LEXICAL AND SYNTACTIC PROBLEMS IN CONSECUTIVE AND SIMULTANEOUS TRANSLATION FROM ENGLISH INTO ARABIC AND FROM ARABIC INTO ENGLISH: AN ERROR ANALYSIS APPROACH.

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III. ABSTRACT

In this study, the researcher has addressed himself to reveal the lexical and syntactic problems in consecutive and simultaneous translation or (interpretation) from English into Arabic and from Arabic into English as shown by a final examination of a sample of the M.A. translation students at Yarmouk University. He has adopted the Error Analysis Approach, and attempted to identify, quantify and categorize the lexical and syntactic errors that entrap our examinees. He tried also to determine the degree of these errors' acceptability, the extent to which they violate and distort the essence of the message conveyed and the deficiencies resulting from committing them. The researcher tried to find out logical reasons for such errors. A comment is made on almost every category in an attempt to analyse these errors and find out logical explanations for them.

The hypotheses of this study are:

1. Lexical and syntactic errors distort the original message and lead to a third language.

2. The problematic area for Arab interpreters is English.

3. Lexical and syntactic errors committed by interpreters are not always due to ignorance; sometimes, they result from the psychological stress, pressure of time, fatigue, confusion, memory lapses or the extraordinary atmosphere they undergo.
The findings of this study are as follows:

1. Sufficient proficiency in both languages concerned, no matter how perfect it might be, is not enough for a person to be a competent consecutive and simultaneous translator (interpreter).

2. Errors of meaning are easy to spot, but are not always so easy to put right.

3. Data under investigation suffer in certain places from inaccuracy, misunderstanding of the original text, mistranslation, omission, choice of words, redundancy, ambiguity, collocations, style, fragments or incomplete sentences, propositions and foreign terminology.

4. Most errors are attributed to the following sources: pressure of performing a final exam into a tape recorder, inadequate command of English, carelessness, inaccuracy, misunderstanding of the original speaker, examination pressure, the fast rate of the original speaker, mother tongue interference, redundancy, cultural differences between English and Arabic, unfamiliarity with the techniques of good, accurate and refined writing, shallow experience in the techniques of good interpretation, shortage of time, inattention and negligence.

5. Syntactic problems are fewer but by no means less serious than lexical ones on the part of our examinees.

6. The findings of this study support the assumption that English is the problematic area for Arab interpreters.