusative is indeed difficult to be translated to English. The shortcomings of the teachers in developing the learners' awareness to the problem areas is glaring. So also the dearth of awareness of current research and strategies to counter this. The results of data showed that students dealt with the structure understudy literally or incorrectly when they failed to find the accurate equivalents or did not understand its meaning.

The study therefore, concludes that EFL learners face severe difficulty in translating Cognate Accusative, therefore, they tend to use different strategies such as literal translation and ended up producing incorrect outcomes.

RECOMMENDATIONS

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

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

LIMITATIONS OF THE STUDY

This paper was in the nature of a pilot study to understand the pitfalls encountered by professionals and amateurs of translation. The sample size of thirty-five respondents was small and being uni-gendered, the findings may not be freely generalizable. Individual differences are likely to have affected the results. Two, Arabic is not the only Cognate language which is being translated to and from English. Similar studies with other languages of the family need to be studied

diligently to draw solemn conclusions about the translational obstacles and useful counter strategies. Finally, for dearth of time and resources, the researcher was forced to administer only short and simple language structures for the test. With the recognition that language is about discourse, it is important that greater resources be invested in future studies on these lines and longer texts be analysed to obtain a deeper understanding on the issue.

END NOTE

1. Traditional Arab grammarians (e.g. Sibawaih, Al-Farahidi, Ibn Malik, IbnHisham , …) lived between the 12th -14th centuries. Here, the date of the revision of their books next to their names will be used.

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APPENDIX: THIS TRANSLATION TEST IS FOR RESEARCH PURPOSES ONLY

Kingdom of Saudi Arabia   **English Department**

Ministry of Education   **Level six**

Shaqra University   **Time: 60 minutes**

Instruction. Paris: Didier.

The researcher is going to shed light on the importance of the idea of non- equivalence as the core of translation theory and practice, and how EFL learners aren't sufficiently learned about this basic notion in translation. The researcher is intended to discuss the Arabic structure the Cognate Accusative which has no equivalent in English because Arabic as a source language and English as a target language belong to different language families. Hence, the students always feel confused in dealing with such structures and translate them literally.

ترجمي الجمل الآتية إلى اللغة الانجليزية:-

1. يتأثر الأطفال تأثرا شديدا بالمدرسة
   ----
2. قاتل الجنود قتال الأبطال لحماية الوطن
   ----
3. تحصد الحروب الأرواح حصدا وتدمر البلاد تدميرا
   ----
4. دار اللاعبون حول الملعب خمس دورات
   ----
5. يشرب الطفل الحليب شربا