

Difficulties in Translating Personal Pronouns in Arabic and English Languages: Study based on Linguistic and Translation Students, South Eastern University of Sri Lanka

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Abstract

The study aimed to identify the difficulty of translating personal pronouns of Arabic and English Languages encountered by a sample of linguistics and Translation Students. Besides, the researchers attempted to pinpoint the underlying reasons behind such difficulties and find practical solutions to those. This qualitative study employed two data collection tools. The first one was a short translation test on personal pronouns given to 49 fourth-year students from the Department of Arabic Language in the second semester of the academic year 2019/2020. The other data collection tool was a semi-structured interview with randomly selected participants. The research findings showed that 57% of the students could not translate personal pronouns correctly, while 43% of the students translated correctly, 30% could not translate the personal pronoun referring to a lack of ability to identify appropriate personal pronouns, and 20% had committed grammatical mistakes while translating, and 7% of the students failed to care for sentence structures. When interviewed, the students gave some reasons for these difficulties, such as the lack of knowledge about the personal pronouns, writing weaknesses, challenges of joining sentences, and lack of ability to use personal pronouns. The study concludes with the argument that the study samples are facing difficulties while translating sentences, especially personal pronouns. This is due to insufficient knowledge about the personal pronouns in both languages. Overcoming these difficulties such as continued training in translation between Arabic and English, frequently reading in Arabic and English, take care of using personal pronouns according to the context, and take care of grammatical errors while translating sentences.

Keywords: Personal pronouns, Difficulties, Arabic and English Languages, Translation Students, Dhimir

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I. INTRODUCTION

In society, communication or interactions between members is a language that is a tool of communication (Irfani, 2016). A vehicle called a speech is employed for this purpose. Every culture is sure, therefore, to own such instruments and employ them. Without language, there is no society, and without society, there is no language. Approximately, there are 6,500 languages in the world. Among them, growing languages are Arabic and English due to discovering new words every year. These two languages have more impotent places among Scholars across academic fields, Linguistic Scholars, and students who are pursuing higher education institutions. Especially, Translation Students.

Arabic is one of the Semitic language family and is related to *Hebrew* and *Neo Arami* languages. Arabic has more speakers than any other language in the Semitic language family. It is spoken by more than 280 million people as the first language, most of whom live in the Middle East and North Africa. This language is the official language of 25 countries in the world, and it is a language of worship in Islam because it is the language used by the Qur'an (Irfani, 2016). Based on its geographic spread, Arabic conversations have many variations (dialects), and some dialects cannot even understand each other. While Arabic is the most popular foreign language by Muslims in Sri Lanka, especially those who are pursuing Islamic colleges and universities.

Arabic as the language of science has been recognized for its role by international agencies, even the United Nations (UN) has made a decision that sets the Arabic language as one of the official languages spoken in this international institution and the institutions under its control. Thus, the Arabic language becomes essential for the nation of Sri Lanka. The existence of these interests makes Arabic in all its aspects, feasible and interesting to study.

While English, which is a language of English origin, is the main language in the United Kingdom, the United States, and many other countries, and includes the West Germanic language family. This language originated from a combination of several local languages spoken by Norwegians, Danes and Anglo - Saxons from the 6th to 10th centuries. Then in 1066, the British were conquered by William Conqueror, the conqueror of Normandy, Northern France, and then English with a very intensive start influenced Latin and French language.

English is the first language in the United States, Antigua and Barbuda, Australia, Bahamas, Barbados, Bermuda, United Kingdom, Guyana, Jamaica, Saint Kitts and Nevis, New Zealand and Trinidad and Tobago. In addition, English is also one of the official languages of international organizations such as the United Nations and International Olympic Committee, as well as official languages in various countries, such as in South Africa, Belize, Philippines, Hong Kong, Ireland, Canada, Nigeria, Singapore, and so on. In the world of English is the first language learned. English can spread because of the influence of British politics and imperialism and subsequently the United Kingdom in the world.

The English language is the world communication language. Muslims inevitably have to try to master it too if not want to be marginalized from the association of the world. In the world of scholarship, many good works are written in this language. Not even a bit of Islamic work by Western scholars, which is certainly more objective in seeing Islam, written into English as if they did not mean for the consumption of Muslims alone. Muslim scholars themselves are not infrequently incised their works in this language. Perhaps they intend that their work can be read by a wider audience. Indeed, in the last ten to twenty years, Islam seems to be the religion that most attract the attention of the international world regardless of the well or their bad view of this religion.

The mastery of these two languages became a challenge as well as a demand for them because many high-quality Islamic intellectual treasures were written in these two languages. The writer assumes that English and Arabic languages have also some differences and some similarities in certain aspects, most of the students who study languages usually have difficulties, especially pronouns (Munas, 2015) One of the ways we portray our identities is with pronouns. When someone requests that you use their pronouns, they are requesting that you respect their privacy. When someone uses the wrong pronouns to refer to another person, especially on purpose, that person may feel disrespectful, which can lead to dysphoria, exclusion, and estrangement. It's never a good idea to guess someone's gender and live a lie. Thus, along with this study, the researchers tried to identify the difficulties of the application of the personal pronouns in English and Arabic languages among the students, especially those who are following a special degree program in Linguistic and Translation in Faculty of Islamic Studies and Arabic Language, South Eastern University of Sri Lanka.

Problem Statement

Arabic and English languages have their characteristics and rules. Of course, the personal pronoun here always has different rules. The rules of these two languages are different from others in varying aspects of grammatical rules due to originating from a different language family. The researchers assume that English and Arabic languages have also some differences and some similarities in personal pronouns. Most of the students who are pursuing a special degree program in Linguistic and Translation at the faculty of Islamic Studies and Arabic Language have difficulties, especially in pronouns. Thus, the researchers conducted the study to identify what are the problems faced by the research samples while translating pronouns in Arabic and English.

Objectives

1. To identify the difficulties of the application of the personal pronouns in English and Arabic languages among students who are pursuing a special degree program in Linguistic and Translation in Faculty of Islamic Studies and Arabic Language, South Eastern University of Sri Lanka.
2. To define the difficulties that are faced by the students when they are translating the personal pronouns between the English language and Arabic language.

Research Questions

1. How personal pronouns are applied in the English and Arabic languages among students who are following a special degree program in Linguistic and Translation in the Faculty of Islamic Studies and Arabic Language, South Eastern University of Sri Lanka?
2. What are the difficulties that are faced by the students when they are translating the personal pronouns between these two languages?

II. METHODOLOGY

In collecting data, the data of this research be divided into several groups, and they are:

1. Primary data source

In this research the primary data sources are collected in this ways:

Short test and a semi-structured interview by chosen from undergraduate students in the fourth year at the Arabic Department in Faculty of Islamic Studies and Arabic Language, South Eastern University, Sri Lanka, based on random sampling method. The sample size consists of 49 students.

2. Secondary data source

The secondary source supports and completes the primary data sources. In this research, the secondary data are collected from books, research papers, articles, theses, and other supporting data.

3. Data Collection Techniques

This study employed convergent mixed-method research. In this study, research samples are chosen from undergraduate students in the fourth year at the Arabic Department in the Faculty of Islamic Studies and Arabic Language, South Eastern University, Sri Lanka, based on a random sampling method. The sample size consisted of 49 students.

Since the present study is mixed-method, the researcher employed two tools for data collection which are widespread in this kind of research. The first tool was a short translation test designed by the researcher for 49 undergraduate students in the fourth year of their study at the Arabic Department of South Eastern University in the first semester of the academic year 2020. Furthermore, researchers conducted semi-structured interviews with selected participants based on the purposive sampling method.

4. Sample size

The sample size consists of 49 students who are following a special degree program in Linguistics and Translation. Among them, the female participant was 27, while 22 males were voluntarily taken part in this short translation test.

D. Significance of the study

The researchers hope that this study can be useful for everyone who wants to develop his / her knowledge, especially the students who are pursuing a special degree program in Linguistic and Translation at the Faculty of Islamic Studies and Arabic Language in the South Eastern University of Sri Lanka. By comparing those pronouns, English and Arabic. The researchers also hope that the results of the study will be useful for the teachers and students. For the teacher, the result can be studied so that they could know the grammatical elements of English and Arabic by recognizing the diversity and similarities of both languages. And for the students, the result can serve as a material of comparative study between English and Arabic, so that they can learn them easier.

E. Theoretical Background

a. Personal Pronouns

The pronoun is a part of speech in both languages such as Arabic and English. However, the usage of pronouns in these two languages are comparing certain places and contrasting other areas. The English language has seven types of Pronouns such as Personal Pronouns, Possessive Pronouns, Reflexive Pronouns, Demonstrative Pronouns(Rabadi, 2015), Interrogative Pronouns, and Relative Pronouns, Indefinite Pronouns, Impersonal Pronouns and Reciprocal Pronouns(Arofah, 2003). Instead of English Language, Arabic has three types of Pronouns such as *IsimDhomir*, *IsimIsyarah* and *IsimMaushul*. In this study, we focused on the personal pronouns in Arabic and English Languages. In other words, personal pronouns in English Language and *IsimDhomir* in the Arabic language. Further explanations are given as the following subtitles.

b. Personal Pronouns in English

Personal pronouns refer to

1. The Speaker called the first person

Singular- **I** (spelt with a capital letter)

Plural - **We** (Includes the speaker and one or more others)(Charumathi, 2013)

2. The person spoken to is called the second person - **you** (singular and plural).

3. The person or thing, which is being spoken of, is called the third person.

Singular - **he** (for males), **she** (for females), **it** (for thing), also for a living creature whose unknown sex to the speaker.

Plural - **they** (for all live beings and all things).

Personal pronouns are of three types. The pronouns that refer to the speaker I and we are called the first person; the pronouns that are used to refer to the addressee or the person is speaking to you are called the second person pronouns; and the pronouns he, she, it, and they are used to refer to the person or thing who / which is absent which are called the third person (Kimball, 2010; Azar et al., 2001).

In understanding personal pronouns, attention, lists of personal pronouns are as follows:

Singular	Subject	Object
The Singular first person	I	Me
The Second person	You	You
The Third-person	He/ she/it	him/her/it
Plural		
The First Person	We	Us
Second person	You	you
Third-person	they	them

c. Personal Pronouns in Arabic (*Dhomir*)

The Arabic language has twelve personal pronouns divided into three categories; 1 person 2nd person, and 3rd person. They are considered nouns and stand-alone

1. First-person pronouns are called the pronouns of presence because the speaker is present at the time of using these pronouns
2. The second-person pronouns are called the pronouns of presence because the second person or the addressee should also be present at the moment of speaking.
3. Third Person pronouns have the meaning of pointing that refers to an absent person (Imraan, 2008).

Dhomir that is written or the visible pronoun", then *Dhomiris* divided in two things they are:

- *Dhomir Munfashil*
- *Dhomir Muttashil*

d. *Dhomir Munfashil*

It is written and separated or has itself in means is not connected or "it is not integrated with other sentences" or pronouns that look separate. *Dhomir Munfashil* is divided into two things they are:

- *Dhomir Munfashil Marfu*
- *Dhomir Munfashil Manshub*

In understanding *Dhomir Munfashil*, the attention lists of *Dhomir Munfashilare* as follows:

الضمائر المنفصلة <i>Dhomir Munfashil</i>			
الغائب 3 rd Person absent one		المخاطب 2 nd Person the one addressed	المتكلم 1 st Person the one who speaks
He	هو	You (male)	أنت أنا
She, Her	هي	You (female)	أنت نحن
Those two (male or female)	هما	You (two) male or female	أنتما
They (male)	هم	You all (male plural)	أنتم
They (female)	هن	You all (female plural)	أنتن

e. *Dhomir Muttashil*

It is a *Dhomir* that always get along with other words. The *Dhomir Muttashil* is derived into three categories, i.e.:

1. *Dhomir Muttashil Marfu*
2. *Dhomir Muttashil Manshub*

In understanding *Dhomir Muttashil*, the attention lists of *Dhomir Muttashil* are as follows:

الضمائر المتصلة <i>Dhomir Muttashil</i>			
الغائب 3 rd Person absent one		المخاطب 2 nd Person the one addressed	المتكلم 1 st Person the one who speaks
His	ه	You (said to a male)	ك
Hers	ها	You (said to a female)	ك
Those two (male or female)	هما	You both(said to two males or females)	كما
Them (male)	هم	You all (said to a group of males)	كم
Them (female)	هن	You all (said to a group of females)	كن
			Me, mine, my
			me
			Ours, us
			ى
			ني
			نا

f. The case of personal pronouns

Pronouns have three cases, which is what indicates how that pronoun is related to the words that it is used with. The three cases are nominative, possessive, and objective.

The nominative case is used when the pronoun is the subject of the sentence. The nominative form pronouns are I, you, he/she, it, and we/they.

A pronoun, that is, in the possessive case is used to show ownership or possession of something. The possessive form pronouns are My, mine, our(s), his/her(s), their, its, and yours.

A pronoun, that is, in the objective case is used as the direct object, indirect object, or the object of the preposition. The objective form pronouns are Me, you, him, her, it, and them.

Concerning cases, the personal pronouns have three cases. The pronouns I, we, you, he, she, it, they are the pronouns of the subjective case as well as in the objective case, they are me, us, him, his, her, it, them, and you (Silva, 1998, p. 13).

g. Subjective Case

The Arabic subject pronoun is more specific than many other languages, for example, there are different ways to say "you" in Arabic depending on whom you are addressing it to, for example, to address 2 people if you use a subject pronoun different than the one you would use for a single person, also if you're addressing more than two people you will have to use a different form for that as well. Finally, most subject pronouns have a feminine and a masculine form (Igaab, 2019).

It may also have noticed that Arabic has a "dual" form, meaning that Arabic is being more specific about not only the gender but also the number, so the dual form is used to refer to two people if you want to talk to Salim and Karim to tell them: you both speak Arabic! = *Antumatatakallamani al 'arabia* أنتما تتكلمان العربية, if you want to talk about them: they both speak Arabic *Humaayatakalamani al 'arabia* هما يتكلمان العربية

To get a more detailed explanation, it can be paid attention to the table of *Dhomir Muttashil Marfu* ' and *Dhomir Munfashil Marfu* below

	Personal Pronouns		
	Asa Subject		
	English Pronouns	Arabic Pronouns	
<i>Dhomir Munfashil</i>		<i>Dhomir Muttashil</i>	
Singular			
First person	I	أنا	كتبت
Second persons	You	أنت، أنتما	كتبت، كتبتما
Third persons	He She	هو هي	كتب كتبت
Plural			
First person	We	نحن	كتبنا
Second persons	You	انتم، انتن	كتبتم، كتبتن، كتبوا،
Third persons	They	هم، هن	كتبن

Subject Pronouns, *Dhomir Munfashil Marfu* and *Dhomir Muttashil Marfu* are functioning as a subject:

h. The *Dhomir Munfashil Marfu*

It consists of 14 pronouns; these pronouns are explaining with appropriate examples in the following manner:

1. أنا - I : (I get out from a car - أنا نزلت من السيارة)
2. نحن ننزل من الجبل - we : (We go down from a mountain - نحن نزل من الجبل)
3. أنت - You : (You get down from a car - أنت نزلت من السيارة)
4. أنتما طالبان في المدرسة - You : (You are the school's students - أنتما طالبان في المدرسة)
5. أنتم شر مكانا - You : (You are in the bad situation - أنتم شر مكانا)
6. أنت كتابة الدرس - You : (You are writing a lesson - أنت كتابة الدرس)
7. أنتما تذهبان إلى البيت - You : (You are going home - أنتما تذهبان إلى البيت)
8. أنتن تجلسين في الكرسي - You : (You are sitting in the chair - أنتن تجلسين في الكرسي)
9. هو يفهم الدرس - He: He understands the lesson - هو يفهم الدرس
10. هما نزلا من القطار - They : (They both get out from plane - هما نزلا من القطار)
11. هم ينزلون من الطائرة - They : (They are getting out aeroplane - هم ينزلون من الطائرة)
12. هي كانت تجري بهم - She : (She was visited condolence them - هي كانت تجري بهم)
13. هما يذهبان - They : (They both (two women) go away - هما يذهبان)
14. هن لباس لكم - They : (They are clothes for you - هن لباس لكم)

i. *Dhomir Muttashil Marfu*

It consists of 14 pronouns; these pronouns are explaining with appropriate examples in the following manner:

- | | |
|-------------------------------------|--------------------------------------|
| 1. أنا - I : (I did - فعلت) | 8. أنتن - You : (You did - فعلتن) |
| 2. نحن - we : (We did - فعلنا) | 9. هو - He : (You did - فعل) |
| 3. أنت - You : (You did - فعلت) | 10. هما - They : (They did - فعلا) |
| 4. أنتما - You : (You did - فعلتما) | 11. هم - They : (They did - فعلوا) |
| 5. أنتم - You : (You did - فعلتم) | 12. هي - She : (She did - فعلت) |
| 6. أنت - You : (You did - فعلت) | 13. هما - They : (They did - فعلتما) |
| 7. أنتما - You : (You did - فعلتما) | 14. هن - They : (They did - فعلن) |

j. Objective Case

Object pronouns are used when you do something directly to someone or something else. In Arabic, these pronouns are suffixes that are attached to the verb. (Hahn, 2011)

Therefore, to say in Arabic "you show me", after conjugating the verb and adding the "you" to it, you need to add the object pronoun "me" to it as well, note that you show me " in Arabic is written like " *youshowme* " meaning that the subject pronoun + verb + the object pronoun is all connected. " you " as a prefix and " me " as a suffix of the verb " show ", so it would be (you show me = *turini* (تريني) (you show us=*turina*) (you show him = *turih*).

Object Pronouns, *Dhomir Munfashil Manshub* and *Dhomir Muttashil Manshub* are functioning as an object:

k. *Dhomir Munfashil Manshub*

It consists of 14 pronouns; these pronouns are explaining with appropriate examples in the following manner:

- | | |
|---|--|
| 1. زار إياي - Me : (He visited me - زار إياي) | 8. زار إياك - You : (He visited you - زار إياك) |
| 2. زار إيانا - Us : (He visited us - زار إيانا) | 9. زار إياه - Him : (He visited him - زار إياه) |
| 3. زار إياك - You: He visited you - زار إياك | 10. زار إياهما - Them : (He visited them - زار إياهما) |
| 4. زار إياكما - You : (He visited you - زار إياكما) | 11. زار إياهم - Them : (He visited - زار إياهم) |
| 5. زار إياكم - You : (He visited you - زار إياكم) | 12. زار إياها - her : (He visited her - زار إياها) |
| 6. زار إياك - You : (He visited you - زار إياك) | 13. زار إياهما - Them : (He visited them - زار إياهما) |
| 7. زار إياكما - You : (He visited you - زار إياكما) | 14. زار إياهن - Them : (He visited them - زار إياهن) |

l. *Dhomir Muttashil Manshub*

It consists of 14 pronouns; these pronouns are explaining with appropriate examples in the following manner:

- | | |
|--|--|
| 1. نصرني - Me : (He helped me - نصرني) | 4. نصركما - You : (He helped you - نصركما) |
| 2. نصرنا - Us : (He helped us - نصرنا) | 5. نصركم - You : (He helped you - نصركم) |
| 3. نصرك - You : (He helped you - نصرك) | 6. نصرك - You : (He helped you - نصرك) |

- | | |
|--|--|
| 7. كما - You : (He helped you – نصركما) | 11. هم – Them : (He helped them – نصرهم) |
| 8. كن - You : (He helped you – نصركن) | 12. ها – her : (He helped her – نصرها) |
| 9. ه - Him : (He helped him – نصره) | 13. هما - Them : (He helped them – نصرهما) |
| 10. هما - Them : (He helped them – نصرهما) | 14. هن - Them : (He helped them – نصرهن) |

To get a more detailed explanation, it can be paid attention to the table of *Dhomir Muttashil Manshub* ' and *Dhomir Munfashil Manshub* below:

Personal Pronouns			
As an Object			
	English Pronouns	Arabic Pronouns	
		<i>Dhomir Munfashil</i>	<i>Dhomir Muttashil</i>
Singular			
First-person	me	إياي	زارني
Second persons	You you you	إياك إياك إياكما	زارك زارك زاركما
Third persons	Him Her	إياه إياها	زاره زارها
Plural			
First-person	Us	إيانا	زارنا
Second persons	you you	إياكم إياكن	زاركم زاركن
Third persons	Them them	إياهم إياهن	زارهم زارهن

III. RESULTS AND DISCUSSION

The Common Problems are translating pronouns

A translation problem is any difficulty we come across at translating, that invites us to stop translating to check, recheck, reconsider, rethink or rewrite it or use a dictionary or a reference of some kind to help us overcome it and make sense of it. Translation problems can be posed essentially by the grammar, words, sound and/or usage of the concerning languages. Here, some problems like syntactic, semantic, phonological, and usage are discussed

Syntactic Problems

There are some problems related to the syntax/structure of the two languages (Arabic and English) because they belong to two different and distant language families and for other reasons. Syntactic asymmetries between Arabic and English require special attention from translators. Most importantly, the translator needs to be aware of the mismatches at the sentence level which involve word order variation.

1. In English, the number of second-person pronouns consists of only the pronoun you, which is used to refer to either singularity and plurality, or feminine and masculine persons. In Arabic, the number of the second person pronouns are (anta), (iyaaka), (anti) (iyaaki), (antum) (iyaakum), (antumaa) (iyaakumaa), and (antunna) (iyaakunna). Then it should be known that the number of pronouns is different between the two languages. Each language has its number of pronouns (jabak, 2019).
2. Regarding the types of pronouns, in Arabic, pronouns are divided into attached and detached pronouns and it is possible to have more than one attached pronoun in the same word, but in English, there are no attached pronouns but only detached.
3. In Arabic, pronouns closely relate to the verb (fi'il) of the sentence. As each fi'il has its own counterpart such fi'ilmadhi, fi'ilmidhari, fi'llamar, and fi'llnahi: they have their own particular pronouns. In English, however, the form is simpler.
4. In English for the use of to be must be suitable with the subjects of the sentence whether it is singular or plural, but in Arabic, this formula is not applied.

5. In addition, in Arabic, it is possible to have three pronouns that are used in the same sentence to refer to the same person. These pronouns can be detached and attached. In English, it is possible to have three pronouns to refer to the person, but all these pronouns are detached ones.
6. In Arabic, a sentence is affected by its subject so there must be conformation among the elements used. Take, for instance when we use أنت (with another pronoun) as subject, the following verb must be conformed with أنت. Such as أنت نزلت من السيارة (you get down from car) so أنت is followed by the verb ended with أنت. In English, the use of pronouns is more detailed rather than in Arabic.

Semantic Problems

Like words, the basic units of translation play a very significant role, students or translators face more problems here. These problems occur when a word, phrase or term cannot be understood directly and clearly; misunderstood or not found in the standard lexicons/dictionaries (Ahmed, 2014).

1. In English, the second person pronoun you is used for both feminine and masculine. But in Arabic, the (anta), (iyaaka), and (ka) are used for a singular masculine person, (anti), (iyyaki), and (ki) is used for a singular feminine person, (antum) and (iyyakum) denote plural masculine persons, (antunna) and (iyyakunna) indicate plural feminine persons.
2. Furthermore, in English, deixis which has a pragmatic function, can be divided into personal, spatial, temporal, social, and discourse. In Arabic, deixis is limited to the personal pronouns: first, second, and third.
3. Pragmatically speaking, in English, the first-person pronoun, "we" is used to denote the speaker, either feminine or masculine. In Arabic, the pronoun (nahnu) which is a first-person pronoun, has a pragmatic function.
4. The gender in Arabic is divided into male and female. The female gender is put in a lower rank. That's why; the pronoun (nallnu) is used to eliminate this kind of discrimination between males and females.
5. This study also shows that there is no specific pronoun for nonpersonal things in Arabic, while in English, the pronouns they and it are used.

Phonological Problems

Phonological problems or issues are those which are connected to sounds and their effects on meaning. These characteristics and effects may sometimes be essential for meaning and text as a whole where sounds are more significant than senses. Phonological features become an important aspect of translation when form comes to the fore in discourse and presents itself as inseparable from content. This is where phonological features emerge as part and parcel of content that need to be taken care of by the translator.

1. In Arabic, there are certain signs (Harakat) that are used with the pronouns such as (fatha), (Dhamma), (kasra), and (skuun). The sign (Haraka) of the verb changes from one pronoun to another. However, in English, there is no such a thing. In terms of classifying pronouns, the pronouns are different in the two languages.
2. In Arabic, a pronoun may consist of one sound, but in English, there is no such a pronoun.
3. In Arabic, pronouns and their counterparts are visible while in English are not. Take, for instance: فعل meaning he did. In this, there is a *dhamir* which has an equal meaning with *huwa* هو

Usage Problems

Usage subsumes various issues of language such as cultural, religious, social, geographical, and political, and so forth. Examples that may demonstrate approximation are so many items that may belong to various linguistic levels. These issues are great factors of translation (Gulo, 2014).

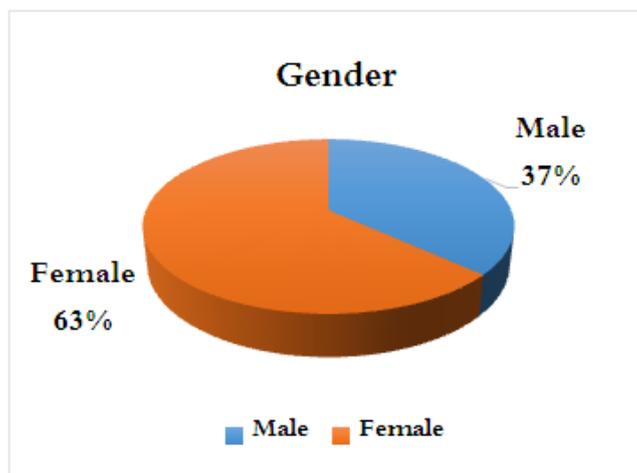
1. In Arabic, using the attached pronouns is preferred over the detached ones. However, if it is necessary to use the detached pronouns, they will be used. The reason for this is that the attached pronouns are considered as more abbreviated than the detached ones and the purpose of using the pronouns is for conciseness and avoiding ambiguity. In English, all the pronouns are used when there is a necessity for using them and there is no preference for using one type of pronouns rather than another.
2. In Arabic, some pronouns can be used as second and third-person pronouns which are (*alif* of duality), (*waaw* of plurality) and (*nuun* of femininity). However, in English, the second person pronoun you cannot occur as the first or third person.

F. The problem faced by Translation Students in research area

a. Socio-demographic Details

i. Gender

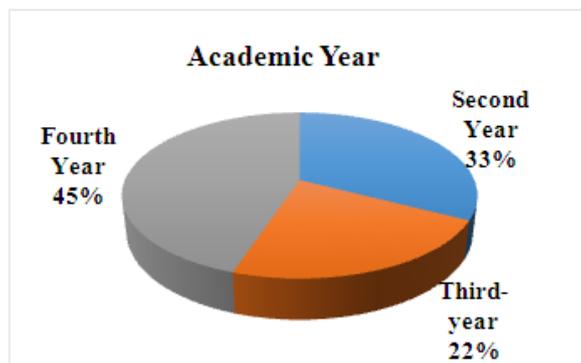
Results: The sample community is twenty-two male and twenty-seven female students. 45% of individuals are males and 55% are females.



In the questionnaire provided for the study, the results related to gender are analysed in this section and the results are explained. As a result, most of the respondents are women and a few numbers of them are men. Gender inequality has been influential in their responses. Not only is that, but the study area is mostly made up of women.

ii. Academic Year

Results: The number of the sample community was forty-nine students. The majority of them are from the fourth year, while the minority of them are from the second year,



Since the majority of the respondents are fourth-year students, the answers given by them are definite and complete. And next to this the second-year students have responded. Although they are new to the field of specialization, the reason why they are included in the study is that they are found to have sufficient knowledge to examine their level of knowledge.

b. Research Questions

i. Facing difficulties when translating from English into Arabic

No	Exact	Frequency	Percentage
1	Strongly agree	11	23
2	Agree	17	35
3	Neither agree or disagree	10	20
4	Strongly disagree	6	12
5	Disagree	5	10
	Total	49	100

Results: Considering the difficulties when translating from English into Arabic, we find that the majority: Eleven participants fully agreed that there were difficulties in it, while seventeen participants agreed with it, while the minority of them eleven completely refused. Ten of them neutralized the difficulties. These results confirm that students face difficulties when translating English into Arabic to a moderate degree.

ii. Facing difficulties when translating from Arabic into English

No	Exact	Frequency	Percentage
1	Strongly agree	15	31%
2	Agree	21	43%
3	Neither agree or disagree	9	18%
4	Strongly disagree	3	6%
5	Disagree	1	2%
	Total	49	100%

Results: Considering the difficulties when translating from Arabic into English, we find that the majority: twenty-one participants agreed that there were difficulties in it, while, fifteen participants strongly agreed with it, while the minority of them disagreed. Nine of them neutralized the difficulties. These results confirm that students face difficulties when translating Arabic into English to a moderate degree.

iii. The knowledge of personal pronouns of the Arabic language

No	Exact	Frequency	Percentage
1	Strongly agree	16	34%
2	Agree	18	39%
3	Neither agree or disagree	10	21%
4	Strongly disagree	2	4%
5	Disagree	3	2%
	Total	49	100%

When examined the knowledge level of personal pronouns in the Arabic language>The majority of participants (18) acknowledged that they had knowledge in this regard and; following this, 16 participants have fully accepted. The total number of neutrals is 10. Disagreed 5.

Taken as a whole, the researchers' knowledge of personal pronouns in the Arabic language> stands for their linguistic erudition.

iv. The knowledge level of personal pronouns of the English Language

No	Exact	Frequency	Percentage
1	Strongly agree	18	37%
2	Agree	3	6%
3	Neither agree or disagree	8	16%

4	Strongly disagree	14	29%
5	Disagree	6	12
	Total	49	100%

When examining the knowledge level of personal pronouns in the English language>The majority of participants (18) acknowledged that they knew in this regard and; following this, 14 participants have fully disagreed. The total number of neutrals is 8. Disagreed 6. Taken as a whole, the researchers' knowledge of personal pronouns in the Arabic language> stands for their linguistic erudition.

c. Translate these English sentences into Arabic

When examining their translation process to identify mistakes that students make while translating, the results obtained are illustrated in the table. The sentences were given to the students for this are as follows.

- i. Johnny loves to study.
- ii. She will meet us later
- iii. We are at work
- iv. I motivated him
- v. Write letter

Errors in translating English sentences into Arabic

No	Exact	First Sentence	Second Sentence	Third Sentence	Fourth Sentence	Fifth Sentence
1	Correct sentence translation	17	14	19	16	18
2	Grammar mistakes	8	15	4	11	3
3	Not caring about the Arabic sentence system	3	9	12	9	8
4	Not identifying appropriate personal pronouns	12	5	8	5	14
5	Not using appropriate Arabic words for English words	9	4	6	8	6

Sentence 01: The majority of students translated the first sentence correctly to a higher degree, while the minority of them made a mistake in not caring about the Arabic sentence system, and towel not identifying appropriate personal pronouns in taking care of the Arabic sentence system, eight in grammar mistakes, and nine in using the appropriate Arabic words for English words.

Sentence 02: The majority of students translated the second sentence correctly to a higher degree, while the minority of them made a mistake in using appropriate Arabic words for English words, and fifteen committed grammar mistakes, nine in not caring about the Arabic sentence system, and five in not identifying appropriate personal pronouns.

Sentence 03: The majority of students translated the third sentence correctly to a higher degree, while the minority of them made a mistake in grammar mistakes, and towel not caring about the Arabic sentence system, six of them are not using appropriate Arabic words for English words, eight in not identifying appropriate personal pronouns.

Sentence 04: The majority of students translated the third sentence correctly to a higher degree, while the minority of them made a mistake in identifying appropriate personal pronouns, and eleven are committed grammar mistakes, nine of them are not caring about the Arabic sentence system, eight in not using appropriate Arabic words for English words.

Sentence 05: The majority of students translated the third sentence correctly to a higher degree, while the minority of them made a mistake in grammar mistakes, and fourteen are not identifying appropriate personal pronouns, eight of them are not caring about the Arabic sentence system, six in not using appropriate Arabic words for English words.

d. Indicate the difficulties you face when translating these English sentences into Arabic.

No	Difficulties	Strongly Agree	Agree	Neither agree or disagree	Strongly Disagree	Disagree
01	Lack of knowledge of the personal pronouns in the Arabic language	11	12	10	10	6
02	Witting Weakness in Arabic language	12	11	8	8	10
03	Challenging in joining sentences in the Arabic language	14	15	5	11	4
04	Lack of knowledge in using personal pronouns depending on the context	12	11	11	11	4

Sentence 01: The majority of students translated the first sentence correctly to a higher degree, while the minority of them made a mistake in lack of knowledge of the personal pronouns in the Arabic language, and towel not identifying appropriate personal pronouns in taking care of the Arabic sentence system, eight in grammar mistakes, and nine in using the appropriate Arabic words for English words.

Sentence 02: The majority of students translated the second sentence correctly to a higher degree, while the minority of them made a mistake in using appropriate Arabic words for English words, and fifteen committed grammar mistakes, nine in not caring about the Arabic sentence system, and five in not identifying appropriate personal pronouns.

Sentence 03: The majority of students translated the third sentence correctly to a higher degree, while the minority of them made a mistake in grammar mistakes, and towel not caring about the Arabic sentence system, six of them are not using appropriate Arabic words for English words, eight in not identifying appropriate personal pronouns.

Sentence 04: The majority of students translated the third sentence correctly to a higher degree, while the minority of them made a mistake in identifying appropriate personal pronouns, and eleven are committed grammar mistakes, nine of them are not caring about the Arabic sentence system, eight in not using appropriate Arabic words for English words.

Sentence 05: The majority of students translated the third sentence correctly to a higher degree, while the minority of them made a mistake in grammar mistake, and fourteen are not identifying appropriate personal pronouns, eight of them are not caring about the Arabic sentence system, six in not using appropriate Arabic words for English words.

e. Translate these Arabic sentences into English

- أنت طالب مهذب.
- هما طالبان مجدان.
- نحن نختار الكتب القيمة.
- اخترناهم في المشروع.
- الطالبات يقرآن القصص المفيدة.

Errors in translating Arabic sentences into English

No	Exact	First Sentence	Second Sentence	Third Sentence	Fourth Sentence	Fifth Sentence
1	Correct sentence translation	19	18	20	19	16
2	Grammar mistakes	6	9	5	8	7
3	Not caring about the English sentence system	10	9	8	5	9
4	Not identifying appropriate personal pronouns	8	5	10	8	8

5	Not using appropriate English words for Arabic words	6	8	6	9	7
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Sentence 01: The majority of students translated the first sentence correctly to a higher degree, while the minority of them made a grammar mistake, and eight not identifying appropriate personal pronouns, six in not using appropriate English words for Arabic words, and six in using the appropriate English words for Arabic words.

Sentence 02: The majority of students translated the second sentence correctly to a higher degree, while the minority of them made a mistake in identifying appropriate personal pronouns, and nine committed grammar mistakes, nine in not caring about the English sentence system, and five in not identifying appropriate personal pronouns.

Sentence 03: The majority of students translated the third sentence correctly to a higher degree, while the minority of them made a mistake in grammar mistakes and towels not caring about the English sentence system, six of them are not using appropriate English words for Arabic words, eight in not identifying appropriate personal pronouns.

Sentence 04: The majority of students translated the third sentence correctly to a higher degree, while the minority of them made a mistake in identifying appropriate personal pronouns, and eleven are committed grammar mistakes, nine of them are not caring about the English sentence system, eight in not using appropriate English words for Arabic words.

Sentence 05: The majority of students translated the third sentence correctly to a higher degree, while the minority of them made a mistake in grammar mistake, and fourteen are not identifying appropriate personal pronouns, eight of them are not caring about the English sentence system, six in not using appropriate English words for Arabic words.

f. Indicate the difficulties you face when translating these Arabic sentences into English

No	difficulties	Strongly agree	Agree	Neither agree or disagree	Strongly disagree	Disagree
1	Lack of knowledge of the personal pronouns in the English language	12	11	8	10	8
2	Witting Weakness in English language	11	9	6	12	11
3	Challenging in joining sentences in the English language	10	13	13	6	7
4	Lack of knowledge in using personal pronouns depending on the context	10	12	9	11	7

When listing the challenges facing in the practice of translating sample sentences from the given Arabic language into English. The majority of the participants were strongly agreed with the lack of knowledge of the personal pronouns in the English Language and a minority of them (11) were indicated agree, while other students who agreed with neither agree nor disagree and strongly disagree are 11 and 14, so we can be aware from these responses that most of the students are facing lack of Knowledge as a big obstacle to performing the translation in a good manner.

Approximately, half of the participants denied the Witting Weakness in the English language as a challenge they are facing during the translation activities. We can find it in the above table. So, this finding indicating out the research samples are at being healthy level in English writing. When we asked this during the interviews, most of them were indicated that the medium of the exam in that Language so all students are required to have good writing skills. While the other half of the participants have a writing problem due to they were not passed out from Arabic College or did not have prior Arabic knowledge.

When we examined the challenges faced while joining the sentence, most of the participants denied such a challenge faced by them. While other 13 agreed and 10 of them strongly agreed with this issue as they faced. The remaining others strongly defused that. Finally, most of the participants denied the lack of knowledge in using personal pronouns depending on the context.

IV. CONCLUSION

This study was conducted to identify the problems that translation students face in handling personal pronouns during translation activities. Students' problems were identified primarily when translating between English and Arabic. According to the findings of the study, students in the study area do not face the challenge of using personal pronouns in Arabic but face significant challenges in translating Arabic personal pronouns into English, especially in the case of literary errors.

V. RECOMMENDATION

The recommendations of this study are:

- Learn Arabic and English languages with their grammar in a better way.
- Continuous training in translation between Arabic and English languages.
- Frequent reading in Arabic and English.
- Taking care of the use of personal pronouns according to context.
- Taking care of grammatical errors when writing sentences.

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