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ENGLISH MAJORS' ERRORS IN TRANSLATING ARABIC ENDOPHORA: ANALYSIS AND REMEDY

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Abstract

Egyptian English majors in the faculty of Education, South Valley university tend to mistranslate the plural inanimate Arabic pronoun with the singular inanimate English pronoun. A diagnostic test was designed to analyze this error. Results showed that a large number of students (first year and fourth year students) make this error, that the error becomes more common if the pronoun is cataphori rather than anaphori, and that the further the pronoun is from its antecedent the more students are apt to make the error. On the basis of these results, sources of the error are identified and remedial procedures are suggested.

Abstract in Arabic

المستخلص

أخطاء طلاب شعبة اللغة الإنجليزية في ترجمة الضمائر العربية

المتقدمة والمتأخرة إلى الإنجليزية

تحليل وعلاج

تقوم الدراسة الحالية بتحليل أخطاء طلاب شعبة اللغة الإنجليزية (الفرقة الأولى والرابعة) في ترجمة ضمير جمع غير العاقل من العربية إلى الإنجليزية؛حيث يميل الطلاب إلى استخدام ضمير غير العاقل المفرد في الإنجليزية بدلا من ضمير الجمع. تستخدم الدراسة اختبارا تشخيصيا يسعى للكشف عن نسبة شيوع الخطأ ومن ثم تحليله. أظهرت النتائج أن عددا كبيرا من طلاب الفرقتين يرتكبون هذا الخطأ، وأن الخطأ يزداد إذا كان الضمير في موضع المتقدم أكثر مما إذا كان في موضع المتأخر، وأن الخطأ يزداد كلما بعد الضمير عن عائده. ثم تناولت الدراسة تحليلا لمصدر الخطأ وقدمت مقترحات لعلاجه.

INTRODUCTION

Students whose major is English in faculties of Education are faced with translation problems from the very start of their study. They unconsciously depend on transferring ideas and concepts into Arabic so as to digest the number of English texts they are required to study after the one-book and one-abridged booklet of the secondary stage. In their endeavour to struggle with the texts they are faced with many problems that stem from their inability to capture the meaning, to understand the culture of the target language, to find meaningful equivalents in Arabic or to draw a mind map of the text in their mental structures.

Pronouns are one area that causes difficulty to students who depend on translation purely as a tool, rather than a chosen area of study. The problem stems from the fact that the structure of both forms of Arabic which the student is using, Standard Arabic and colloquial Arabic, are quite different from the structure of English. Hence most students, whether in the first year of their study or in the final years, make errors in understanding reference and reference devices in English and Arabic. One such error involves rendering Arabic endophora (reference backward and forward) that refer to the inanimate plural with the singular inanimate equivalent in English.

Different languages use different devices for reference within the text (endophora) and outside the text (exophora), such as pronouns, articles and demonstratives. However, because languages are different, the number of pronouns, as one device of reference, and the nature of these pronouns vary considerably. For example there are five pronouns in Standard Arabic referring to the 2nd person (one for the singular masculine, one for the singular feminine, one for the dual of both genders, one for the plural masculine, and one for the plural feminine), while there is only one pronoun in English that does the job. This study attempts to investigate the nature, and the distribution of the errors made by English Majors of the Faculty of Education – first year and fourth year, in translating pronouns that refer to inanimate plurals from Arabic to English. The study proposes a specific discrete-item diagnostic test to gauge the degree of error and its distribution among students who come fresh to the university as compared to students who have been instructed in the English department in general and in

translation in particular for more than three years. The study seeks to analyze the nature and the sources of the error and suggests remedies for it.

Statement of the problem:

English majors in the faculty of Education tend to mistranslate the Arabic inanimate plural pronoun by using the English inanimate singular pronoun. The study seeks to explore the nature of the error, its sources, and ways to overcome it. The study seeks to answer the following questions:

1- Is translating the Arabic inanimate plural pronoun by using the English inanimate singular pronoun a global error or a specific one?
2- What is the difference between first year and fourth year students' achievement in a discrete point test that diagnoses this error?
3- What is the source of the error?
4- How to overcome the error?

In order to answer these questions, the study gives a theoretical background about the nature of reference in Arabic and English, the basics and limitations of error analysis, and develops a diagnostic test to provide experimental answers to these questions.

Significance of the study:

The study explores one problematic area in translation from Arabic to English; translating reference devices and particularly inanimate pronouns. The study is significant especially for the following reasons:

1- it describes the nature of the error; mistranslating the Arabic inanimate plural pronoun by using the English inanimate singular pronoun.
2- It shows the different manifestations of the error; in anaphora as well as cataphora positions.
3- It recommends guidelines for remedying the error.
4- It recommends different strategies for overcoming the error in translation instruction in universities.
5- It presents guidelines for translation course designers to follow so that students may not fall into this and similar errors.

6- It develops a diagnostic test that can be used for discovering this error.

THEORETICAL BACKGROUND:

The nature of co-reference in language

Crystal (1985:259-260) explains that *reference* is the term used by linguists to mean one of two things:

1. the symbolic relationship that a linguistic expression has with the concrete object or abstraction it represents.
2. the relationship of one linguistic expression to another, in which one provides the information necessary to interpret the other.

The present study is interested in the second type/meaning of reference since this is the reference that occurs within sentences rather than the semantic representation of concrete objects. This second type of reference in language is also called "co-reference" which is "the reference in one expression to the same *referent* in another expression" (Quirk, Greenbaum, Leech, and Svartvik, 1985:863) for example
" *You* said *you* would come." In this sentences both '*you*'s have the same referent.

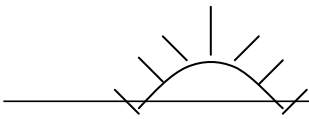
Co-reference, is of two types; *endophora* and *exophora*. Crystal (1980: 137) defines *exophora* as "the reference of an expression directly to an extralinguistic referent, the referent does not require another expression for its interpretation". Halliday and Hasan (1976: 33) define *endophora* as "the co-reference of an expression with another expression either before it or after it. One expression provides the information necessary to interpret the other". Endophora is divided into *anaphora* and *cataphora*. Anaphora is "the co-reference of one expression with its *antecedent*[1].(Lyons 1977:656). The antecedent provides the information necessary for the expression's interpretation In the following sequence," *A well-dressed man* was speaking; *he* had a foreign accent.", the relationship of the pronoun *he* to the noun phrase *a well-dressed man* is an example of anaphora.

Cataphora on the other hand is "the co-reference of one expression with another expression which **follows** it, the following expression provides

[1] An antecedent is a word, phrase, or clause referred to by another expression which precedes or follows it. (Hartmann and Stork, 1972: 14)

the information necessary for interpretation of the preceding one". (Gutwinski (1976: 67). In the following sentence, the relationship of *one* to *a towel* is an example of cataphora: "If you need *one*, there's *a towel* in the top drawer."

Brown and Yule (1998:193) give the following example to differentiate between endophoric (both anaphoric and cataphoric) and exophoric reference:

a. **Exophora**: Look at that. (*that* = )
b. **Endophora**:
    1. **Anaphora**: Look at the sun. It is going down quickly.
    (*it* refers back to *the sun*)
    2. **Cataphora**: It is going down quickly, the sun.
    (*it* refers forwards to *the sun*)

The present study is interested in problems stemming from endophoric (both anaphoric and cataphoric) co-reference when translating from Arabic to English, especially when translating pronouns which are co-referential with inanimate plural nouns. So it is important to have a look at the case of cataphora in Arabic, as anaphora is the general rule used in Arabic as well as many languages.

Pronominal reference in Arabic

Cataphora in Arabic:

Ibn Æaqîl (2004:86-91)[2] in his comment on the celebrated one-thousand-line poem of Ibn Mâlik on Arabic grammar mentions that "it is common to use a cataphor attached to a forwarded object that refers forward its subject as in "خاف ربه عمر" (khâfa rabbahu æumar)= [feared *his* God Omar] where *Omar* is the back warded subject, and *his God is the forwarded object,* while it is irregular to use a cataphor attached to a subject to refer forward to a reflexive

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The complete Arabic lines of verse go as follows[2]

و شاع نحو "خاف ربه عمر" وشذ نحو "زان نوره الشجر"

ومن شواهد عود الضمير على متأخر لفظا متقدم رتبة قول الأعشى

كناطح صخرةً يوما ليوهنها فلم يضرها وأوهى قرنه الوعل

noun as in "زان نوره الشجر" (zâna nûruhu al-shajar)= [Lightened *their* light the trees] where *the trees* is the object, *nûr* (light) is the subject and the *ha* in *nûruhu* (their light) refers forward to the object.

Hassan (1987: 259-261) lists four positions where cataphora can occur;

1. after "Rubba"= May somebody be" as in "ربه صديقا" (rubba*hu* šadiqan)= [May *he* be a friend].
2. a pronoun in the nominative position for a backwarded subject that is governed by two verbs, as in "يحاربون ولا يجبن العرب" (yuħârib*ûn* wala yajbun al-ćarab) =[*they* fight and are not cowards the Arabs]
3. a pronoun that is explained by a backwarded noun, as in " احتفلنا بقدومه… الغائب" (ʻħtafalnâ biqudûmi*hi* …al-ghâ'ib)= [we celebrated *his* return…the long absent person]
4. a pronoun in the anticipatory position of a subject that expresses condition or action without reference to an agent as in " إنها رابطة العروبة قوية لا تنفصم" (ʻina*hâ* râbiţatu al-ćurûbati qawiyatun lâ tanfašim)= [*It* is the bond of Arab nationalism (that is) unbreakable][3]

Inanimate plural in Arabic:

Suyûti (1998:200) explains that of the inanimate plural there are two types; the plural that refers to a lot of things, and the plural that refers to a few things (the so-called plural of poverty). For the former of these, the singular female pronouns are used as in "اثنا عشر شهرا…..منها أربعة حرم" (التوبة: **36**) (ʻithnâ ćashara shahran …. min*hâ* ʻarbaćatun ħurum)= [twelve months…. of *them* four are sacred]. For the later of the two types (the one referring to a few things), female plural pronouns are used as in the rest of the same

[3] Ibn Hisham (1969: 562-568) adds three more positions to the aforementioned ones:

1. the pronoun is the subject of "Nićma" or "Bi'sa" =[two verbs used for praising and insulting respectively] in which case the pronoun will not be overt, as in "نعم رجلا زيد" (Nićma rajulan zayd) =[Zayd is the best man]
2. the pronoun is covert in the subject position for a verb whose overt subject is backwarded as in "وإذ ابتلى إبراهيم ربه" (wa ʻith ibtala Ibrâhîma rabbuhu) = [(remember) when *his* God tested Abraham]
3. the pronoun is referring to the situation in a story telling as in " فإذا هي شاخصة أبصار الذين كفروا" (fa'itha hiya shâkhišatun ʻabšâru al-lathîna kafarû)= [(at that moment) *it* is the beholdings of the non-believers are kept glazed].

Qur'anic verse "فلا تظلموا فيهن أنفسكم" (falâ tažlimû fî*hina* ʻanfuskum)= [so do not do wrong to yourselves in *these* four months]

Fayyumi on the other hand states that "any plural noun that refers to non-humans whether its singular is masculine or feminine should be treated as (singular) feminine"(1977:704). In modern standard Arabic plurals that refer to a few items are not widely used except in literary works. Most newspaper articles use the feminine singular pronouns and demonstratives to refer to inanimate plurals whether they refer to many things or a few things.

Error analysis (EA):

Larsen-Freeman and Long claim that the study of second language acquisition SLA can be said to have passed through a series of phases defined by the modes of inquiry researchers have utilized in their work: contrastive analysis, error analysis, performance analysis and discourse analysis (1991:81).

Contrastive Analysis (CA)

Proponents of contrastive analysis see language as a conditioned response and believe that errors produced by a second/foreign language learner result from the interference of the native language. Primary tenets of the theory are (Wooster writing center:2005)***:***

1. the prime cause of difficulty and error in foreign language learning is interference coming from the learner's native language.
2. Difficulties are chiefly due to differences between the two languages.
3. The greater the differences, the more acute the learning difficulties will be.
4. The results of a comparison between the two languages are needed to predict the difficulties and errors which will occur in learning the second language.
5. What needs to be taught is discovered by comparing the languages and subtracting what is common to them.

Purists of contrastive analysis advocate a "strong" approach: development of teaching methods based on a comparison of phonological, grammatical, and syntactic features of the native language and target language. A second or "weaker" version emphasizes analysis of errors after they occur. Some

researchers believe the latter method to be the more valid of the two, and it is certainly a more realistic pedagogical approach.

Introduction of the Concept 'Error Analysis'

Tono (2005) states that it was S.P.Corder who first advocated in the ELT/applied linguistics community the importance of errors in the language learning process. "In Corder (1967), he mentions the paradigm shift in linguistics from a behaviorist view of language to a more rationalistic view and claims that in language teaching one noticeable effect is to shift the emphasis away from *teaching* towards a study of *learning*."

Error Analysis developed out of the belief that errors indicate the student's stage of language learning and acquisition. The student is seen as an active participant in the development of hypotheses regarding the rules of the target language just as is a young child learning the first language. Errors are considered to be evidence of the learner's strategy as he or she builds competence in the target language. These errors are defined as global -- those which inhibit understanding -- and local -- those which do not interfere with communication. Various classifications of these error systems have been developed by error analysis theorists. One of these classifications focuses on systems of language acquisition (Wooster writing center, 2005):

1. pre-systematic -- errors occur before the language learner has realized any system for classifying items being learned; the learner can neither correct nor explain this type of error.

2. systematic -- errors occur after the learner has noticed a system and error consistently occurs; learner can explain but not correct the error.
3. post-systematic -- errors occur when learner is consistent in his or her recognition of systems; can explain and correct the error.

Another classification also relies on three major groups: (1) interference errors, (2) intralingual errors, and (3) development errors. Interference errors are caused by the influence of the native language, in presumably those areas where the languages differ markedly. Intralingual errors originate with the structure of the foreign language FL/ target language TL itself. The

complexity of the language encourages over-generalization, incomplete application of rules, and failure to learn conditions for rule application. Development errors reflect the student's attempt to make hypotheses about the language -- often independently from the native language.

Error analysis can benefit the teacher in several ways. First, it accounts for many errors which Contrastive Analysis does not. Second, because it emphasizes the student's recognition of language systems -- the fact that the student is learning rules and applying them -- the teacher can approach the student with a more positive attitude. Instead of seeing the student as simply an individual who has not or cannot learn proper usage, the teacher can understand the student as someone practicing cognitive skills -- analyzing, inducing, classifying, etc. From this perspective, the student becomes an active thinker -- not merely a passive receptacle waiting only to receive instruction. Third, the teacher can use error analysis to classify the error according to a system and correct it by teaching proper target language examples. For instance, if the student consistently forms the past tense by adding *-ed* to all verbs but can identify and correct them when editing, the teacher may conclude that the student is overextending the rule during the composition of the first draft simply because he or she is concentrating on the ideas expressed rather than on spelling. Instead of reviewing past tense rules, the teacher might elect to stress the need to edit and proofread. If, however, the student consistently makes an error which he/she can correct but not identify, such as question formation ('*Did he talked with you'; '*Does he talked with you'), the teacher might decide that it is an intralingual error and will then need to review syntax which has been incompletely learned.

Limitations of Error Analysis

While the approach to error analysis is, without doubt, a valuable teaching tool, the teacher should handle it cautiously and with the awareness that it has its faults. One of the major complaints leveled against EA is that it focuses primarily on errors which are made in writing while ignoring errors which do not appear in the student's work. The complaint is justified, and the teacher must be wary of falling into the same trap. A good teacher must sensitize him or herself to what the student does not do since some students may avoid using a particular sentence structure for fear they will use it

incorrectly. Chinese and Japanese speakers, for example, may be likely to avoid the use of relative clauses, while Arabic students may shy away from the passive voice. The teacher is obligated to discover these problems and then employ exercises to teach proper usage while building the student's confidence and willingness to experiment with the language.

Researchers and teachers have also validly criticized CA and EA because both tend to ignore the good points in a student's writing. Again, the teacher must make sure that the focus of the analysis does not become so narrow that correct writing is forgotten. Allowing the student to concentrate to some extent on structures which he or she has composed correctly can help the student gain confidence to work with the language, thus increasing his or her ability to produce more complex and varied sentence patterns. Analysis of correct writing might also lead to the discovery of the source of errors which do appear in the student's writing.

REVIEW OF LITERATURE:

Chrosniak (1989) conducted a study on twenty college and 38 high school deaf students in the hope of determining whether the deaf (who are, in a way, second language learners of English) will select referents differently as compared to hearing native English speakers. Seventy-three normal hearing students were used as the control group. Booklets were prepared containing 30 control and 30 experimental sentences. There were two sets of control sentences and two sets of experimental sentences for each of four types (parallel function, pragmatic I, pragmatic II, and experiencer constraint verbs 1 and 2.) In the first set of sentences (parallel function sentences) the answers of both deaf groups differed from those of the hearing group. Repeated measures showed that the differences were significant for each group of subjects for both the control and experimental sentences in reversed and non-reversed orders. When using the "pragmatic II" sentences, both groups differed significantly in their responses to both the experimental and the control sentences. For the experimental sentences involving type 1 verbs the hearing followed the verb constraint 95% of the time for the non-reversed order; the deaf only 54%. However, both the deaf and the hearing had difficulty with the non-reversed sentences. In sentences with type 2 verbs, deaf and hearing subjects made correct gender choices in almost every

instance for the control sentences. For the experimental sentences, hearing subjects resolved the ambiguity by choosing the subject in almost every non-reversed sentence and deaf high school students responded in a similar fashion. The differences between the way deaf high schoolers and deaf college students operate when translating small sentence contexts was identified.

Elkhatib (1984) analyzed writing samples of four Arab college freshmen students of English as a second language. The objectives were to classify the lexical problems found, determine the causes of the problems, and examine the students' choice of certain lexical items in an attempt to determine whether the students were more attuned to the form or the substance of the language. Eight types of lexical errors were found: (1) overgeneralization of the use of one translation equivalent; (2) literal translation; (3) divergence; (4) confusion of words formally or phonetically similar; (5) confusion of related or unrelated words with similar meanings; (6) unfamiliarity with word collocation; (7) overuse of a few general lexical items; and (8) nonce errors (those that seem to defy analysis). Based on the findings, suggestions were offered for teaching lexical non-congruence with the help of semantic field theory and componential analysis, teaching the process of describing meaning, and teaching collocations.

Ali (1984) analyzed faculty of education freshmen's translations in order to identify the major areas of difficulties and problems that students face when translating. He classified the errors into structural errors (errors stemming from the lack of knowledge of the language grammar of English), word choice errors (errors stemming from the semantic misrepresentation of words), cohesion errors (errors in linking sentences and phrases) and coherence errors (errors in representing the overall meaning of a passage). In 1990, he conducted a study to remedy some of these errors through a suggested course in translation. His main approach in treating these errors was a structural one. Units in his program were divided into lessons based on the similarity or confusion of some lexical items of rules of grammar, and differentiating between them. Students then have to undertake intensive exercises in translating different sentences each of which has got one of the pair of words or one rule of grammar that is different.

Kashima and Kashima (1998) analyzed cultural differences between countries with languages that have a ‘pronoun drop’ option (such as Spanish, Portuguese, Italian, Mandarin, Indonesian, Korean, Russian, etc .) and that don’t have a ‘pronoun drop’ option (e.g. English, German, French, Greek, Finnish, etc.). Pronoun drop option refers to the possibility in spoken language to express first and second person perspective without the explicit use of “I” or “you”. The idea is that an explicit use of “I” and “you” highlights a figure against the speech context that constitutes the ground; the absence reduces the prominence of the speaker; consequently, the authors hypothesize that countries with a pronoun drop language tend to be more collectivistic as compared to countries with languages with obligatory pronoun use. This should be the case because implicitly in a conversation less ‘overt’ distinctions are made between speakers, less emphasis is put on the different perspectives. Across 71 countries and 39 languages indicators of individualism-collectivism correlated with the type of language in the direction that pronoun drop countries were less individualistic. Pronoun drop was also found to go with more power distance, more paternalism, more conservatism, more moral discipline and less achievement orientation.

HO Fuk-chuen (2005) conducted a study to explore different types of errors made by students with reading difficulties in Chinese. Based on the dual-route model of reading, readers may use either the lexical (words are recognized as wholes) or sub-lexical (words are recognized through grapheme-phoneme correspondence) procedure to read. There is evidence for the existence of these two mechanisms in English reading. It is suggested that deficits in one and/or the other mechanism lead to different patterns of reading disability. Surface dyslexia results from impairment of the lexical procedure with an intact phonological route to reading. Phonological dyslexia results from a highly selective deficit in the grapheme-phoneme transformation mechanism. It was found that the proportion of phonological dyslexia was higher than that of surface dyslexia in English. In usual practice, reading errors are categorized into semantic, phonological and visual. Although it was suggested that reading disabled children made more semantic errors in English language - due to the fact that many of these children use the lexical route to read- the results of this study showed that

more phonological errors were made by the Chinese children who had a reading difficulty.

Myles (2002) explored errors in writing in relation to particular aspects of second language acquisition and theories of the writing process in L1 and L2. She identified some social and cognitive factors that lead students to make errors in L2 writing. Among the social are "negative attitudes toward the target language, continued lack of progress in the L2, a wide social and psychological distance between students and the target culture, and a lack of integrative and instrumental motivation for learning". The cognitive include " less familiarity and less confidence with structural elements of a new language, rhetorical and cultural conventions and even new uses of writing".

Oshima-Takane (1992) reported on a study of a normally developing boy who made pronominal errors for about 10 months. Comprehension and production data indicated that the child persistently made pronominal errors because of semantic confusion in the use of first- and second-person pronouns.

Moore (1995) analyzed for accuracy of pronoun usage spontaneous utterances from 3 conversational contexts that were generated by 3 groups of 10 children, including children with specific language impairments (SLI). Third person singular pronouns were judged according to case, gender, number, person and cohesion based on their linguistic and nonlinguistic contexts. Results indicated that SLI children exhibited more total errors than their chronological peers, but not more than their language level peers. An analysis of error types indicated a similar pattern in pronoun case marking..

Belhabib (2003) reviewed the fronted structural elements, including fronted pronouns (cataphora), in the language of poetry in Arabic. He found out that the language of poetry is more restricted than that of prose, that most of the cohesion and coherence devices used in prose can be used in poetry, and that cataphora occur more in poetry than in prose because they serve some of the rhetorical purposes in poetry.

4. METHODOLOGY AND INSTRUMENTS：

The present study utilized a diagnostic discrete-item test on translation.

Test Description

The test was designed to identify the ratio of distribution of the error "substituting the inanimate singular pronoun in English instead of the plural pronoun when translating inanimate plural pronouns from Arabic to English". The test aimed at measuring

1. errors in anaphor translation with junior students
2. errors in anaphor translation with senior students
3. errors in cataphor translation with junior students
4. errors in cataphor translation with senior students
5. the difference in error distribution between junior and senior students
6. the distribution ratio according to the distance between the pronoun and its antecedent (no words separating between them, one word, two words, three words, or four words).

Design of the test:

The test was comprised of forty sentences. Twenty of them included examples of anaphora where the pronoun follows its antecedent, and the other twenty included examples of cataphora, where the pronoun precedes its antecedent. (refer to appendix I) All sentences were derived from Modern standard Arabic (MSA) which is used in daily newspapers and TV news programmes. Each part of the two parts of the test consisted of 20 sentences of which four sentences contained no word separating the pronoun and its antecedent, four sentences that contained one word separating them, four that contained two words, four that contained three words, and four that contained four separating words. Instructions were written in Arabic. Students were asked to translate the sentences into English. The most difficult words were translated for the students as guiding words for each sentence so that students would not find any difficulty in translating the sentences, and would not spend much time on any one sentence. The duration of the test was one hour.

Scoring Criteria for the test:

The scoring scheme was to assign one mark for each sentence that uses the pronouns *'they*, *their*, or *them*' and to subtract one mark for each sentence that uses the pronouns "it or its" as substitutes for the pronoun *haa* (ها) in Arabic which is used to refer to the inanimate plural and which is often confused with the same pronoun which referring to the feminine singular. A mark out of forty was assigned for the whole test, twenty for each section, and four for each of the sub-sections detailed above. Some sentences were correct in English with the pronoun dropped altogether especially in sentences that do not have any separating words between the pronoun and the antecedent (8 sentences; 4 anaphora and 4 cataphora only). For these anaphor sentences, the mark was assigned on the basis of the form of the verb; whether the verb was conjugated with a singular dropped pronoun or a plural dropped pronoun. For example sentence number one goes like this: *للمخدرات أثرها الضار على الصحة.* Which would be rendered in English as 'Drugs have a harmful effect on health' without the need to insert any pronoun. The verb however shows that the subject is plural. For the cataphora sentences, the mark was assigned for the demonstrative; whether singular or plural. For example in sentence number 23 in the test *' هذه هي الأقلام التي استخدمتها في الامتحان.*, the English translation would be "these are the pens I used in the exam'. And the mark will be given based on the use of the plural demonstrative.

Validity of the test:

The validity of the test was determined through reviewing the views of a jury of specialists in Linguistics, Translation, EFL, Arabic Grammar, and Educational Psychology. Some items were modified because they did not quite fit within the context of the test, were rephrased for adequacy, or were replaced with more coherent, meaningful sentences. In order to ensure the validity of the test, factor analysis was run on the results using the rotational Farimax style; the scree plot showed four main dimensions [anaphora for 1st year, anaphora for 4th year, cataphora for 1st year, and cataphora for 4th year]. These four dimensions interpreted 63.48 of the variance in scores, at the same time all the Eigen values of the test items were loaded on the expected dimensions. These Eigen values were bigger than 1.00.

Reliability of the test:

In order to establish the reliability of the test, Alpha values was calculated and showed the following:

- Alpha [for the ANAPHORA part for the 4^{TH} year]= 0.7375
- Alpha [for the CATAPHORA part for the 4^{TH} year]= 0.0.6624
- Alpha [for the ANAPHORA part for the 1^{ST} year]= 0.6957
- Alpha [for the CATAPHORA part for the 1^{ST} year]= 0.4160

The low level , especially in the last part, is attributed to the presence of the "no-separating-word subsection" in the cataphora and anaphora parts of the test. We have indicated above that this subsection was problematic in the scoring scheme; as the English language can sometimes omit the pronoun for stylistic reasons. Nevertheless, this subsection was not deleted from the test, because it is essential to the analysis of the source of the error. The scorers were advised to assign the mark for the form of the verb with anaphora sentences and for the number of the demonstrative with cataphora sentences.

Alpha was run again to see the reliability of the test of this item [subsection] was deleted. Results were as follows:

Alpha [for the ANAPHORA part for the 4^{TH} year]= 0.8811
- Alpha [for the CATAPHORA part for the 4^{TH} year]= 0.8292
- Alpha [for the ANAPHORA part for the 1^{ST} year]= 0.8252
- Alpha [for the CATAPHORA part for the 1^{ST} year]= 0.8494

these all show a high reliability for the test.

Administration of the test:

The test was administered on 100 students enrolled in the department of English Qena Faculty of Education, 50 of whom were enrolled in the first year, and fifty in the fourth year. Students were asked to write their translation on the same pages of the questions in the blanks provided. Students found the job quite easy especially with the guiding words provided.

Their only comment was a request to complete their answer on the back of the pages since the space provided was not sufficient for some respondents whose handwriting was quite big. The aim of the test was not declared to the students although a page header read “test on translating Arabic endophora” because an error is different from a mistake in that an error is repeatedly made without knowing that it is an error, while a mistake may be known consciously to the student but s/he is not able to correct it. H. D. Brown (1994:205 cited in Ancker 2000:20) offers the following distinctions. A mistake, he says, is "a performance error that is either a random guess or a ‘slip,’ in that it is a failure to utilize a known system correctly." According to this definition, a native speaker could make a mistake in her native language. Errors, on the other hand, are problems that a native speaker would not have. Brown defines an error as "noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner". Sheets were scored and the following statistical techniques were used in the analysis of the results:

- T-t for identifying the difference between the achievement of :
  1.first and fourth year students in endophora [total score]
  2.first and fourth year students in anaphora.
  3.first and fourth year students in cataphora
  4.first year students in anaphora and cataphora
  5.fourth year students in anaphora and cataphora
  6.first and fourth year students in *anaphora* when NO word is separating
  7.first and fourth year students in *anaphora* when ONE word is separating
  8.first and fourth year students in *anaphora* when TWO words are separating
  9.first and fourth year students in *anaphora* when THREE words are separating
  10. first and fourth year students in *anaphora* when FOUR words are separating
  11. first and fourth year students in *cataphora* when NO word is separating

12. first and fourth year students in *cataphora* when ONE word is separating

13. first and fourth year students in *cataphora* when TWO words are separating

14. first and fourth year students in *cataphora* when THREE words are separating

15. first and fourth year students in *cataphora* when FOUR words are separating

- Variance analysis for identifying the difference between students achievement in anaphora and cataphora based on the number of separating words.

RESULTS AND DISCUSSION:

Based on the results attained from running the above mentioned statistical techniques, results of the study showed the following:

1. T value for the total score of students in the first year [mean=7.4200] and fourth year [mean=8.6200] was [T=0.488], which is insignificant. This shows that there is no significant difference in translating Arabic endophora (esp. the feminine singular pronouns referring to the inanimate plural) into English between students who did not have any instruction in linguistics or translation and students who have been learning linguistics and translation for more than three academic years. In both groups show a very high tendency to make the error of replacing the plural inanimate pronoun in Arabic with the singular inanimate pronoun in English.

2. T value for the *Anaphora* score of students in the first year [mean=5.5800] and fourth year [mean=5.3400] was [T=0.761], which is insignificant. This shows that the difference between the two groups in translating anaphora is not significant; both groups tend to commit errors in translating plural inanimate anaphora. In fact the results show that first year students' scores are slightly better than those of the fourth year students. This can be attributed to the fact that freshmen who join the department of English in Egyptian universities are known to practice excessive training on grammatical mini-tests which are mainly composed of sentence reconstruction. Such excessive training fades as students go

on in their study of literature, linguistics and education subjects where the focus is on the theoretical academic content rather than the form of sentences.

3. T value for the *Cataphora* score of students in the first year [mean=1.8400] and fourth year [mean=2.9200] was [T=0.79], which is insignificant. This shows that the difference between the two groups in translating cataphora is not significant; both groups tend to commit errors in translating plural inanimate cataphora. Fourth year students, however, scored better than first year students. This can be attributed to the fact that dealing with cataphora is more difficult than dealing with anaphora. Because fourth year students may have benefited from their study of learning strategies and problem solving techniques, they were more competent than first year students in translating cataphora. This can be shown in fourth year students' answer sheets where they tended to rephrase most sentences in order to change the cataphora in the original Arabic sentence into anaphora in the target English sentences so that the sentences become easier to translate. Nevertheless, the fourth year students' scores were not significantly different from those of the first year students.

4. T value for the score of students in the first year in *Anaphora* [mean=5.5800] and *Cataphora* [mean=1.8400] was [T=0.0001], which is significant favoring the score in the *anaphora* part of the test. This shows that students in the first year find it easier to translate inanimate plural anaphora than to do the same with inanimate plural cataphora. This is an expected result as the frequency of sentences that contain anaphora far exceeds the frequency of ones that contain cataphora. There may also be a psycholinguistic reason behind this; as students seem to relate the pronoun back to its antecedent, while they struggle in linking the antecedent with its postponed pronoun.
5. T value for the score of students in the first year in *Anaphora* [mean=5.3400] and *Cataphora* [mean=2.9200] was [T=0.002], which is significant favoring the score in the *anaphora* part of the test. The justification for this result is the same as the previous result.
6. Variance analysis of the degree of errors showed that all students in both first and fourth years tended to commit less errors when no word

separated the pronoun, whether as an anaphor or a cataphor, from its antecedent. The greater the distance separating the pronoun from its co-referential nominal, the larger the number of mistakes which were made. Students mean scores mean scores in the different subsections are shown in table (1):

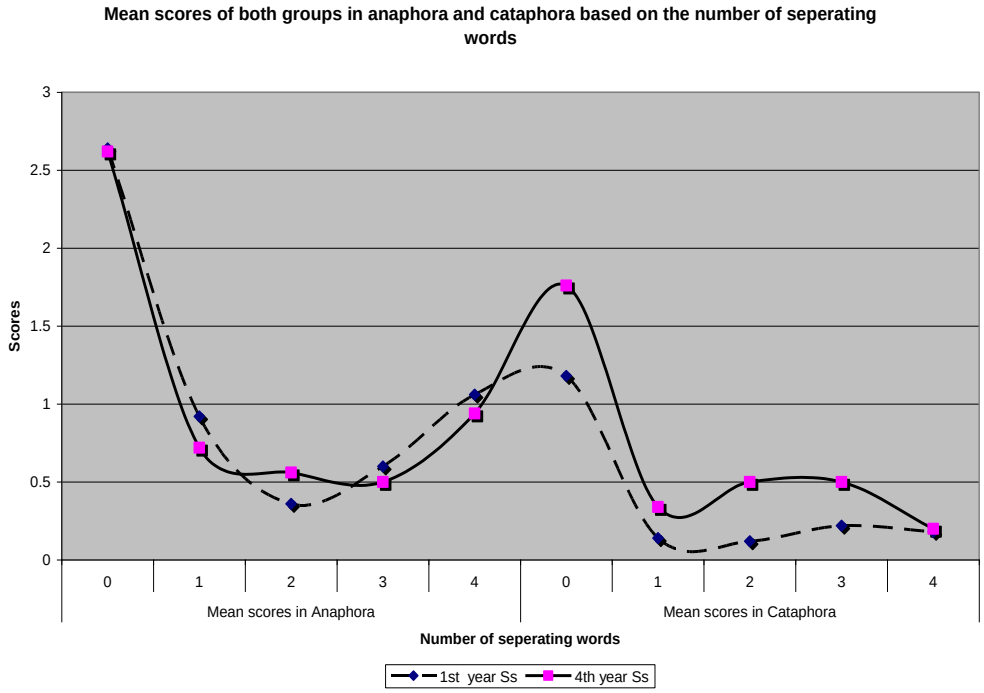
Table (1) Mean scores of students in both parts of the test

	Mean scores in Anaphora					**Mean scores in Cataphora**				
Sep Words	0	1	2	3	4	0	1	2	3	4
1st year Ss	2.64	0.92	0.36	0.60	1.060	1.18	0.14	0.12	0.22	0.18
4th year Ss	2.62	0.72	0.56	0.50	0.94	1.76	0.34	0.50	0.50	0.20

The table shows that the highest scores attained by all students are in the subsection “no separating word”. Results in other subsections go down in most cases. The only time where a score of one is attained away from the “no word” subsection, is with first year students in the “four separating words anaphora” subsection. This seems inconsistent with the assumption that the further the pronoun from its antecedent, the less likely will students get it right. The same assumption works perfectly with the cataphora part with both groups especially the fourth year students. It does not work in the same way with the anaphora part, with either group, especially the first year students. This may be attributed to the effect of the test design on the thinking styles of students; the test items show a type of consistency in having a plural noun, and a seemingly feminine singular pronoun that follows it. Students might not have suspected any trick in the test, but with the last four sentences, they may rethink the design of the test and the type of sentences they are being asked to translate. Thus they might focus more on the structure of the sentences and accordingly get more sentences translated right. The same applies to the fourth year students but to a lesser degree, simply because of the sensitive nature of freshmen discussed before. Why does this justification not work with the cataphora part? The answer to that lies in that anaphora is the *unmarked* phenomenon in language while cataphora is the *marked* one; students are already overwhelmed with so much mental processing that they may not have noticed what they did in the anaphora part.

Diagram (1) shows the difference in mean scores between the two groups based on the number of separating words:

Diagram (1)



7. T test was run in order to see whether the differences between first and fourth year students' scores in all the subsections of the test based on the number of separating words are significant or not. Results showed that all t-values for all subsections were insignificant, except for the "Two-Word Cataphora" subsection, where T equaled 0.017 favoring fourth year students. [other T values are: 0 word anaphora T=0.984, One word anaphora T=0.408, Two word anaphora T=0.256, Three word anaphora T=0.587, Four word anaphora T=0.575, No word cataphora T=0.108, One word cataphora T=0.186, Three word cataphora T=0.079, Four word cataphora T=0.855]. This shows that fourth year students' performance in translating the Arabic inanimate plural into English is on the whole not significantly different from that of the first year students. In other words, students who have been instructed for more than three academic years in translation, literature and linguistics did not show a noticeable rise in their performance compared with students who did not have such training in

colleges. This draws our attention to the gaps in training future language teachers and translators. As for the significance value of the fourth year students' scores in the "two-word-cataphora" subsection, the following explanation is presented. From reviewing the test items of the cataphora section, it is noticed that the first four sentences – the no-word subsection- are composed of sentences that include independent pronouns[4]. Although attached pronouns are the unmarked type of pronouns in Arabic, independent pronouns are easier to track and manipulate; simply because they are separate independent words, while attached pronouns are morphemes that are affixed to words. This can explain the high level of achievement of all students, especially fourth year ones, in this subsection. In fact independent pronouns were the only possible way for forming sentences that contain cataphora and no word separates the pronoun from its antecedent for this subsection. Thus we can safely conclude that students were faced with a truely problematic situation stated in the "one-word" subsection. Compared with the ease of the "no-word" subsection, students' scores are apt to decrease. By the time they adjust their learning and language processing strategies, they are already in the next subsection; "the two-word" subsection, where they focus more to overcome the marked structure of the sentences. Accordingly their scores are likely to rise somewhat. Nevertheless, the further the pronouns are from their antecedents, the less able students are to maintain high scores. Why did this not happen with first year students? I think this can be attributed to the difference in academic experience. Although academic experience did not make any noticeable difference in any other subsections, it seems to have benefited senior students in their endeavors to restore their self confidence when facing the marked structure of cataphora.

[4] In Arabic, two type of pronouns are identified; the independent and the attached. An independent pronoun is one that stands on its own, while an attached pronoun is suffix that is added at the end of verbs (subject and object pronouns) or nouns (possessive pronouns). The following two sentences are examples for an independent and an attached pronoun respectively:

1.It is ***you*** [independent pronoun] whom we worship. (iyyâka naæbudu).***إياك*** نعبد

2. We thank ***you***, Ali, for ***your*** efforts. [both attached pronouns]. نشكر***ك*** يا علي على جهود***ك***.

(na<u>sh</u>kuruka ya Æali æala juhûdak)

ANALYZING THE ERROR:

From surveying the results and the discussions presented above, we can specify and explain some aspects of the mistranslation of the Arabic inanimate plural pronoun by the singular inanimate pronoun in English.

Manifestation of the Error:

This error seems to take place in both anaphora and cataphora positions. However, mistakes are more likely to be made in cataphor position than in anaphora. The error seems to be a global one, made by students who have not had basic academic instruction in Translation and Linguistics as well as students who had significant academic instruction in these areas. The error tends to increase with increasing the distance between the pronoun and its antecedent, i.e. the further the pronoun from its antecedent, the more likely students are to make the error. The error is more easily avoided if the pronoun in Arabic is independent rather than attached. A strategy used by most students in overcoming the difficulty of cataphora sentences, and therefore avoiding the error, is to rephrase the sentence in order to change the cataphoric pronoun into an anaphoric one. Intensive grammatical training seems to help in the process of identifying pronouns and their antecedents, and accordingly using the correct equivalent pronoun in English.

Sources of the Error:

Based on the results of the diagnostic test and the interpretations presented above, the error seems to occur because of the following factors:

- Students tend to approach the sentences using a holistic approach, rather than an analytic one; they focus on the overall meaning without paying attention to the different elements that constitute the structure of the sentence. Therefore, they frequently make the error of mistranslation.

- Students seem to overlook the relationship between the pronoun and its antecedent because they deal with pronouns on the surface level where the seemingly feminine singular pronoun is recognized per se without deep thinking about its other functions.

- Students seem to lack basic information about the functions of the Arabic pronominal system. The relatively small number of pronouns in English is easy for most students to deal with, while the bigger number, as well as functions, of Standard Arabic pronouns makes it difficult for students to

relate each pronoun to its equivalent in English (for example, while English uses one pronoun for the second person, Arabic utilizes five).

- Academic training programs in the department of English lack training in contrastive Linguistics, where the Arabic language system (syntax, phonology, semantics and morphology) is compared with the English one.

- Translation courses in most departments of English appear not to handle this type of error or errors in other areas (translating demonstrative, in/definiteness, number [singular, dual and plural], possessive cases,..etc)

- The effect of the Egyptian colloquial Arabic may have some contribution to the source of the error. In Standard Arabic, feminine plural and feminine singular are normally used to denote the inanimate plural (refer to the theoretical background), while in spoken Egyptian Arabic feminine singular and masculine plural are used to denote the inanimate plural. Since all written sentences use standard Arabic feminine singular pronouns, students are easily deceived by the surface form of the pronoun and thus replace it with the singular inanimate pronoun in English (it, its). In fact one strategy that seemed effective in pointing out the error to the students was to say the sentence in Egyptian Arabic where it is accepted for the standard Arabic feminine singular pronoun to be replaced by the masculine plural pronoun. In such instances, most students recognized that they are dealing with a plural antecedent, and therefore translated correctly.

SUGGESTED REMEDIAL PROCEDURES.

To avoid the error of mistranslating the Arabic inanimate plural pronoun by the English inanimate singular pronoun, the following procedures are suggested:

- Basic refreshing courses on Arabic grammar should accompany the translation course given in departments of English in Egyptian universities.
- Contrastive grammar should be integrated in the linguistics courses given to students at different levels.

- Students should be instructed on differences between the level of the standard written language and the colloquial spoken language, in order to take care of false friends; i.e., words and structures that mean things that are different from what they seem to mean (for example using the dual to refer to the plural [In Egyptian Arabic سلفني قرشين lit. *'Lend me Two Piasters'* means lend me some money, using the feminine singular pronoun to refer to the plural inanimate, ..etc)
- Analytical training can help in overcoming this problem; by training students to trace the antecedent of each pronoun and to examine its number, gender and case.
- Another TOEFL-based training activity that can help is underlining a certain pronoun, or demonstrative, and asking students to state what word in the text the underlined word refers to. Students can be advised to keep track of all pronouns mentioned in the text and make sure they remember which pronoun is co-referential , backwards or forwards, with which nominal.
- Training activities should be graded; starting with sentences that have explicit animate pronouns, then moving on to inanimate ones, from one word that separates the pronoun from its antecedent to several words, from anaphora position to cataphora positions, and from sentences that include independent pronouns to sentences that include dependent (affixed) ones.
- Reading comprehension is the first step in successful translation. Most of students' errors stem from their lack of comprehension of the gist or the details. Intensive training in reading comprehension followed by detailed questions should be a permanent activity in translation classes.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

From surveying the results of the study as well as the given interpretation and discussion, the study is thought to be valuable to the development of the following aspects:

1- Translation Instructors:

Translation instructors are advised to pay special attention to errors in translating reference devices as mistranslation of them can lead to misunderstanding and incomprehensibility. Instructors are invited to spend sometime in contrastive linguistics study with their students in order to show the similarities and the differences between students' mother tongue (Arabic) and the foreign language they translate into (English).

2- Translation learners:

the test and interpretations presented in the present study can be helpful when used with students at the department of English at different levels in the faculty of Education as well as similar instructions that offer translation courses in Egyptian universities (Faculties of Arts, Alsun, Languages and Translation, college of women).

3- Translation curricula:

The present study explored the nature and sources of one area in students' errors in translation. This are; mistranslating Arabic inanimate pronouns can be a guideline for translation course designers to take care of when developing different translation courses for university students.

4- Teacher education

It is hoped that if the recommendations offered in the present study are followed in translation course design and translation instruction, this can lead to a more proficient preparation for the prospective teacher of English. Since translation skills are among the basic skills a teacher of English needs to master, along with other academic as well as pedagogical skills, results of the present study are expected to be one step in the direction of developing basic translating skills for prospective teachers of English in Egypt.

CONCLUSION

Translating the Arabic feminine singular pronoun with inanimate plural reference as the English inanimate singular pronoun seems to be a global error among Egyptian students who study English as a foreign language. The error becomes more evident when the pronoun is cataphoric, when it is far away from its co-referential nominal and when it is a dependent

(affixed) pronoun. Sources of the error include, among others, the effect of students' spoken dialect, lack of analytical approach in translating, and lack of training in contrastive linguistics. Graded analytic and comprehension-based linguistic training is suggested as a basic remedy for the error. Other areas that need further research in error analysis in Arabic-English translation include students' errors in translating number reference, cleft structures and verb tenses.

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[5] English and Arabic references are mentioned in English, but Arabic references are repeated here in Arabic for ease of reference for Arabic speakers.

Appendix I: the diagnostic translation test.

عزيزي الطالب:

عليك أن تترجم الجمل الآتية إلى اللغة الإنجليزية ، ولا تترك أي جملة بدون ترجمة،ويمكنك الاستفادة من الكلمات المعينة الموجودة أما كل جملة. وإذا عجزت عن معرفة معنى كلمة باللغة الإنجليزية أترك مكانها فارغا وأكمل الجملة.

م	الجملة	الترجمة	كلمات معينة
1	للمخدرات أثرها الضار على الصحة.		مخدراتdrugs، ضار harmful`
2	للأشجار دورها الكبير في تنقية الهواء		تنقية purifying
3	للجامعات دورها الرائد في الوعي القومي		رائد pioneer، وعي awareness
4	للأناشيد قيمتها الكبرى في تربية النشء.		أناشيد chants، قيمة significance, تربية النشء children educating
5	اهتمت الدول بإبراز جهودها في مجال تنمية المرأة.		إبراز emphasizing، تنمية development
6	تعرض القنوات الفضائية برامجها طوال اليوم.		قنوات فضائية satellite channels تعرض display
7	مازلت أذكر الأطعمة الشامية وطعمها اللذيذ.		شامي Levant لذيذ delicious أطعمة dishes
8	حققت الجيوش الإسلامية انتصاراتها بالعزم والإيمان.		حقق achieve, انتصار victory العزم force، إيمان faith
9	مارست رياضات متعددة واقتنعت بأهميتها في بناء جسمي.		مارس practise أقتنع became convinced رياضات sports
10	تحطمت المروحيات العسكرية ولم يعثر على حطامها.		مروحية helicopter،تحطم crash حطام wreck
11	لم أتوصل لحل لمشكلاتي المالية ولا حتى		مالية financial،ولا حتى nor even

م	الجملة	الترجمة	كلمات معينة
	تخفيفها.		تخفيف reducing
12	شاركت في دورات تدريبية كثيرة وأدركت فائدتها في عملي.		شارك participatedأدرك realize دورة تدريبية training course
13	سافرت إلى بلدان كثيرة وزرت أثارها.		أثار monuments
14	يمكن القول أن المفاوضات الفلسطينية الإسرائيلية لن تجني ثمارها المتوقعة.		يمكن القول it can be said thatمفاوضات negotiations،الإسرائيلية-الفلسطينية Israeli-Palestinian ثمار results
15	أقوم ببحث حول مشكلات الأطفال في المرحلة الابتدائية وعلاقتها ببعض المتغيرات.		بحث research الابتدائية primary، المتغيرات variables
16	صارعت كثير من دول العالم الثالث لتنال حريتها خلال القرن العشرين		صارع struggle, ينال attain, حرية freedom
17	حققت منظمات حقوق الإنسان الدولية الكثير من أهدافها في القرن العشرين.		منظمة organizationحقوق الإنسان human rights
18	غرقت سفن كثيرة في مثلث برمودا ولم يعثر علي بقاياها حتى الآن.		غرق sank مثلث برمودا Bermuda Triangle بقايا remains
19	لدي عدة أفكار لموضوع الإنشاء ولكن لا أستطيع اختيار أيا منها.		موضوع الإنشاء composition
20	إن الممارسات الإسرائيلية ضد الفلسطينيين لن تحقق أهدافها.		ممارسات practices ضد against تحقق achieve or reach

م	الجملة	الترجمة	كلمات معينة
21	هذه هي حدائق دمشق الشهيرة.		دمشق Damascus
22	هذه هي مساجد مصر القديمة.		مصر القديمة Old Cairo
23	هذه هي الأقلام التي استخدمتها في الامتحان.		
24	هذه هي الأحلام التي أراها كل ليلة.		
25	على الرغم من خطرها، ما تزال السجائر تباع للأطفال.		بالرغم من Despiteخطر danger
26	نظرا لكفاءتها، حصلت منتجات الشركة على أكثر من جائزة.		نظرا ل Because ofكفاءة quality، جائزة prize
27	نظرا لأهميتها، عقدت لقاءات دورية بين شباب الجامعات العربية.		أهمية significance، لقاء meeting، دوري periodical
28	اعتمادا على شهرتها، تتوسع الشركات العالمية في مجالات استثماراتها.		اعتمادا على Depending onيتوسع expand، شهرة fame ، استثمار investment
29	بالرغم من أهميتها، لا يلتفت أحد إلى القنوات الفضائية التعليمية.		يلتفت إلى care about
30	في إطار عملها المتميز، أصدرت المجامع اللغوية عددا من المعاجم.		إطار frame, متميز distinguished, أصدر issue, مجامع لغوية language academies, معاجم dictionaries
31	وبالنسبة لدورها في للحرب، فقد بذلت القوات السورية جهدا مشكورا.		القوات forces, السورية Syrian, بذل جهدا مشكورا did a good job
32	بسبب خوفها من الأعاصير، أعدت المنظمات الأهلية برنامجا للوقاية والإنقاذ.		إعصار tornadoجمعيات أهلية NGOs، وقاية وإنقاذ protection and rescue

33	رغبة منها في توطيد العلاقات، أبرمت الدول الثلاث اتفاقية اقتصادية.		توطيد bonding، أبرم اتفاقا signed an agreement
34	وبالنسبة لمصالحها السياسية والاقتصادية، تؤثر الدول الفقيرة التعاون مع القوى العظمى.		بالنسبة ل as for مصالح benefits, يؤثر tend to, القوى powers.
35	رغم وفرتها وقابليتها للتطبيق، لا تخرج الأبحاث العلمية إلى النور.		وفرة abundance قابلية للتطبيق applicability تخرج للنور to be utilized
36	بسبب حرصها الدائم على الثقافة، أنشأت الدول العربية مراكز ثقافية في أوروبا		حرص concern, الثقافة culture, أنشأ establish
37	وفي حديثها عن مشكلات الفقر في العالم الثالث، أكدت الدول المشاركة أهمية التعاون.		الفقر poverty العالم الثالث the third world المشاركة participating
38	نظرا لموقعها المتميز على البحر الأحمر، تحتل قرى الغردقة السياحية مكانة خاصة لدي السائحين.		موقع متميز distinguished location،الغردقة Hurghada مكانة status
39	بسبب أهميتها في زيادة الدخل القومي، اتجهت الدولة لتحسين الخدمات السياحية.		الدخل القومي national income، خدمات سياحية tourist services تحسين improving
40	طبقا للوائحها الصارمة ذائعة الصيت، رفضت الأقسام العلمية قبول الأبحاث الرديئة.		لوائح rules, صارمة strict, ذائع الصيت famous, أقسام departments

Appendix III: Transliteration scheme

symbol	letter in Arabic
ʿ	ء
b	ب
t	ت
th	ث
j	ج
ħ	ح
kh	خ
d	د
dh	ذ
r	ر
z	ز
s	س
sh	ش
š	ص
đ	ض
ţ	ط
ž	ظ
ǽ	ع
gh	غ
f	ف
q	ق

k	ك
l	ل
m	م
n	ن
h	ه
w	و(consonant)
y	ي(consonant)
â	ا(long vowel)
û	و(long vowel)
î	ي(long vowel)
a	◌َ(short vowel)
u	◌ُ(short vowel)
i	◌ِ(short vowel)
al-	ال (whether followed by a sun or a moon letter)
l- (in names and at the beginning of sentences).	