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Identifying the Problems EFL Students Encounter in Translating Adverbs from English into Arabic

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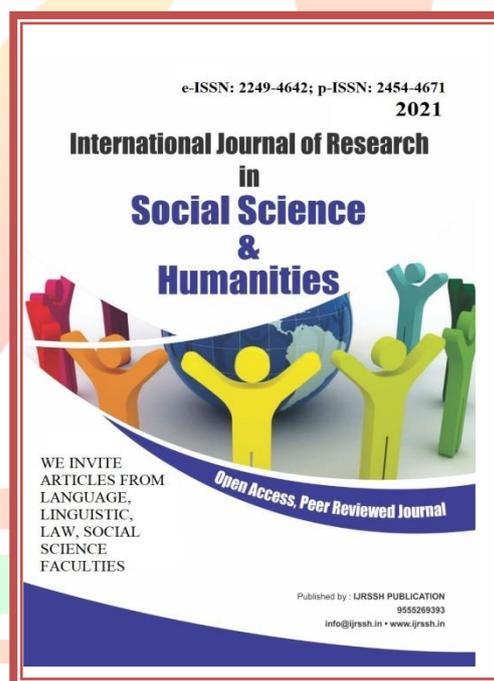
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ABSTRACT

While discussing the grammatical problems EFL learners confront in translating between languages, especially in translating adverbs as a basic category in English Grammar, it is significantly highlighting the difficulties these learners encounter and justifying the errors they make when translating adverbs and adverbial phrases from English into Arabic. Obviously, the errors are due to the fact that both languages at hand belong to two sharply distant language families and systems. In other words, language is culture-specific; what might be in one, might not be the same in the other, this leads to the ambiguity and misunderstanding of adverbs real contextual meaning, resulting the displacement of adverbs within sentences. Besides, Arab learners of English are sufficiently competent of English language and culture, thus English adverbs system and adverbial order, and their counterparts in Arabic which in turn affect their translation into their native. The study, therefore, suggests some strategies to be employed by Arab learners when translating English adverbs into Arabic.

However, it is hypothesized that EFL students at the undergraduate level have confusion in understanding the adverbs contextual meaning or in other words their sentential meaning, thus err when translating these adverbs from English into Arabic. To prove the hypotheses of the study, two tests, of five sentences each, are set for fifty randomly chosen students at the undergraduate level to do; the first test is set to re-place the adverbs properly within sentences; whereas the second is set to translate English adverbs into Arabic contextually. Then the data of the study are analyzed and the results of the tests are evaluated to show how sentence meaning is affected by the misplacement and mistranslation of adverbs and adverbial phrases. In addition, to prove that the deficiencies in translation are due to the dissimilarities between English and Arabic adverbs meaning and order, and Arabic learners' lack of linguistic and cultural competence of English and culture-specific efficacy.

Keywords: *English adverbs, Arabic adverbs, Translation Problems, Solutions.*

THE PROBLEM

English and Arabic like all natural languages have their own grammars and language systems that change over time and distinct them from other languages in the world, especially they belong to two distant families. In comparing English and Arabic, as universal languages, they have their own shared and distinctive features allowing variation in their linguistic systems such as nouns, verbs, adjectives and adverbs... etc,. Though adverb system is there in both languages, but its representation is different. Besides, Arabic is considered a more flexible and richer in its grammatical structures than English, this variation has its impact on translating adverbs and adverbials between these two languages Al Aqad (2013).

In fact, translation is a hard task to translators to convey the same linguistic features such as grammar, word order, lexis, structure, style and culture of the SL (source language) into their counterparts in the TL (target language). Concerning adverbial translation in particular, it is not an easy job for EFL Arab learners to convey the same adverbial content of the SLT (which is English here) into their native, simply because of the various positions English adverbs may occupy and the various adverbial structures

English language has that affect sentence meaning and its translation into Arabic. Besides, they are unaware of English adverbs system and its cultural counterpart in their native.

However, the studies conducted so far about the complexities arising in the adverbial translation, from English into Arabic, were sufficient in identifying errors encountered by EFL learners in translating adverbs and adverbials. Most of these studies made by Arab scholars focused only on grammatical errors of Arab students when writing in English. Moreover, the studies neither investigate the reasons behind Arabic learner's adverbial errors nor their influences in translating from English into Arabic (Ghazala, 2006).

In Al Aqad (2013), a highlighting of some of the linguistic devices of structural and syntactic analysis of multi-position Arabic adverbs occur. The study offers a syntactic baseline between Arabic and English adverbs. Its main purpose is to investigate whether the locus of adverbial sentence in Arabic matches the locus of English sentence by showing the flexibility of Arabic adverbs, which take initial, middle or final position in Arabic sentence. The study concludes by adopting a Chomeskyan syntactic theory (X' theory, 1995) through a comparative

methodology of Arabic and English adverbs in declarative and interrogative sentences to show the syntactic similarities and dissimilarities of adverbs locus in both systems and how they could change the sentential meaning and the grammatical structure.

In another study conducted by Badawi (2008), included an investigation of the adverbial errors in Arabic-English bidirectional translation made by English department sophomore and junior students at the Islamic University of Ghaza who enrolled in the second term of 2006-2007. By adopting an analytical descriptive approach to diagnosing the above errors, the study concluded that these errors are statistically attributed to students in terms of gender, classification, marital status and to the way of translation.

However, it is wise to establish a theoretical background as a basement to prove the hypotheses of our study by identifying the grammatical category of adverbs, their functions, types, and the differences between English and Arabic adverb systems.

THEORETICAL BACKGROUND

Definition of Adverbs

An adverb is generally defined as "a word belongs to one of the major form classes in any of numerous languages, typically serving as a modifier of a verb, an adjective, another adverb, a preposition, a phrase, a clause, or a sentence, expressing some relation of manner or quality, place, time, degree, number, cause, opposition, affirmation, or denial" (<https://www.merriam-webster.com/dictionary/adverb>).

In English, an adverb also serves to connect and express comment on clause content; it tells readers *how, where, when* or *the degree* at which something is done. It also explains the circumstances of a situation to make the meaning clear and the attention of the writer or speaker understandable. Hence, an adverb is an integral part of sentence semantic structure, except, in certain cases, the adverb can be omitted without spoiling its original meaning.

Normally adverbs are formed by adding *-ly* to an adjective. If the adjective already ends in *-y*, the *-y* usually changes to *-i*, as in; *bold / boldly, interesting / interestingly*. However, there are, many irregular adverbs that do not end in *-ly*, such as *already, also, always, here, never, not,*

now, often, quite, seldom ... etc
[\(https://www.southeastern.edu/\)](https://www.southeastern.edu/).

Adverbs often answer questions of *when, where, how, how much, how long, how often*:

- The elections are coming *soon*.
- They only shopped *locally*.
- They are *happily* married.
- The roads are *very* steep.
- He stopped *briefly* to say hello.
- My daughter calls me *regularly*.

Functions of Adverbs

To Aziz (1988), adverbs mainly have two functions:

1. They may be a constituent of a sentence.
 - John is reading (*slowly*). (optional – deleted)
 - John is *here*. (not optional – not deleted)
2. They may modify another elements of a sentence, as In:
 - He sings *beautifully*. (the adv. is a verb modifier)
 - She looks *very* tired. (the adv. is an adjective modifier)
 - *Surely* you are mistaken. (the adv. is a clause modifier)

- *Apparently*, it's going to rain. (the adv. is a sentence modifier)

- You drive *very slowly*. (the adv. is another adverb modifier)

There are also other adverbial phrases serving an adverbial function which will be discussed later. They consists of either pre. + (art.) + n. such as *in (the) morning, at home, on Sunday*; or two nouns (n. + n.) such as *last year, previous week*, etc.

Types of Adverbs

Traditionally, English, adverbs can be divided into three main types: adverbs of *manner, place, and time*, in addition to a special type called adverbs of *frequency*. Adverbs of *manner* explain "how" an action is done like *badly, slowly, nicely ...* etc. Adverbs of *place* explain "where" an action is done like *here, there, away, near, ever...* etc. Adverbs of *time* explain "when" an action is done like *yesterday, now, ago, later...* etc. Adverbs of *frequency* explain "how often" an action is done in a certain period of time like *always, usually, sometimes...etc*. On the other hand, adverbs of *degree* that answer the question of "how much"; they describe the strength and intensity at which something happens. They include: *almost, completely, enough, entirely, extremely, hardly, just, little, much ...* etc.
[\(https://www.southeastern.edu/\)](https://www.southeastern.edu/)

To Quirk and Greenbaum's (1985: 438), however, adverbs are morphologically classified into three main types: closed classes (simple and compound), and open class (derivational)

a. Simple adverbs, e.g.: *just, only, well*. Many simple adverbs denote position and direction. e.g.: *back, down, near, our, under*

b. Compound adverbs, e.g.: *somehow, somewhere, therefore*; and (the very formal) *whereupon, hereby, herewith, whereto*.

c. Derivational adverbs: The majority of derivational adverbs have the suffix -ly, by means of which new adverbs are created from adjectives and participial adjectives

Other, less common, derivational suffixes are: (-wise: clockwise), (-ways: sideways), (-ward (s): northward (s), (-style: cowboy-style), (-fashion: schoolboy-fashion).

In Arabic, there are also three basic types of adverbs; the first consists of *particles* (partly inseparable, partly separable). The second includes *indeclinable nouns* ending with "-u" suffix. While the third

consists of *nouns in the accusative case* (Badawi, 2008:75-79). Ex.

Arabic: والله لأفعلن

English: By God, I will *certainly* do (it). (Partly inseparable)

Arabic: خرجت فاذا علي بالباب

English: I went out, *suddenly* Ali was at the door. (Partly separable)

Arabic: لم اقرر بعد

English: I have not decided *yet*. (Indeclinable)

Arabic: لن نخون الوطن ابدا

English: We will *never* betray the home. (Accusative)

Added to the above basic types of adverbs in Arabic, there are other types of adverbial expressions that do the same function of adverbs; /Haal/ construction circumstantial, accusative adverbial of specification /Tamyiiz/, adverbial of purpose /mafuul lahu/, the locative and temporal objects /Almafuul fihii /. The accusative is the major mark of adverbs in Arabic, as will be discussed later (Wright, 1974: 282-290, cite in Badawi, 2008:75-79).

The Adverbial Phrase

The adverbial phrase is "a group of words not containing a subject and verb and usually

contains an adverb as a head word which may be preceded by pre-modifiers and/or followed by post modifiers "(Badawi, 2008: 27). Many head adverbs do not take either pre-modifiers or post modifiers. Thus, it is normal for an adverb phrase to have only the head adverb whereby intensifying an adverb can be realized as a pre-modifier of the head.

- She went home quite *soon* (head). (quite: an intensifier; a pre-modifier of the head)
- He drives his car so *carefully* (head). (so: an intensifier; a pre-modifier of the head)

Adverbial phrases with post modification are rare, but there are some of post modification, namely by *enough* and *indeed* (Muqattash & Kharm, 1996: 221, cite in Badawi, 2008:27):

- He paid *fairly* (head) *enough*. (enough: a post modifier of the head)
- She acts *negatively* *indeed*. (indeed: a post modifier of the head)

Describing Adverbs in English

As referred, an adverb is a word used to add something to the meaning of a verb, an adjective, and another adverb; it modifies verbs, adjectives, and adverbs to show how the action is done in a

sentence. In other words, it explains the meaning of one word, a phrase, a sentence or a whole clause. Thus, it could occupy different positions and be anywhere in a sentence based on its category (<https://www.grammar-monster.com/lessons/adverbs.htm>).

(Leech & Svartvik, 1988: 180) form the grammatical framework in describing adverbs and adverbial structures in English. To them, adverbs have two typical functions:

- 1-Adverbial: We always do it *perfectly*.
- 2-Modifiers of verbs, adjectives, adverbs, sentences, clauses, prepositional phrases, noun phrases and a complement of prepositions.

- John *carefully* searched the room. (the adv.: a v. modifier)
- His brother grew Happier *gradually*. (the adv.: an adj. modifier)
- She saw that it rained *all day*. (the adv.: an adv. modifier)
- Pleased him *enormously*. (the adv.: a clause modifier)
- She answered the question *correctly*. (the adv.: a sentence modifier)

Adverbs answer one of the following questions: *where*, *when*, *how*, or in *what* circumstances an action is done.

Many English adverbs are derived from adjectives by using prefixes or suffixes; (prefix a-; away, abroad), (suffix -y; gently), (suffix-ly; peacefully, deeply), (suffix - wise; likewise, otherwise), (suffix -wards; upwards, towards), (suffix-full; hopefully).

'Backward' and 'forward' without final's' can be either adjectives or adverbs. On the other hand, some adverbs have the form of the adjectives like *near, hard, far*. Adverbs of *manner, place, time* can be at different places in sentences, as the same case with adverbial phrases, but *adverbs of frequency* or duration in English very often occur directly before the main verb or after auxiliary.

-I have *never* travelled before.

-He *usually* come late.

There are many words and phrases not ending in -ly suffix serve an adverbial function. The words *motherly, fatherly, neighborly, lovely, friendly, lonely*, for instance are also adjectives. Thus, there are some adverbs have non-standard endings, which means, not all -ly endings are adverbs or -ly is the only ending which refers to adverbs. Since there are other endings like: ward, wise, etc. Accordingly, English adverbs should be identified by understanding their

grammatical relation within the phrase or sentence as a whole, since they can take various positions and different forms. Adverbs of *Manner* which usually end in -ly suffix when inserted in sentences have stative verbs become unacceptable. (<https://www.grammar-monster.com/lessons/adverbs.htm>)

* He is now a student (*carefully, noisily*).

* Ali knows the answer (*carefully, noisily*).

Describing Adverbs in Arabic

In Arabic, adverbs are mostly derived from nominals. The majority of the derived adverbs are, in fact, indefinite accusative nouns or adjectives, though there are also many derived adverbs with 'dammah' without 'nunation' or article. Compared to European languages, Arabic has few underived (original) adverbs. The underived adverbs may end in 'sukun' or 'fathah', less often in 'kasrah' or 'dammah' without 'nunation' (Abu Chacra, 2007: p. 299-305). In Arabic grammar, adverbs are classified by meaning as follows:

- (a) adverbs of time, ظَرْفُ زَمَانٍ (answers the question 'when?': مَتَى)
- (b) adverbs of place, ظَرْفُ مَكَانٍ (answers the question 'where?' or 'whence?': أَيْنَ)

Note: There are also adverbs of manner, degree, reason, restriction, etc., e.g. the underived adverb is **فَقَطُّ** means 'only'.

All adverbs of time are derived from verbal roots or pronominal bases. The common adverb **مَتَى** 'when?' (also used as the temporal conjunction 'when') is apparently etymologically connected with the interrogative pronoun **مَا** 'what?' and **مَنْ** 'who?'.

Adverbs of time often have the definite article ... **أَنَّ** and take the accusative *or*, rarely, *nominative case*, e.g.

With article: **السَّاعَةَ** **السَّنَةَ**
اليوم **الجمعة** **الآن** **الليلة**
 today on Friday
 now tonight now, at this time in
 this year

Without article: **قَبْلُ** **حِينَ**
بَعْدُ **غَدًا**
أَمْسَ

afterwards, still, yet before,
 earlier when (conj.) yesterday
 tomorrow

Note: Adverbs ending in 'dammah', like **بَعْدُ** and **قَبْلُ**, may take a preposition. Nevertheless they do not change the

ending into 'kasrah', e.g. **مِنْ بَعْدُ** 'afterwards'.

مَا جَاءَ الْيَوْمَ He did not come *today*.

مَا جَاءَ بَعْدًا He has not come *yet*.

سَافَرَ أَمْسَ He travelled *yesterday*.

Certain nouns in the accusative without the article ... **أَنَّ** are used as adverbs when followed by a year, e.g: **سنة 2003** Or **في سنة 2003** (in the year).

Underived adverbs of place, **ظَرَفَ زَمَانٍ**, are very few, e.g.

هُنَا **هُنَاكَ** **تَحْتَ**
حَيْثُ
 where, whether, whereas, due to the fact that there here beneath

إِجْلِسْ هُنَا! Sit here!
إِذْهَبْ مِنْ حَيْثُ جِئْتَ! Go whence you came!

Derived adverbs of place are common, i.e. **وَرَاءُ** 'up (stairs), on top, above', 'behind, in the rear, at the back'. Other common adverbs having the form of accusative adjectives or nouns, are: **حَالًا** (immediately), **أَوَّلًا** (first, firstly), **يَمِينًا** (on the right) (Abu Chacra, 2007: p. 299-305). English adverbs are often rendered by prepositional phrases in Arabic, e.g.:
فَهِمَ بِسُهُولَةٍ He understood *easily* (lit. with ease).

A. Absolute or Inner Objects

The so-called absolute or inner object *مَفْعُولٌ مُطْلَقٌ*, is used to emphasize the manner of action or the number of instances. It consists of a verbal noun (derived from the same root as the main verb) in the indefinite accusative form, followed by an accusative adjective.

رَكَضَ رَكْضًا سَرِيْعًا He ran *swiftly*. (lit. He ran a swift *running*.)

فَرَحَ فَرَحًا كَبِيْرًا He rejoiced *greatly*. (lit. He rejoiced a *great joy*.)

B. Haal Clause (Phrase)

Haal *حَالٌ* means 'circumstance, condition, or state'. It is added to an already complete sentence as a kind of supplemented adverbial clause or phrase, answering the question *كَيْفَ* 'how?' or 'in which manner or condition?'. In English it corresponds mostly to a (co)predicative or adverbial participle (referring to the subject or object), as in 'He came *laughing*. I saw him *standing*.' Haal *حَالٌ* is mostly an adjective or active participle in the indefinite accusative, agreeing in gender and number with the noun to which it refers, e.g.

عَادَ السَّائِحُ مَرِيْبًا The tourist returned *ill*.

(In which Haal 'condition' has the tourist returned? He returned 'ill'. Thus,

'maridan' is Haal, because it describes the circumstance or condition of the tourist.)

Haal *حَالٌ* can be in the definite form only when followed by a suffixed possessive pronoun. Haal is never defined by the definite article *أَل*, e.g.

The delegate came *alone*. (by himself)

جاء المبعوث وَحْدَهُ

C. Tamyiz (accusative of specification)

The word *Tamyiz*, *تَمْيِيْزٌ*, means 'specification, discrimination, clarification'. In grammar, it refers to a nominal attribute in the accusative indefinite form that expresses the substance or content after measure words, or the item counted after the cardinal numbers 11–99. In addition, it is used after the elative form in periphrastic comparative and superlative expressions. Examples: *عِنْدِي عِشْرُوْنَ قَمِيْصًا* (I have *ten* shirts.) (Abu Chacra, 2007: 299-305)

PROBLEMS OF TRANSLATING ENGLISH ADVERBS INTO ARABIC

Each language has difficulties of some kind in translation and characterized by having its own linguistic system which designates the framework of its spoken and written forms. It comprises of many rules that organize and facilitate

these forms. Such rules have many exceptions which constitute a source of difficulties and problems in understanding languages hence translating into others. For English adverbs, our concern, there are many exceptions and special cases to be considered while translating into Arabic as follow:

Placement of Adverbs

In fact, English adverbs can appear nearly anywhere within sentences and often not so close to the words they modify, unlike adjective modifiers that often immediately precede the word they modify (Eggo, 2006, p. 4 cit in Badawi, 2008). This affects the sentence meaning and therefor it's translating into Arabic "Although some adverbials can only occur in fixed position, most adverbials are mobile, i.e. they can come at different places in the sentence" (Leech & Svartvik, 1988: 197 cit in Badawi, 2008). *Well* i.e., in the first example below is functional thus meaningful, while in the second is *not*, which in turn affects its meaning in the Arabic translation.

- *Well*, I am coming. حسناً ، انا قادم
- * I am coming *well*. انا قادم بصورة جيدة

Formation of Adverbs

It is another difficulty for Arab learners in translating English adverbs that have many types, thus different forms which

provide various meanings in translating. For *not* all words end with -ly suffix are adverbs, but adjectives, as (lonely, lovely, lively, and motherly). In other words, they are not derived from the adjective forms; some of them end in -wards suffix, as (*upwards, backwards*), or-wise suffix, as (*likewise, otherwise*). Therefore, some adverbs have no standard endings, as (*almost, unlike, perhaps, nevertheless*) (Mansour: 2008).

- I'm lonely (adj.). انا وحيد
- Tom is a lovely (adj.)person. توم شخص محبوب

Function of Adverbs

Adverbs are one of the word classes that have their own functions. Though, sometimes they are optional and nonfunctional; can be added or omitted without changing the meaning.

- I am a student (*now*). انا طالب (الان)

'*Now*' in the above sentence is an optional adverb; if omitted, the sentence is correct grammatically, syntactically and semantically. In other cases, it is obligatory; when omitted, the meaning of the sentence will be damaged (Leech & Svartvik, 1988: 197)

- He is *now* in Baghdad. هو الان في بغداد

Confusion of adverbs as modifiers

Since adverbs function is modifying verbs, nouns, adjectives, phrases clauses and whole sentences. As referred, a "Modifier" is a word which modifies (explains more) the meaning or the ideas conveyed. Adverbs can modify verbs to give more details about 'how' an action is performed like, He drives *slowly*. هو

تمطر *heavily*. يسوق ببطئ
بغزارة

Adverbs can also modify adjectives to make them more clear and exact, they enhance or clarify the meaning of adjectives and strengthen or weaken the adjectives meaning.

-This cat is *so* cute. هذه القططة لطيفة جدا or

-That man is *quite* tall. ذلك الرجل طويل الى حد كبير

Adverbs can modify another adverbs as in:

- John sings *rather well*. يغني جون نوعاً ما بشكل جيد

- It moved *too quickly*. تحركت بسرعة كبيرة

However, the different types of adverbs and the possibilities of variation in their placement, forms, classification and rules make them more difficult to learn by Arab learners, because their grammar is

quiet complex. This implies different meanings and therefore different functions which affect their proper translation into Arabic. *Well*, for instance, in the first sentence below, functions as a *modifier for the sentence* that follows. Whereas in the second, it functions as a *verb modifier*. However, in the third, it comes as a *linking word* (a connector) to link elements of a sentence together, to what comes before and after it; each one of them has its own meaning in a sentence (Quirk & Greenbaum, 1985).

- *Well*, I accept your offer. حسناً ،

أنا أقبل عرضك (the adv. is a sentence modifier)

- He understood the sentence *well*. لقد

فهم الجملة جيداً (the adv. is a verb modifier)

- We all are ready, *well* let's start.

كلنا جاهزون ، فلنبدأ (the adv. is a connector)

Below, *so* in the first is *nonfunctional*, while in the second is a *connector*.

-*He was tired, stayed at home *so*. (the adv. is nonfunctional)

- He was tired *so* stayed at home. كان متعباً

لذلك بقي في المنزل (the adv. is a connector)

STRATEGIES OF TRANSLATING ENGLISH ADVERBS INTO ARABIC

Translation is a complicated decision-making process based on a translator linguistic and extra-linguistic competences to achieve a reliable translation that keeps the same meaning of the original. However, a translator's difficulty lies in how to choose the correct type of translation to achieve the intended aim. Thus, it is very important for translators to make a correct decision to choose the most convenient and effective strategy to achieve the intended purpose of the message and make it accessible to a wider range of readers.

In fact, a translation strategy can be defined as "translators" potentially conscious plans for solving specific translation problems in a framework of a concrete translation task (Owji, 2013). So, a translation strategy basically involves understanding the SLT and developing a method to translate it into its TL counterpart. Therefore, choosing the proper strategy to translating adverbs depends on the *kind, position* and *function* of adverbs in sentences.

Some suggested strategies below are employed to overcome adverbial problems.

Translating of adverbs by their positions

Translators commonly resort to this strategy depending on the position of adverbs that appear nearly anywhere within a sentence and often not so close to the words they modify, i.e. *happily*, take three different positions with different meanings and different translations:

-Initial position (before the subject):

Happily, the father kissed his daughter.

سعيدا قبل الأب ابنته

- Medial position (after the subject):

The father *happily* kissed his daughter.

قبل الأب سعيدا ابنته

- Final position (after the object):

The father kissed his daughter *happily*.

قبل الأب ابنته بسعادة

The position of adverbs depends partly on their structure (adverbs, prepositional phrases, noun phrases, finite verb clauses, non-finite verb clauses, verbless clauses). It also depends partly on its meaning (viewpoint, focusing, intensifier, manner, subject, place, time). Adverbials (such as clauses, prepositional and noun phrases) normally occur in the final position, though the initial position is common, especially for emphasis or contrast, as in the second example above (Badawi, 2008:28-29).

Translating of adverbs by their forms

In fact, there are a variety of strategies resorted to by translators when translating English adverbs into Arabic especially those which do not necessarily end in -ly, depending on their types, forms and sentential meanings which in turn affect their translation into Arabic.

-The delegate came *alone* (by himself)
(adv. of manner) جاء المبعوث وَخْدَهُ

- It rained *heavily*.
(adv. of manner) امطرت بغزارة

- I *often* visit my friends once a week.
(adv. of frequency) غالبًا ما أزور أصدقائي مرة واحدة في الأسبوع

- We moved *to our new house*. (adv. of place)
انتقلنا الى بيتنا الجديد

- I last saw him *yesterday evening*. (adv. of time)
رايته اخر مرة مساء امس

<https://www.grammar-monster.com/lessons/adverbs.htm>).

Translating of adverbs by their functions

Apparently adverbs have many functions based on their types, forms and grammatical structure in a sentence which may add or create new meanings in translating into the TL.

- John was *too* ambitious. كان جون جدا
(positive) طموح

- John was *too* ambitious. لم يكن جون واقعي.
(generic negation) في طموحاته

- John was *too* ambitious. تجاوز جون الحدود
(implicit negation) في طموحاته

In the first sentence *too* functions as an adverb of *degree* that intensifies the adjective after it in the past. While in the second, the adverbial negation by *too* is modulated by recovering generic negation in Arabic the past in as (John was not realistic in his ambitions), or implicit negation in the past in the third translation as (John exceeded the limits in his ambitions). The same form with different functions and different interpretations in different contexts produces different translations (Farghal, 2019:2).

Translating of adverbs as pre- and post-modifiers

As mentioned above adverbs can pre and post modify another elements in a sentence. In "an adverbial phrase not containing a subject and verb usually contains an adverb as a head word which may be preceded by a pre-modifier and/or followed by a post modifier" (Badawi, 2008: 27). However, many head adverbs do not take either pre-modifiers or post modifiers, thus, it is normal to have only the head adverb as a pre-modifier. This would affect its translating into Arabic, of course as follows:

- She went home quite *soon* (head). ('quite' is a pre- modifier of the head)

Post modification are rare, though there are some cases of post modification, namely by *enough* and *indeed* (Muqattash & Kharma, 1996: 221, cited in Badawi, 2008:27)

- He paid *fairly* (head) enough. ('enough' is a post modifier of the head)
- He paid very *fairly* (head) enough. (pre- and post-modifier of the head)
- She acts *negatively* indeed (head). (negatively is a post modifier of the head)

METHOD

Study Sample and Test Description

According to the hypothesis of the study, that EFL students at the undergraduate level have confusion in understanding English adverbs contextual meaning thus err when translating these adverbs into Arabic. To prove that, 60 students of English Department - College of Education for Humanities - Basra University has randomly chosen and subjected to a test of two questions of five sentences each.

In the first question, the testees were given 5 sentences with misplaced adverbs and asked to re-place them properly by verifying their contextual meaning within

sentences. However, in the second question, they were also given 5 sentences and asked to translate English adverbs into Arabic to see how sentence meaning is affected by the misplacement and hence mistranslating of adverbs and adverbial phrases.

Then the data of the study and the results of the tests are analyzed to show how sentence meaning is affected by the misplacement and mistranslation of adverbs and adverbial phrases. In addition, the deficiencies in translation are due to the dissimilarities between English and Arabic adverbs meaning and order, and Arabic learners' lack of linguistic and cultural competence of English and culture-specific efficacy.

Analysis and Discussion of Test Results

Analyses of the First Question

In the first question, students were asked to put the adverbs in the correct places as shown:

- 1-The package is large. (*extremely*)

Mostly 38 students put the adverb wrongly at the end as post modifying the adj. 'large' as:

- * The package is large *extremely*.

While only 22 put it properly before the adj. 'large' as an adjective modifier as follow:

-The package is *extremely* large.

2- He finished the fence. (*with difficulty*)

Almost 37 students put the adverb after the verb incorrectly in the disorder place as:

* He finished *with difficulty* the fence.

While only 23 did it correctly by placing the adverb at the end as a verb modifier as follow:

-He finished the fence *with difficulty*.

3- I did not understand his attitude. (*frankly*)

40 students put the adverb *frankly* incorrectly at the end as a verb modifier as:

* I didn't understand his attitude *frankly*.

While only 10 of them put the adverb correctly after the subject as a subject modifier as:

- I *frankly* didn't understand his attitude.

And the other 10 students put the adverb correctly at first as a sentence modifier as:

- *Frankly*, I didn't understand his attitude.

4- My best friend did all the best. I appreciate that. (*really*)

36 students put the adverb incorrectly at the end of the combined sentence as:

* My best friend did all his best, I appreciate that *really*.

While 24 students correctly put the adverb immediately after the subject 'I' as a subject modifier as:

- My best friend all his best, I *really* appreciate that.

5- James played in the match on Saturday. (*professionally*)

40 students did this sentence incorrectly as:

* James played in the match on Saturday *professionally*.

* James played in the match *professionally* on Saturday.

* *Professionally* James played in the match on Saturday.

All the above answers are incorrect, because the sentence has three adverbs that have a certain order to place. According to English rule, the adverb of *manner* 'professionally' should be put first as a verb modifier, followed by the adverb of *place* 'in the match', then the adverb of *time* 'on Saturday' done correctly by the rest 20 students as:

- James played *professionally* in the match on Saturday.

Analyses of the Second Question

The second question is a translation test. Students were given 5 sentences having adverbs in each and asked to translate them from English into Arabic contextually as follow:

1- *Weather-wise*, this village is a suitable place for old people.

37 students incorrectly translated the adverb *Weather-wise* literally.

Some students thought that *Weather-wise* is a name of a village. They don't even know it is an adverb. While other students were confused by the adverb *Otherwise*, they thought they are the same, so translated it as: (من ناحية), (على كل/اي حال), اخرى. While only 23 translated it contextually as:

من ناحية الطقس، تعد هذه القرية مكانًا مناسبًا للعيش لكبار السن

2- *On purpose*, the manager used a threatening language.

35 students incorrectly translated *on purpose* literally as, على , عن قصد , بغرض , اساس , they were confused by the adverbial phrase *on purpose*. While only 25 translated it contextually as: استخدم المدير لهجة تهديد متعمدا.

3- *Strictly speaking*, nobody is allowed in here.

45 students incorrectly translated the adverbial clause *Strictly speaking* as literally as,

, متحدثًا بقسوة , كلام صريح , يتحدث بوضوح , متحدثًا بقوة . While only 25 translated it contextually

as بصراحة، لا أحد مسموح له بالدخول

4- *Failing* to convince them, he delayed the event.

38 students incorrectly translated *failing* as فشل as a verb in فشل في اقناعهم not an adverb or as الفشل as a noun in الفشل في اقناعهم because they think that -ing can be added either to a verb in progressive tense or to make the verb a noun but here, it is non-finite verb phrase functions as an adverb. While only 22 translated it contextually as

آخر الحدث بعد ان فشل في إقناعهم

5- I *less or more* understand what a speaker says.

47 students did the translation incorrectly. They were confused by the adverbial comparative phrase "less or more", so they translated it literally as اكثر او اقل. While only 13 translated it contextually as: بكل الاحوال فهمت مقاله المتحدث

CONCLUSION

The paper has investigated the errors undergraduate students as EFL learners encounter when they translate English adverbs into Arabic. It is proposed that these students have many difficulties in adverbial translation from English into Arabic.

After analyzing the results of student's responses of the test prepared by the researcher, it is proved that these students have problems in English adverbs placement. And their translation needs a practical knowledge in both English and Arabic grammars. Awareness of adverbs types, functions and meaning is essential for the sake of accuracy of translation.

English uses adverbs and adverbial construction more often than Arabic in which adverbs are less flexible construction as they usually come at end of the sentence. Whereas, in English they

usually come at the beginning and end of the sentence or after the subject. Unlike English, Arabic adverbs and adverbial construction which functions as an adverb do not have unifying characteristics that would set them as a category apart morphologically and syntactically. Hence, they can be particles, in- declinable nouns ending in -u suffix, and nouns in the accusative.

In English, adverbs may be signaled by Prefix a- and -ly, -wards, -wise, and -fully. In Arabic, the constituent which serves the function of adverbs in English can basically in three varieties AP, NP, and PP. However, English has adverbs and adverbial constructions function as adverbs which may be adverbs of manner, of time, of the place and of frequency. Relying heavily on dictionaries, sometimes do not give a proper translation.

The transfer of Arabic structures or influence of the native language in the translation task has produced the number of errors on the semantic, lexical and syntactic levels. It appeared that Iraqi Undergraduate Students made errors in the areas where they felt Arabic and English rather similar.

The students' abilities in both Arabic and English imply that some of the subjects' problems in translation especially in Arabic- English can be attributed to the deep-rooted problems in Arabic grammar. Avoidance of translating unknown constituents to students was greatly used to overcome translation of semantic functions of some certain institutions

from English into Arabic. For example, ignoring the translation of some Arabic adverbial in English. Students lack knowledge about English and Arabic grammar systems and unsystematic translation cause some errors in translation of adverbs from English into Arabic.



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APPENDIX

Q1/ Put the adverbs given between two brackets in their correct position.

- 1- The package is large. (*extremely*)
- 2- He finished the fence. (*with difficulty*)
- 3- I did not understand his attitude. (*frankly*)
- 4- My best friend did all the best. I appreciate that. (*really*)
- 5- James played in the match on Saturday. (*professionally*)

Q2/Translate the adverbs in each sentence below into Arabic contextually.

- 1- *Weatherwise*, this village is a suitable place for old people.
- 2- *On purpose*, the manager used a threatening language.
- 3- *Strictly speaking*, nobody is allowed in here.
- 4- *Failing* to convince them, he delayed the event.
- 5- I *more or less* understand what the speaker is saying.

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