Surface Translation Errors in Literary and Scientific Texts: A Case Study

Fakhir Omar Mohammed[1] and Heevi Khaled Jamel[2]

[1] Faculty of Humanities, University of Zakho, Duhok, Kurdistan Region -Iraq.

[2] College of Languages, University of Duhok, Kurdistan Region -Iraq.

ABSTRACT:

This study aims at investigating the most frequently occurred surface translation errors made by Bahdini EFL university students in literary and scientific texts. This is conducted via applying the error analysis technique, which is considered a vital part of EFL research. By using a quantitative and qualitative method, the researchers limited their literature review and data analysis to only the translation errors that are related to the surface structure of sentences by Dulay et al. (1982), excluding other types of translation errors (i.e., linguistic, comparative, and communicative). The data have been extracted from literary and scientific texts that have been translated by 50 EFL juniors and seniors from the English Department, University of Zakho. The researchers implemented a process of coding for finding out translation errors, and tabulated their frequencies and percentages on Excel bar charts. The results show that out of the total of 307 surface translation errors, misformation in scientific texts recorded the highest percentage. In contrast, misordering had the lowest percentage in literary texts. Further, addition and omission manifested variability in percentages. This study will be valuable for teachers to design better syllabi for teaching translation, and for learners to develop their linguistic skills when learning a second language.

Keywords: Bahdini Kurdish (BK), Literary texts, Scientific texts, Surface translation errors.

1. Introduction:

Human beings, especially learners of languages, are subject to errors. When translating a text from any source language (SL) to any target language (TL), making translation errors is inevitable. This means that learners cannot "translate something without ignoring errors that may happen during the process of translation" (Rahmatillah, 2016: 14). Translation errors can be of different types occurring on different linguistic, surface, comparative, and communicative levels (Dulay et al., 1982: 146). In this paper, focus is on the translation errors that are related to the surface structure of sentences. It is worth noting that translation is a recent discipline added to the field of applied linguistics and error analysis (Nord, 1997: 10). Hence, error analysis is a systematic method to analyze learners' errors of translating texts. Whether translating a literary or scientific text from one language to another, making errors is not always bad, rather they are crucial parts and aspects in the process of learning a language. The main reason is that learners face difficulties in understanding the meaning of some literary or scientific words and terms.

Few studies about making translation errors by EFL university learners in a Kurdish context have been made. Therefore, apart from other translation errors, the current paper aims at:

- Investigating the most frequently occurred surface translation errors made by Bahdini Kurdish EFL university students in literary and scientific texts.

Since it was observed that EFL university students made many translation errors when translating a text from English to Bahdini Kurdish (i.e., the BK), it was urgent to conduct a study on such errors. This study is valuable to give a general investigation to the main surface translation errors, adding a literature of these errors to the English and Kurdish languages. This study will be valuable for teachers to design better syllabi for teaching translation, and for learners to develop their linguistic skills when learning a second language.

This paper is limited to investigating (i.e., finding frequencies and percentages) the different types of surface translation errors in literary and scientific texts. Hence, a sample of translated texts, from English into Kurdish, has been selected to be the only corpus collected from junior and senior students, School of Languages, University of Zakho.

2. Literature Review

The process of writing, especially when achieved for translating texts from an SL into a TL, is not an easy task. The EFL learners, who undergo courses of translation at the university level, face difficulties in translating texts that contain difficult or unfamiliar literary and/or scientific vocabularies and expressions. Simply, these learners cannot easily avoid making errors. Therefore, many researchers conducted studies in determining the source of such errors, classifying the errors, and finally investigating the reasons behind them. Therefore, adopting the technique of error analysis by educationalists can be an important tool for assessing these difficulties. In other words, to study the errors

committed by EFL learners "reveals much about the process of language learning and the factors that affect this process" (Falk, 1978: 360).

In 1985, Tabatabai investigated 32 pieces of writings written by 20 Iranian students in the United States of America to detect translation errors. out of the total of 891 errors, it was observed that most of the errors were related to the misuse (i.e., misformation) of parts of speech and grammatical categories such as articles, adjectives, prepositions, tenses, etc. According to the results, the most obvious causes for translation errors were because of (1) complexity and ignorance of some structures, (2) lack of enough practice, (3) lack of writing skills in English, among others.

In conducting an error analysis for 290 essays randomly selected from some EFL Spanish state high schools, Catalan (1996) concluded that the participants mostly committed errors via the misformation and/or addition of English prepositions. The suggestion proposed was "accuracy" because it is very essential in gaining linguistic competence when learning a language.

Likewise, and in a nearly similar study by Kim (2001), the results showed that a number of 1587 Korean EFL university students incorrectly mistranslated 30 selected writings. This was due to interference between first and second languages. Also, it was concluded that most of the errors, as classified into intralingual and interlingual, were in the omission of verbs, prepositions, articles, adjectives, etc.

Khodabande (2007) tested 58 Iranian EFL participants to identify translation errors from 30 Persian and 30 English headlines. The results indicated that the participants had both grammatical and lexical errors in their translations. The most remarkable point of conclusion was that the highest percentage of translation errors was recorded for the misformation and omission of prepositions, articles, and auxiliaries.

In an attempt to make an error analysis for Thai-English translations, Sattayatham and Honsa (2007) investigated the translation errors made by 237 first-year students from College of Medicine, Mahidol University. The data were analyzed from the sentence and paragraph levels, finding the most frequently committed errors. It was illustrated that addition of false concepts and omission of certain words and elements in the sentence had the highest frequency and percentage.

As confirmed later, Ahmadvand (2008) analyzed the translation errors made by 40 Iranian EFL students (pre-intermediate and intermediate levels). The results manifested that omission, addition, and regularization were among the most frequent types of errors. Further, it was seen that most of the errors were the result of misformation.

Finally, Wee et al. (2010) conducted a study to investigate the translation errors related to verb forms. For data collection and analysis, the researcher examined a total of 350 essays written by second-year students at a public Malaysian University. Among the four category types: addition, omission, misformation and misordering, the results revealed that the highest percentage of errors (46%) was calculated for the omission of -s/-es/-ies morphemes when added to verbs. In contrast, while addition and misformation presented

nearly similar percentages, misordering had the lowest percentage (2%).

In short, all the mentioned previous studies regarding the commitment of surface translation errors tackled the main four types of errors (i.e., omission, addition, misformation, and misordering). Such translation errors are commonly used by Bahdini EFL students at the university level. The outcomes of this study will show the frequencies of surface translation errors among the target participants.

2.1. Error Analysis

Implementing error analysis plays a very significant role in analyzing linguistic errors (whether phonological, lexical, syntactic, grammatical, semantic, etc.) committed by EFL learners. As a matter of terminology, error analysis has been defined by different scholars and linguists. For instance, Crystal (1987: 112) defines the term as below:

"…error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics."

According to Richards et.al (1996: 96), the technique of error analysis can be defined as "the study of errors made by the second and foreign language learners." On the other hand, and in a clearer structuring, Brown (1980: 166) puts the general procedures of error analysis stating that it is "…the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner."

As noticed from the above definitions, error analysis is a collection of sequential procedures followed for assessing the EFL learners' errors. As an approach for assessing errors, Corder (1975: 201) states that error analysis can "minimize the difficulty and reduce the interference" between the general linguistic structures of the SL and TL. This means that the main purpose of error analysis is to point out linguistic errors made by EFL learners, and assess these errors by describing, classifying, and evaluating them. Hence, in evaluating the students' writings, especially those that are related to translation tasks, the technique of error analysis can be considered "effective for both teachers and students" (Richards and Renandya, 2002: 330). Error analysis is very important to give "appropriate feedback in order to promote progressive learning" (Wetzorke, 2005: 6). Because error analysis has recently played a remarkable role in giving aid to the teaching field, Richards et al., (1996: 127) presented the importance of error analysis in terms of (1) examining the causes of learners' errors, (2) identifying strategies that learners use in language learning, (3) obtaining information on common difficulties in language learning, and (4) preparing teaching materials and methods. This means that conducting an error analysis for any written task_ translation tasks in the current paper_ is not haphazard. It is a systematic analysis of the EFL learners' errors (Michaelides, 1990: 30).

Although some linguists such as James (1998: 62) state that error analysis is the "study of linguistic ignorance," error analysis is basically very significant to identify the source of errors (Brinton and Brinton, 2010: 375). Thus, it will help EFL learners to develop their linguistic skills when learning a second language.

2.2. Translation

The process of translation, as a science, an art, and a matter of taste, has been defined in various perspectives, presenting different theoretical models and linguistic aspects. Jakobson (1959, 233), for example, defines translation as "an interpretation of verbal signs by means of some other language." When translating the sentence "She has brothers" into a language where there is no difference between duality and plurality of nouns, the result will be a failure in translation unless the translator is competent. Hence, to translate any literary work is even more problematic, and it is to an extent "untranslatable" (Jakobson, 1959: 238). Such a claim was later confirmed by Lawendowski (1978: 264), stating that translation is "the transfer of meaning from one set of language signs to another." Looking at the process of translation as whether there are linguistic equivalents between an SL and a TL, Catford (1965: 20) believes that translation is "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." The same opinion was given by Nida and Taber (1982: 12). From a semantic perspective, Newmark (1988: 5) defines translation as "rendering the meaning of a text into another language in the way that the author intended the text." In other words, it is indeed the meaning that should be transferred from one language into another. Finally, Hatim and Munday (2004: 3) look at translation as "a process or a product" where a written text is translated from the SL into the TL.

As it is known, translation interfaces with different fields of study, including literature, science, education, law, politics, religion, etc. For each domain, specific translation skills are required. Translating literary and scientific texts are most challenging because they encounter difficulties (Hatim and Munday, 2004: 34). Concerning literary texts, they are characterized by being expressive, connotative, symbolic, timeless, universal, etc. (Belhaj, 1997: 20). That is, almost all of them contain highly figurative language. On the other hand, scientific texts are characterized by "conciseness, accuracy, objectiveness, practicality, briefness and concreteness" (Zheng, 2017: 32). This leads to the fact that translators should be very careful when translating scientific texts. Hence, the general understanding of these texts may be "positively or negatively affected" (Vieira, 1997: 442). It can be concluded that lack of knowledge on literary and scientific content and having poor translation skills can lead to committing disastrous errors.

2.3. Challenges of Translating Literary and Scientific Texts

Translation is a complicated process. It is obvious that languages and language varieties differ from one another in all linguistic aspects such as lexical differences, syntactic patterns, and semantic changes in meaning, pragmatic diversities, and socio-cultural variations. So, "no two languages are identical, either in the meanings given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences" (Nida, 2000: 126). That is why translating any text is not an easy task. The following are some challenges and difficulties of translating literary and scientific texts from an SL into a TL:

1. On the lexical level, the scientific language is highly technical, while the literary language is remarkably figurative. Hence, translators sometimes face difficulties in finding suitable lexical equivalents between the SL and TL. This difficulty is confirmed by Larson (1998: 183) stating that "one of the most difficult problems facing a translator is how to find lexical equivalents for objects and events" between the SL and TL. Simply, the SL vocabularies may not have counterparts in the TL. Scientific and literary texts contain unfamiliar words. Therefore, the EFL learners "lack the capability of decoding such words" (Mohammed, 2014: 320). For instance, there are lots of scientific terms in English that cannot be easily translated into Kurdish: *oxygen, nitrogen, icon, mouse, printer, plasma*, etc.
2. Syntactically, there are variances in grammatical structures concerning person, number, gender, etc., and syntactic patterns such as word order, tense, aspect, etc. According to Nida and Taber (1982: 35), the same syntactic structure may show a number of different relationships, leading to different meanings.
3. Semantically, there may be words and expressions in the SL that do not have their semantic counterparts in the TL. Most of sense relations (i.e., synonyms, antonyms, hyponyms, polysemes, etc.), idioms and collocations can be points of challenging for translators. Whatever there are semantic problems, the goal of translation finally "involves the transfer of meaning" from the SL to the TL (Bassnett: 1980: 21).

3. Methodology

In order to investigate the surface translation errors in literary and scientific texts made by the EFL students from the University of Zakho, the researchers used a quantitative and qualitative method in the paper. Further, the target participants, materials used, translation error categories by Dulay, et al (1982: 154-162), and data collection procedures are tackled in the following sub-sections.

3.1. Participants

In this study, and for collecting the data, 50 undergraduate EFL students (25 juniors and 25 seniors), from the English Department, University of Zakho, voluntarily participated in the translation task. The participants have been informed that their participation is highly appreciated. They have been told that their translation is used for academic purposes only. The reason why juniors and seniors have been chosen for the study is that (1) they have gained more translation skills than students from other grades (i.e., freshers), and (2) literary and scientific translation is a syllabus that is taught in the 3rd and 4th grades. It is worth noted that the

selected participants were a mix of males and females. However, gender was not chosen as a variable for interpreting and analyzing the data. The main emphasis of the study was particularly to investigate the translation errors related to the surface structure of sentences.

3.2. Materials

Two texts (one scientific and one literary) were randomly chosen for the purpose of investigating surface translation errors understudy. The scientific text (247 words) was taken from www.breakingnewsenglish.com that was uploaded by Banville (2019, June 18) (Appendix I). On the other hand, the literary text (85 words), which was a fable short story, was taken from *Aesop's Fables* (2012), a *lit2go* edition (Appendix II). The purpose why these scientific and literary texts were chosen was due to the following reasons:

1. The scientific text contains highly technical terms, while the literary one is characterized by figurative and stylistic language.
2. During the process of teaching, the target EFL learners were found to have difficulty in translating some terms and expressions related to science or literature.
3. *Literary and Scientific Translation* is the title of the syllable taught to the 3rd and 4th grades in the English Department, University of Zakho.

3.3. Translation Error Categories

According to Dulay et al. (1982: 146), translation errors can be classified into: linguistic category, surface category, comparative taxonomy, and communicative effect taxonomy. In the current study, only the translation errors that are related to the surface structure of sentences (i.e., surface category) are taken into consideration. The other types of errors are excluded from our paper.

Dulay, et al (1982: 154-162) state that sometimes the surface structure of sentences is changed when translating a text from the SL to TL. Such a change is either in form of (1) omission, (2) addition, (3) misformation, or (4) misordering. They are briefly explained below:

1. Omission errors are characterized by omitting a word in the TL that is originally found in the SL. In general, some linguistic forms, namely morphemes, may be omitted by learners because of "their complexity in production" (Agustina & Junining, 2019: 6).
2. Addition errors represent the presence of an unnecessary word in the TL that is not found in the SL. This means that learners not only omit elements, but they also "add redundant elements" to the target text (Agustina & Junining, 2019: 8).
3. Misformation errors refer to the use of a morpheme, word, structure, tense, aspect, etc., incorrectly in the TL.
4. Misordering errors are characterized by using the word order of sentences incorrectly.

3.4. Data Collection Procedures

The following procedures were followed for the purpose of gathering and measuring the data in our study:

1. Two texts (one scientific and one literary) were randomly selected to be translated from the SL (i.e., English) into the TL (i.e., Kurdish).
2. Exactly 50 copies of the selected texts were distributed to 50 participants (25 juniors and 25 seniors) from the English Department, University of Zakho.
3. One week was given to the participants to complete the required translation. After the allocated time finished, the translated copies were gathered from the participants.
4. For the purpose of looking for surface translation errors in the target translated texts, the researcher began to count these errors following Dulay et al. (1982) classification of translation errors.
5. For making the process of data collection easier, the translation errors were given codes as the following: O for *omission*, A for *addition*, MF for *misformation*, and MO for *misordering*. When reading the translated texts line by line, the errors found were underlined and the specific code for each error type was written over the error (Appendix III). This procedure made counting the errors easier.
6. After the total frequencies for translation errors were found, the percentages for each type of error were calculated by using the following formulae:

$$\%E = \frac{\text{Number of each error type}}{\text{Number of total errors}} \times 100,$$

where "E" stands for "error".

7. The data were input into Excel sheets to present the frequencies and percentages on bar charts.

4. Data Analysis, Results and Discussion

On the basis of literature review and aims of the study, the obtained data were analyzed and interpreted according to one main aim of the study, namely: the investigation of surface translation errors in some selected scientific and literary texts that were translated by 50 junior and senior university students from the English Department, University of Zakho. For the purpose of data analysis and discussion, the researchers used two texts (one scientific and one literary). The participants voluntarily translated these two texts from English into Kurdish, Bahdini Kurdish. By using Excel sheets and quantitative analysis, the results were presented on bar charts, as shown in Figure 1:
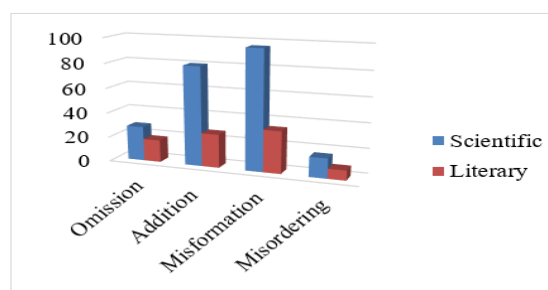

Figure 1: Surface Translation Errors in Scientific and Literary Texts

Out of the total 307 surface translation errors, the highest percentage (with 42.3%) of these errors was recorded for misformation. It is clear that most of the errors occurred in the translation of scientific text. This was due to the

fact that the selected scientific text contained many technical terms and vocabularies, which were not familiar to the participants, for example, *skull, Lumia, tectonics, tilt, nutrients, optical, habit-forming, Kelvin*, etc. In comparing to existing literature, our results go in line with those of Tabatabai (1985), Catalan (1996), Khodabande (2007) and Ahmadvand (2008). All of these researchers found out that the misformation of any part of speech (articles and prepositions) or auxiliaries go back to reasons such as ignorance of English sentence structures and patterns, no sufficient practice by the EFL learners, etc. These errors were also made by the participants in our study. In the following examples, *growth* in (1) and *fawn* in (2) were mistranslated into BK. Surprisingly, the word *fawn* is not a proper name so as to be translated as فاون.

(1) SL: I have been discovering that my patients have this growth on the skulls.

TL: ب شێوەیەکێ بەرچاڤ بومن دیاربی کو د کلوخیێ نەخوشی من دا گەشە دکر و مەزن بوو .

(2) SL: A young fawn once said to his mother.

TL: گەنجەك ب ناڤێ فاون جارەکێ گوتە دایکا خو

In example (2), there is a misunderstanding by the translator. The semantic content changed remarkably due to misformation. On the other hand, it was found that the addition error had the second highest percentage (with 34.9%). This result is nearly in agreement with the results obtained by Catalan (1996) and Sattayatham and Honsa (2007), who came to the conclusion that EFL learners, when translating written texts from the SL into TL, tend to add false concepts to their target translations. According to these researchers, it is the lack of accuracy that put the EFL learners into such difficulty. Also, the scientific text had more surface errors (80 errors) than the literary text (27 errors). It was observed in our data analysis that the target students did translation haphazardly, not thinking about the right word and vocabularies. While changing the plural form into singular, the word *doctor* in example (3) is deleted, replacing it with a pronoun:

(3) SL: Doctors say this could come from constantly bending the neck at unnatural angles to look at digital device.

TL: وی گوت ئەڤە چێدبیت ئەگەر وەختەکێ پتر تەرخان بکەی ل سەر چەماندنا ستوێن خو ل دەمێ سەحکرنا موبایلێ

In contrary to the results obtained by Wee, et al. (2010), who concluded that omission had the highest percentage (with 46%) of translation errors in inflectional morphemes (-s/-es/ies), Kim (2001), Khodabande (2007), and Ahmadvand (2008), the third highest percentage (15%) in our study was calculated for omission errors. In analyzing the data, we observed that mostly nouns were deleted in the TL. The main reason for such errors is the interference between the SL and TL. In example (4) below, the word *horns* has been deleted by the translator:

(4) SL: And you have your horns as a defense.

TL: هەروەسا تە شیانێت خو هەنە بو پاراستنا خو

Also, in the following example, the word *mother* has not been used in the TL:

(5) SL: Why then, O mother! do the hound frighten you so?

TL: بوچی تو ژڤان سەیان دترسی

Finally, misordering the word order from the SL into the TL recorded the lowest percentage of errors which was 7.8%. This percentage is slightly higher than the one calculated by Wee, et al. (2010), which was 2%. The reason is that the participants have enough knowledge of the difference between the word order between English and Kurdish. So, there is no need for teachers to pay much attention to teaching such grammatical aspects such as word order between the SL and TL. Consider the following examples:

(6) SL: A study led by Dr. Shahar looked at the smartphone use of 1200 people aged between 18 to 86.

TL: ڤەکولینەك هاتە کرن ل سەر 1200 کەسان ژیێ وان ناڤبەرا 18 تا 86 سالیێ دابوون کو موبایلا زیرەک بکاردئینا

(7) SL: He spoke to the BBC about the discovery.

TL: دبێژیت BBCد ڤەکولینا خودا ئەو بو کەنالێ

In example (6), though the name of Dr. Shahar has been deleted, the word order of the Kurdish sentence structure has been translated incorrectly. The same is true with example (7), where the elements of the BK sentences have been misordered in a way that the sentence does not make any sense. It can be said that, in the process of translation and on the lexical level, making errors by the EFL learners is unavoidable. This is due to "the misunderstanding of words in a direct and clear way" (Boubidi, 2010: 13).

5. Conclusions

It is concluded that out of the total 307 surface translation errors, the highest percentage was recorded for misformation. This means that the participants, when translating a scientific or literary text from English into BK, do not have enough competence of the use of tense, aspect, as well as appropriate vocabularies. In contrast, misordering errors had the lowest percentage. The participants know much about how the elements of a sentence in both English and Kurdish are arranged correctly. With regard to the translation errors related to addition and omission, the frequencies and percentages vary between scientific and literary texts.

6. Research Implications

On the basis of the obtained results, the main implications of the current study suggest three important points. First, it is of great value if instructors, who teach translation at the university level, can use the codes (i.e., O for *omission*, A for *addition*, MF for *misformation*, and MO for *misordering*) so that assessing translation assignments and exams will be easier and clearer. On the

other hand, the EFL learners of translation will be scored more accurately. Second, for making less errors in the process of translation, it is urgent that instructors use paraphrases of some certain vocabularies in the SL. This will make understanding the SL texts by the learners easier for translation. Finally, it is suggested that further studies are conducted to show translation errors related to linguistic and communicative categories of error analysis.

References

Aesop (2012). *Aesop's Fables*. (Lit2Go ed.) [Online]. Available at: https://etc.usf.edu/lit2go/35/aesops-fables/ (Accessed: 15 April 2021).

Agustina, V. & Junining, E. (2019). "Error Analysis in the Travel Writing Made by the Students of English Study Program" [Online]. In *JEELS*, 2 (1), pp. 1-28. Available at: https://jurnal.iainkediri.ac.id/index.php/jeels/article/view/41/43. (Accessed: 12 January 2021).

Ahmadvand, M. (2008). "Analyzing Errors of Iranian EFL Learners in their Written Productions" [Online]. Available at: http://moslem17.googlepapers.com/AnalysingerrorsofIranianEFLlearners.pdf (Accessed: 27 May 2021).

Banville, S. (2019). "Smartphone use could be changing shape of our skulls" [Online]. Available at: https://breakingnewsenglish.com/1906/190618-skull-shape-m.pdf. (Accessed: 15 April 2021).

Bassnett, S. (1980). *Translation Studies*. London and New York: Routledge.

Belhaj, A. M. (1997). Contrastive Textual Analysis: An Arabic-English, English-Arabic Translation Corpus: Occasional Papers, 24 (25). 103-150.

Boubidi, A. (2010). *The Misunderstanding of Word Meaning within a Context in English – Arabic Translation Polysemous Words: A Case Study*. Unpublished Thesis.

Brinton, L. J. & Brinton, donna M. (2010). *The Linguistic Structure of Modern English*. Philadelphia: John Benjamins Publishing Company.

Brown, H. D. (1980). *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall Inc.

Catalán, R. M. J. (1996). "Frequency and Variability in Errors in the Use of English Prepositions" [Online]. In *Miscelánea: A Journal of English and American Studies*, 17, pp. 171-187. Available at: https://www.academia.edu/2560677/Frequency_and_variability_in_errors_in_the_use_of_English_prepositions/ (Accessed: 5 June 2021).

Catford, J. C. (1965). *A Linguistic Theory of Translation*. Oxford: Oxford University Press.

Corder, S. P. (1975). Error Analysis. In J. L. P. Allen & S. P. Corder (Eds.), *Techniques in Applied Linguistics*, pp. 201-218. Oxford: Oxford University Press.

Crystal, D. (1987). *A Dictionary of Linguistics and Phonetics*. New York: Basil Blackwell Inc.

Dulay, H., Burt M. & Krashern, S. (1982). *Language Two*. New York: Oxford University.

Falk, J. (1978). Linguistics and Language: A Survey of Basic Concepts and Implications (2nd ed.). New York: John Wiley and Sons.

Hatim, B. & Munday, J. (2004). *Translation: An Advanced Resource Book*. London: Rutledge.

Jakobson, R. (1959). "On Linguistic Aspects of Translation". Achilles Fang et al. On Translation, pp. 232–239. Cambridge, Mass: Harvard University Press [Online]. Available at: https://web.stanford.edu/~eckert/PDF/jakobson.pdf/ (Accessed: 1 June 2021).

James, C. (1998). *Errors in language Learning and Use: Exploring Error Analysis*. London: Longman.

Khodabandeh, F. (2007). "Analysis of students' errors: The case of headlines" [Online]. In *The Asian ESP Journal*, 3(1), pp. 6-21. Available at: https://www.researchgate.net/publication/333948775_Analysis_of_students'_errors_The_case_of_headlines/ (Accessed: 4 June 2021).

Kim, Sh. (2001). "An Error Analysis of college students' writing: Is that really Konglish?" [Online]. In *Studies in Modern Grammar*, 25, pp. 159-174. Available at: http://scholar.dkyobobook.co.kr/searchDetail.laf?barcode=4010025967259/ (Accessed: 4 June 2021).

Larson, M. (1998). Meaning-based Translation: A Guide to Cross Equivalents. Lanham: University Press of America.

Lawendowski, B. P. (1978). On Semiotic Aspects of Translation. In Thomas A. S. (Ed.), *Sight, Sound and Sense*, pp. 264-82. Bloomington: Indiana University Press.

Michaelides, N. N. (1990). Error Analysis: An Aid to Teaching. English Teaching Forum, 28 (4), pp. 28-30.

Mohammed, F. O. (2014). "The Effect of Dissect Strategy on First Year EFL University Students' Word Awareness" [Online]. In *European Scientific Journal (ESJ)*, 10 (14), pp. 399-419. Available at: https://core.ac.uk/download/pdf/236417997.pdf (Accessed: 5 June 2021).

Newmark, P. (1988). *A Textbook of Translation*. Hertfordshire: Prentice Hall Inc.

Nida, E. A. & Taber. C. R. (1982). The Theory and Practice of Translation. Leiden: E. J. Brill.

Nida, E. A. (2000). Principles of Correspondence. The Translation Studies Reader, ed. Lawrence Venuti, London and New York: Routledge.

Nord, C. (1997). *Text Analysis in Translation: Theory, Methodology and Didactic Application of a Model for Translation-Oriented Text Analysis*. Amsterdam: Rodopi.

Rahmatillah, K. (2016). "Translation Errors in the Process of Translation" [Online]. In *JEE (Journal of English and Education)*, 7 (1), pp. 14-24. Available at: https://journal.uii.ac.id/index.php/JEE/article/view/4466/ (Accessed: 10 April 2021).

Richards, J. C. & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Richards. J. C., Plott, J. & Platt, H. (1996). *Dictionary of Language Teaching and Applied Linguistics*. Longman, London.

Sattayatham, A., & Honsa, S. (2007). "Medical students' most frequent errors at Mahidol University, Thailand" [Online]. In *The Asian EFL Journal*, 9 (2), pp. 170-194. Available at: https://www.asian-efl-journal.com/main-editions-new/medical-students-most-frequent-errors-at-mahidol-university-thailand/ (Accessed: 5 June 2021).

Tabatabai, M. (1985). Error analysis: The types and the causes of the major structural errors made by Iranian university students when writing expository and imaginative prose (Report No. AAT-8528232). New York, NY: State University of New York.

Vieira, R. J. (1997). "The Translation of Technical-Scientific Texts: A Brief Analysis" [Online]. In *UFSC*, 1 (2), pp. 435-455. Available at: https://periodicos.ufsc.br/index.php/traducao/article/viewFile/5242/4629/ (Accessed: 2 June 2021).

Wee, R., Sim, J. & Jusoff, K. (2010). "Verb-form errors in EAP writing" [Online]. In *Educational Research and Review*, 5 (1), pp. 016-023. Available at: https://academicjournals.org/article/article1379602472_Wee%20et%20al..pdf/ (Accessed: 4 June 2021).

Wetzorke, R. (2005). An Introduction to the Concept of Error Analysis [Online]. Munich, GRIN Verlag. Available at: https://www.grin.com/document/140390/ (Accessed: 30 May 2021).

Zheng, W. (2017). "Translation Strategies for Texts of Science and Technology" [Online]. In *Advances in Social Science, Education and Humanities Research*, 96, pp. 32-36. Available at: https://www.atlantis-press.com/article/25872720.pdf (Accessed: 1 June 2021).

Appendixes
I: A translation task (scientific text)

Dear student,
We as senior students are conducting a study on the translation errors in written texts made by EFL university students. Kindly translate the following text into Kurdish. Your translation will be used for scientific and academic purposes only.

Scientists say that smartphones are changing the shape of people's skulls. Some people are spending so long looking at smartphones that a small bony bump is appearing above their neck. Doctors say the bump is large enough to feel by pressing the bottom of the skull, just above the neck. Dr David Shahar, a health scientist at the University of The Sunshine Coast in Australia, spoke to the BBC about the discovery. He said: "I have been a clinician for 20 years, and only in the last decade, increasingly, I have been discovering that my patients have this growth on the skull." The bump is becoming more frequent among 18 to 30-year-olds who spend many hours a day hunched over their smartphone.
A study led by Dr Shahar looked at the smartphone use of 1,200 people aged 18 to 86. Shahar said 18 to 30- year-olds were more likely to have the skull bumps than older generation. He said the bumps will probably be more common as we spend longer bending our necks while looking at their phones. Doctors say the bump could come from constantly bending the neck at unnatural angles to look at digital devices. Our head weighs about 4.5 kilograms and bending our head at the same angle for a long time can strain the neck. Doctors are calling this strain "text neck". They say the skull bump rarely causes health issues. They advised people to change their posture if their neck becomes sore.

Appendix
## II: A translation task (literary text)

Dear student,
We as senior students are conducting a study on the translation errors in written texts made by EFL university students. Kindly translate the following text into Kurdish. Your translation will be used for scientific and academic purposes only.

The Fawn and his Mother
A young fawn once said to his mother, "You are larger than a dog, and swifter, and more used to running, and you have your horns as a defense; why, then, O mother! do the hounds frighten you so?" She smiled, and said: "I know full well, my son, that all you say is true. I have the advantages you mention, but when I hear even the bark of a single dog 1 feel ready to faint, and fly away as fast as I can ".

Appendix
III: A screenshot of scientific and literary text coding
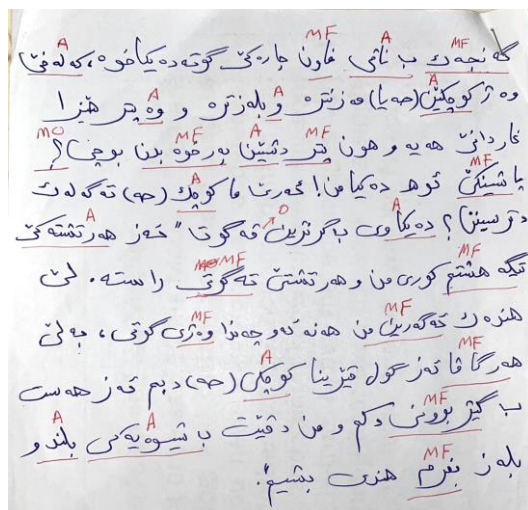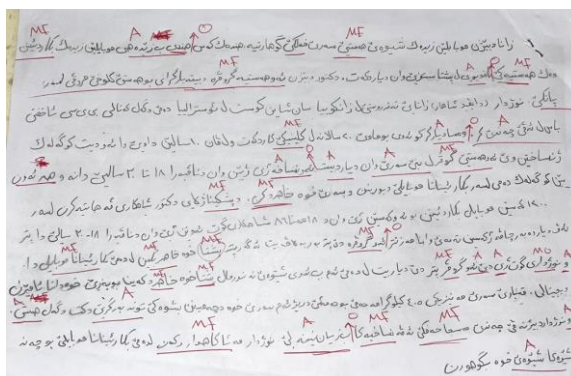
Appendix
IV: List of abbreviations

A	Addition
BK	Bahdini Kurdish
EFL	English as a Foreign Language
MF	Misformation
MO	Misordering
O	Omission
SL	Source language
TL	Target language

اخطاء الترجمة السطحية في النصوص الادبية و العلمية

الملخص:

تهدف الدراسة الحالية إلى التحقق من أخطاء الترجمة السطحية على مستوى الجملة الأكثر تكراراً في النصوص الأدبية والعلمية التي يرتكبها طلاب الجامعة في منطقة بادينان. وقد تم إجراء ذلك من خلال تطبيق تقنية تحليل الأخطاء، والتي تعتبر جزءاً حيوياً من أبحاث اللغة الإنجليزية كلغة أجنبية. باستخدام طريقة الكمية والنوعية، استخدم الباحثان تصنيف دولي وآخرون (1982) لغرض تحليل البيانات وايجاد أخطاء الترجمة التي ترتبط بالتركيبة السطحية للجمل فقط، مستبعدان الأنواع الأخرى من أخطاء الترجمة (أي اللغوية والمقارنة والتواصلية). تم استخراج البيانات من نصوص أدبية وعلمية سبق وأن قام 50 طالباً وطالبة من قسم اللغة الانجليزية في جامعة زاخو بترجمتها. نفذ الباحثان عملية ترميز لاكتشاف أخطاء الترجمة، و عرضا تكراراتها ونسبها على جداول برنامج اكسل. أظهرت النتائج أنه من إجمالي 307 أخطاء ترجمة سطحية، سجلت صنف التركيبة الخاطئة في النصوص العلمية أعلى نسبة، و في المقابل، كان لصنف الترتيب الخاطئ أقل نسبة في النصوص الأدبية. أما بالنسبة الى صنفي الإضافة والحذف فكانت لديهما نسب مئوية متباينة متقاربة. في النهاية، ستكون هذه الدراسة مفيدة للتدريسيين لتصميم مناهج أفضل لتدريس الترجمة، وللمتعلمين لتطوير مهاراتهم اللغوية عند تعلم لغة ثانية.

الكلمات الدالة: اللهجة البهدينية، نصوص أدبية، نصوص علمية، أخطاء الترجمة السطحية.

شاشییێن وەرگێڕانیێ یێن سەرڤە د تێکستێن ئەدەبی و زانستی دا

پوختە:

ئارمانجا فێ ڤەکۆلینێ پشکنینا شاشییێن سەرڤە یێن وەرگێڕانئییە یێن هەرە بەربەلاڤ کو قوتابییێن بەهدینی یێن کو زمانێ ئینگلیزی زمانێ وان یێ بیانی بیت د دەقێن ئەدەبی و زانستی دا ئەنجام ددەن. ئەڤە ب ڕێکا جێبەجێکرنا تەکنیکەکا شیکارا شاشیان یا هاتییە ئەنجام دان کو دەهێتە هەژمارتن بەشەکیێ گرنگێ ڤەکۆلینا زمانێ ئینگلیزی وەک زمانەکیێ بیانی. ب ڕێکا بکارئینانا شێوازێ چەندایەتی و چەوایی، ڤەکۆلەر پێداچوونا ئەدەبی و شیکارکرنا زانیاریان بتنێ بۆ شاشیێن وەرگێڕانیێ سنۆردار دکەن ئەوێن بۆ بنیاتیێ سەرڤە یێ ڕستان ژلایێ دولابی و هندەکێن دی (١٩٨٢)دزڤڕیت، و جۆرێن دی یێن شاشیێن وەرگێڕانیێ وەکی (زمانزانی و بەراوردی و پێکگەهاندنیێ) ب خۆڤە ناگریت. زانیاری ژ دەقێن ئەدەبی و زانستی یێن هاتینە وەرگرتن کو ژ لایێ ٥٠ قوتابییێن شارەزا و نەشارەزا ژ زانکۆیا زاخۆ هاتینە وەرگێڕان. هەردوو ڤەکۆلەر پرۆسەیا کودان جێبەجیێ کر دا شاشییێن وەرگێڕانیێ ببینن و دووبارە بوونا وێ و ڕێژا وێ د شەریتا هێلکاریا ئێکسلی دا ڕێکئێخست. ئەنجامان وەسا دیارکر کو ژ تێکرایا ٣٠٧ شاشییێن سەرڤە یێن وەرگێڕانیێ زانیارییێن نەدروست د دەقێن زانستی دا بلندترین ڕێژە تۆمار کر. د بەرامبەر دا نەڕێکئێخستنا دروست کێمترین ڕێژە د دەقێن ئەدەبی دا تۆمار کر.سەر وێیەکیێ را، ژێدەکرن و کێمکرن جیاوازیێ د ڕێژا سەدی دا دیاردکەن. ئەڤ ڤەکۆلینە دێ بۆ مامۆستایان یا گرنگ بیت ژبۆ نەخشەدانانا شێوازەکیێ باشتر بۆ فێرکرنا وەرگێڕانیێ و بۆ قوتابیان ژبۆ پێشئێخستنا شیانێن خۆ یێ زمانزانیێ ل دەمێ فێربوونا زمانێ دوویێ.

پەیڤێن سەرەکی: زاری بەهدینی، تێکستێن ئەدەبی، تێکستێن زانستی، شاشیێن سەرڤە یێن وەرگێڕانیێ.