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An Error Analysis of Translations from English into Arabic: A Case Study of Medical Texts

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ABSTRACT

This research paper aims to analyse some of the common translation errors committed by a number of female Saudi university students. The study uses Pham Phu Quynh Na's taxonomy of error analysis (2005) to identify and classify the errors made in the process of translating medical terms and texts. The results of this study show that translation errors are the most frequent type of error. They account for 53% of those made, whereas the least frequent are linguistic errors, which amount to 20% of the total rate of errors. However, comprehension errors account for 27%. The data collected shows that these students need more training in translation and must take greater care in understanding the medical texts as well as develop more knowledge of medical translation terminologies.

Keywords: *Pham Phu Quynh Na, Error, Translation Error Analysis, Medical Translation*

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1. Introduction

With the rapid growth and advancement of knowledge, technology, and science, translation plays a crucial role in communicating recent discoveries as well as inventions in various fields. The medical field, for instance, is one of the most important fields as it contributes to the dissemination of the latest medical research, the provision of healthcare services to patients, medical prescriptions, medical journals, etc. However, the language of medicine is highly complex because most of its terminologies derive from Latin roots. Specialists commonly call it "scientific language" since it lacks emotions, is highly subjective, and the meaning is difficult to predict.

There are several challenges that professional translators encounter when they attempt to translate medical terms. Since medicine is a field of knowledge that develops rapidly and as it does numerous new terms are incorporated into the medical lexicon, professional translators need to update their knowledge with the new terms. However, some terms have no equivalence

and are unfamiliar to professional translators, which makes translation difficult and results in distorted meaning. Moreover, abbreviations and acronyms are considered one of the key problems in medical translation as they can have many definitions in different dictionaries as well as scientific literature, such as the names of diseases, therapies, or chemical compounds. Another problem arises when translators encounter two words that have similar pronunciation, but different meaning. For example, the two words *dysphagia* and *dysphasia* have a similar pronunciation but differ in meaning. The former means difficulty swallowing, whereas the latter means inability to produce and understand spoken language.

Many scholars have dedicated their research to identifying errors, classifying them, and suggesting some solutions to solve the problems leading to such errors. Moreover, they have suggested some models which teachers, professors, and even scholars can follow. Among these researchers is the Vietnamese scholar Pham Phu Quynh Na (2005), who suggested a



taxonomy for classifying errors in translation. Quynh Na's study focused on the *topic-comment relation* or *subject-verb predicate*. Its purpose was to examine the translation process between Vietnamese and English made by Vietnamese English as a Foreign Language (EFL) students. This paper applied Pham Phu Quynh Na's model to analyze the translations made by female undergraduate students in the field of medical translation.

1.1 Problem of the Study

Most of the problematic issues that are encountered by professional translators relate to finding the accurate equivalent of terms in the source text (ST) in the target text (TT), especially in the field of medical translation. Since most English medical terms originate from Latin, it is sometimes difficult to find a close equivalent in the Arabic language. In addition, when working on a particular text, some translators may translate some statements using incorrect translation techniques, such as literal or free techniques, or omit words, which affects the meaning of the ST.

Moreover, students do not have sufficient background information in the medical field since they rely only on the available general or specialized dictionaries that may not contain updated medical terms or may not contain all the equivalent translations.

1.2 The Purpose of the Study

The main purpose of the study is to describe, analyze and classify the errors of translation made by female undergraduate students in translating medical texts from English into Arabic, based on the three categories: linguistic errors, comprehension errors, and translation errors that are suggested by Quynh Na's taxonomy of translation errors.

1.3 Research Questions

This paper attempts to answer the following questions:

1. What are the errors made by Saudi undergraduate students in translating medical texts according to Quynh Na's model?
2. Based on Quynh Na's taxonomy, which errors are committed more frequently by the students?

2. Methodology

2.1 Research Design

This paper adopts the descriptive-analytical quantity assessment method to describe the errors of the Saudi translation students and whether they were sufficiently

capable of finding the suitable equivalence of the medical terms from English into Arabic. The researcher investigated the validity of Quynh Na's model in analyzing the students' errors when translating medical terms and texts. The researcher applied Quynh Na's model of error analysis (2005) on Saudi female students whose major is English.

2.2 Data Collection and Participants

The quantitative data were collected from two Colleges of Languages and Translation, in Saudi Arabian universities. There were 25 samples from University (1) and 30 from University (2). Both samples contained errors and the researcher classified them according to Quynh Na's model (2005).

2.3 Instruments and Tools

The researcher followed a number of steps to conduct this study during the process of analyzing the samples to evaluate the selected terms and sentences from the ST and their TT correspondences. These samples were collected to assess the degree of the model's validity in analyzing the errors of the chosen participants. In addition, the samples are presented in tables, which include, according to Quynh Na's taxonomy of errors, the number of translational errors, ST term or sentence and the TT correspondence of the term or sentence. There are three tables in accordance with the three error types. Each table deals with one error type followed by a brief discussion of the error types and the translation technique the participants adopted. Each error is presented in the table and is underlined in both languages, the ST and the TT. However, these errors are written in italics in the commentary paragraphs.

3. Error Analysis

Brown (2000, p. 226) stated that "learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgements, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information." Therefore, teachers and researchers, especially those who are interested in second language learning, realize that they need to carefully analyze the errors a second language learner makes when attempting to reconstruct any language system. However, there are some distinctions between mistakes and errors, which are crucial to understand in order to analyze the language of a learner from an appropriate perspective. According to

Brown (2000, p. 226), “a mistake is usually a performance error such as a slip of tongue or a random guess and native speakers and non-natives both make mistakes in language situations, whereas an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.” For example, when a learner asks, “Does John can sing?” it is an error because the learner thinks that auxiliary verbs like “do” and “does” must precede any verb in all question forms. Another difference is that errors cannot be corrected while mistakes can be corrected by the speaker if attention is given to them.

In the 1970s, Error Analysis (EA) appeared as a branch of Applied Linguistics. Corder (1967) first introduced EA, which is based on errors that are produced by second language learners due to the misunderstanding of new language rules. Corder (1967), who is considered to be the ‘father’ of EA, claimed that the errors are crucial because they help to determine the weak points that need to be supported in teaching a second language.

Brown (2000, p. 166) defined EA as “the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners.” Crystal (1987, p.112) noted that EA is “a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by Linguistics.”

3.1 Pham Phu Quynh Na's Taxonomy of Error Analysis in Translation

In general, errors in translation studies can indicate the quality of translation. Moreover, they can reveal what is occurring in the translator's thinking process (Seguinot, 1990, p. 86). Therefore, the concept of translation quality assessment (TQA) is associated with translation errors. The concept of TQA, which was founded by the German scholar Juliane House (1977), is based on theories of language use (House, 2015, p. 21).

Quynh Na (2005) focused on the analysis of students' errors in translation in the topic-comment relation or the subject-predicate relation. According to Quynh Na (2005, p. 56), “topic and comment are two concepts, which have been constructed by various linguists. Both terms, mentioned previously, have been given different definitions. Presupposition and focus (Chomsky 1971; Jackendoff 1972), theme

and rheme (Firbas, 1972), topic and comment (Gundel 1974, 1978), open preposition and focus (Ward 1985; Prince 1986).”

Quynh Na (2005, p. 56) stated that “the concept of topic and comment is in general based on intuitions that utterances we say are ‘about’ something or ‘topic’ linking up with information the speaker assumes the hearer is aware of, and that utterances contain information the speaker is presenting as a new relative to this topic (comment).”

The aim of Quynh Na's (2005) study was to investigate the extent to which the typological differences between Vietnamese and English influence the translation of Vietnamese sentences into English. This investigation used findings drawn on error analysis of the Vietnamese-English translations by Vietnamese EFL students. The participants of this study were 95 students from English translation classes from the first year to the fourth year of the Department of English Language and Literature at the University of Social Sciences and Humanities, Ho Chi Minh City, Vietnam. In addition, data was collected from the translated texts of those students who were given the same ST.

In his study, Quynh Na (2005) concentrated on problematic errors, which students tend to make when translating the topic-comment structure of Vietnamese. He provided some practical guidelines to help teachers, so they can help their students avoid such errors in English translations.

The following figure illustrates Quynh Na's (2005) general types of translation errors model. The model includes both linguistic and translation-related types of errors. It is based on the learning model and context of translation training in Vietnam, where translation is taught as a skill for students at the universities, rather than as a tool for language teaching or an independent discipline by itself (Quynh Na, 2005, p. 60).

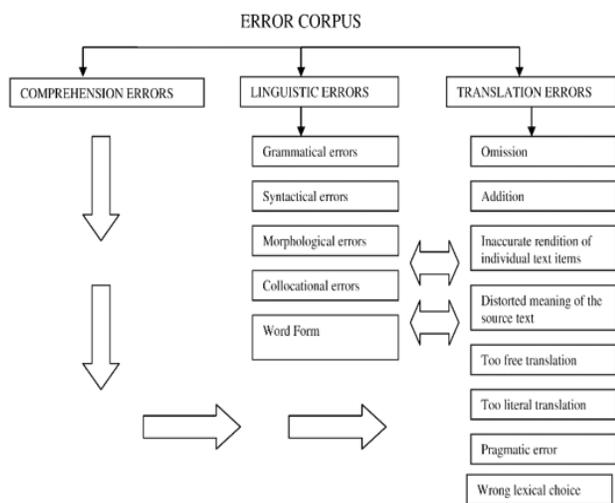


Figure 1: Models of analysing the error corpus

Quynh Na (2005, p. 60) divided errors into three categories, as shown in the figure above. The first category is the *comprehension error*, which occurs when the learner misunderstands the structure of a sentence in a ST or reads a word inappropriately. Thus, the translation is based on the learner’s misunderstanding of the ST.

The second category is the *linguistic error* which fall under the linguistic category. This includes five sub-categories. The first is *grammatical errors* such as lack of agreement between subject and verb, incorrect verb tenses or verb forms, incorrect case of nouns, pronouns, adjectives, and the use of an adjective when a verb is needed. The word classes where grammatical errors occur include noun, pronoun, verb, conjunction, adjective, adverb, preposition, article, and determiner. In addition, there are *syntactic errors* which relate to items larger than words, such as phrases, clauses, or sentences (James, 1998, p.156) or sentence fragments, inappropriate use of relative clauses, inappropriate sentence construction, improper modification, lack of parallelism, and mis-ordering. Furthermore, *morphological errors* include a failure to comply with the norm in supplying any part of any instance of these word classes. For example, six book*, aboli*shment are noun morphology errors. The last category that falls under *linguistic errors* is *collocational errors*, which are errors committed in the idiomatic usage of the TL.

The third category is *translation errors*, which are the errors that show the inability of the student translators to render the original meaning of the ST into the TT. This includes omission of something essential to the meaning of the ST, the addition of unnecessary parts not intended in the ST, a too freely translated version, or too

literal translation. *Translation errors* also include *pragmatic errors*, which happen when the student produces a correct grammatical sentence/phrase, but its use is inappropriate in the communicative situation set out in the ST and TT. *Wrong lexical choice* occurs when the student cannot find the right word to translate.

Quynh Na (2005, p. 62) stated that according to the three-stage process of Nida (1964) and Nord (1992), these ‘translation errors’ are more related to ‘the translation competence’ since they are errors made in the process of transferring meaning.

4. Results and Discussion

4.1 University (1) Samples

Table 1:

Error no.	ST term/sentence	TT translation
1.	<u>Cardiac Failure</u> , sometimes known as cognitive heart failure, occurs when your heart muscle doesn't pump blood as well as it should.	قتل القلب
2.	This potentially life-saving procedure can help replace blood lost due to surgery or <u>injury</u> .	تستطيع هذه العملية الحافظة للحياة بأن تساعد على استبدال الدم المفقود إما بالجراحة أو الحقن.
3.	<u>Platelets</u> help your blood clot properly.	يساعد جريان الدم عادة على عدم تخثر الدم.
4.		تساعد الخلايا عادة على تخثر الدم.
5.		تساعد البلاتيلتس عادة تخثر الدم. على عدم
6.	Researchers are working on developing <u>artificial blood</u> .	يعمل الباحث على تطوير صفائح الدم.
7.		يعمل الباحثون على تطوير بدائل الدم.
8.		يعمل الباحثون على تطوير آلات الدم.
9.	<u>Occupational Therapy OT</u> Focuses on helping people with a physical, sensory, or cognitive disability be as independent as possible in all areas of their lives.	التدخل الوظيفي
10.	A blood transfusion is a routine <u>medical procedure</u> .	المرآكز الطبية.

The previous samples are all *comprehension errors* due to the misunderstanding of the medical terms/sentences. The students may not have sufficient knowledge of the medical background since they are at the third level. For instance, the word platelets has three renditions: the first one is جريان الدم whereas the second one is الخلايا. However, a

significant number of students used the *transliteration method*, البيلاتيليس, which is based on “graphemic mapping” (Elewa, 2020, p. 81). In other words, “transliteration maps the letter of source script to letters pronounced similarly in target script” (Brar & Kuar, 2014, p. 552), as it is difficult to guess the term’s meaning.

In addition, the *literal translation* occurs, according to Newmark (1988, p. 46), when “the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context”. The *literal translation technique* is usually used by many students because it is the easiest method of translation, especially in specialized translation such as the medical field. Some of the errors above have other problems such as the wrong use of prepositions. For example, error number 2: *تستطيع بأن تساعد*, which is incorrect in TL norms because the preposition *بِ* is not used appropriately with the verb *تستطيع*. Thus, the researcher suggests a better translation: *يمكن*, which is also a *linguistic error*; *grammatical error*. However, the researcher tried to focus on the *comprehension errors* in the above terms/statements.

Table 2:

Error no.	ST term/sentence	TT translation
11.	Researchers are working on developing <u>artificial blood</u> .	يعمل الباحثون على تطوير هذه العملية.
12.	<u>bleeding disorders</u> .	نزيف شديد.
13.		نزيف غير منتظم.
14.		نزيف حاد.
15.		نزيف مستمر.
16.	<u>Blood transfusions usually occur without complications. When complications do occur, they are typically mild.</u>	يحدث نقل الدم عادة من دون تعقيد، عندما تحدث مشكلة هي قهولاً.
17.	<u>A transfusion provides the part or parts of the blood you need, with red blood cells being the most commonly transfused.</u>	يعد نقل الدم جزءاً من الدم التي يحتاجها المصاب هي الأكثر شيوعاً.
18.	This potentially <u>life-saving</u> procedure can help replace blood lost due to surgery or injury.	يمكن أن يساعد هذا العمل البطني في تعويض الدم الناقص بسبب عملية أو جراحة.
19.	<u>Blood has several components, including:</u>	الدم لديه الحديد من الوظائف والخصائص، منها:
20.		الدم فوائده عديدة، منها:
21.		نقل الدم لديه مميزات وتضمن:
22.	Red cells carry oxygen and help remove <u>waste products</u> .	تحمّل كريات الدم الحمراء الأكسجين ويساعد على إزالة المنتجات المستهلكة.
23.		كريات الدم الحمراء المحملة بالأكسجين والتي تساعد على طرد العوامل السامة.

The above errors are all *translation errors*. Each error involved a different translation method as well as being a *translation error* and had no other error types. For example, error number 11 is the omission of an essential phrase in the text, which is *the artificial blood*, whereas some other errors such as 12, 13, 14, and 15 involve *wrong lexical choice*, which refers to the “cases when the learner cannot find the right word to translate” (Quynh Na, 2005, p. 63). Moreover, the word *disorders* is a noun in the SL. However, the students translated it as an adjective in the TL, which means it was a *grammatical error* and, accordingly, a *linguistic error*.

In error number 18, there is the addition of unnecessary words *والفوائد* و *المميزات* while the literal translation method *المكونات* is the correct translation method. On the other hand, error number 19 was challenging for the students for two reasons. First, it was difficult for them to guess its meaning; they had to read about the topic of red blood cells’ functions. Second, the medical translation course classes are not efficient at enabling students to absorb all the knowledge related to the course; students of translation, in general, should train themselves to translate properly and professionally.

Table 3

Error No.	ST term/sentence	TT translation
24.	<u>Researchers are working</u> .	الباحثون يعملون.
25.	<u>Blood has several components</u> .	الدم لديه.
26.	<u>No good replacement for human blood is available</u> .	لن يكون متاحاً بديل جيد لدم الإنسان.
27.	A blood transfusion is a routine medical procedure in which <u>donated blood</u> is provided to you through a narrow tube placed within a vein in your arm.	عملية نقل الدم عبارة عن روتين طبي تحصل عندما يقدم لك متبرع الدم دماً من خلال حقن الذراع.
28.	Researchers are working on developing <u>artificial blood</u> .	يعمل الباحثون على تطوير دم صناعية.
29.	Red cells carry oxygen and help remove <u>waste products</u> .	كريات الدم الحمراء تحمل الأكسجين وتساعد في.
30.	People receive blood transfusions <u>for</u> many reasons.	يتلقى الناس الدم إلى الحديد من الأسباب.

The linguistic errors are different because they are categorized into four sections: grammatical, syntactic, morphological, and collocational. The table above shows these categories such as errors number 24 and 25, which both present grammatical errors in the TL as the



sentences start with a verb then a subject. In addition, errors like number 30 present the incorrect use of prepositions in TL norms. However, error number 26 as well as number 2 are syntactic errors because the structure of the translated sentence is incorrect in the TL rules and 29 is meaningless because it is incomplete. Finally, almost all errors used the literal translation method.

4.2 University (2) Samples

Table 4

Error No.	ST sentence	TT translation
1.	It is believed that uneven weight distribution during walking and stresses in the joints cause bunions and that they tend to run in families.	ومن المعتقد أن المشي الغير متوازن والضغط الشديد على المفاصل من العوامل التي تسبب ظهور الوكعات، وغالباً ما تنتشر الوكعات بسرعة في مجموعات.
2.	This dramatic ethnic difference in health outcomes has been attributed to a variety of factors.	ويعود هذا الوباء العرقي التساسع لمجموعة من العوامل.
3.	Can you afford to maintain the home?	هل يمكنك تحمل مسؤولية الحفاظ على منزل لك؟
4.	Harding was also one of the unhealthiest American presidents.	فقد كان هاردينغ أيضاً أحد أغنى الرؤساء الأميركيين.
5.	Coca-Cola branded a collectible saltshaker to look like a miniature can of Coke.	حيث صنّعت شركة كوكا كولا رشاتات ملح على شكل علب كوكا صغيرة.

The comprehension errors above are all due to misunderstanding of the ST. Examples number 1, 2, 3 and 4 show that the students did not understand what the authors meant in each sentence. Their misunderstanding may be due to lack of knowledge, insufficient training, not reading enough, or not being familiar with specialized translation, which usually demands expertise as it is challenging.

Table 5

Error No.	ST sentence	TT Translations
6.	Moisturize dry skin with a good lotion.	رطب البشرة الجافة بخصول جيد.
7.	The liver and kidneys, which are responsible for metabolizing toxic components must work at breaking down toxins from our environment, our food, and our own metabolic processes.	كما يجب ان تعمل الكبد والكلى والتي تقومان بحمليات الأيض للمركبات السامة على تحطيم السموم من بيئتنا وطعامنا و حملياتنا الأيضية الخاصة بنا.
8.	Doing physical activity to improve stamina, strength, flexibility and balance.	ان ممارسة النشاط البدني لتحسين القدرة على التحمل "الجلد" والقوة والمرونة والتوازن.

9.	Graunt "practical intuitivist" at best, with a little or no mathematical knowledge created the first modern cross-sectional record of death.	قرانت "العمل ببداهة" بقله أو بدون معرفة رياضية تنتسج سجلات وفيات مستعرضة والأول حدائة.
10.	Drink more water- a glass before you eat and a sip between each bite.	اشرب الماء بكميات كبيرة، على سبيل المثال قبل وجبتك كوب وبينما تتناول طعامك.
11.	Newton's first law of thermodynamics states that the energy of an isolated system is constant.	ينص قانون نيوتن الأول في الديناميكا الحرارية على أن الطاقة في نظام مستقل متساوية.
12.	In 2011, according to the National Institutes of Health, the prevalence was 25.8 million.	وفقاً لما صرح به معهد الصحة الوطني، فإن المبلغ الشائع لعام 2011 قد كان 25.8 مليون.
13.	Conversations about death have become more ineffectual and detached from reality.	إن المداولات حول الموت أصبحت غير مجدية و بعيدة عن الواقع.
14.	She was what I call a vegejunkarian, eating highly processed vegetarian foods and few fresh fruits or vegetables.	وتتبع نظاماً غذائياً أسميته نباتي قماسي، حيث كانت تأكل أطعمة نباتية مصنعة بجانب بعض الفواكه الطازجة.
15.	Adult protein intake should equal 45-60 grams per day.	فالبروتين المأخوذ لدى البالغين ينبغي أن يكون بما يساوي 45-60 جراماً كل يوم.
16.	These stresses can pile up in some cases upsetting the skin further or stopping it calming down as quickly.	من الممكن أن تتراكم هذه الضغوط وقد تؤدي في بعض الحالات الى زيادة اضطراب الجلد أو تعرق من سرعة عملية تهدئة الجلد.
17.	The researcher tracked the number of upper respiratory tract infections of participants suffered.	وتتبع الباحثون أعداد المشاركين الذين أصيبوا بحدوى في الجهاز التنفسي.
18.	Even healthy cells sometimes mount an immune response against normal cells, resulting in an inflammatory attack on certain tissues such as those found in joints, nerves, and connective tissue.	تبعث الخلايا الصحية في بعض الأوقات اشارات الى الخلايا الطبيعية مما يؤدي الى الالتهاب والضرر في بعض الأنسجة كالتي تصيب المفاصل، والأعصاب، والنسيج.
19.	His life had taken an unfortunate turn recently when he had a large bleed in his brain that had rendered him unable to communicate in any meaningful fashion.	ولقد أخذت حياته مؤخراً منعطفاً مؤسفاً، عندما تعرض لنزيف كبير في المخ مما جعله غير قادر على التواصل بأي من الأسكال.
20.	The efficiency begins to fail.	وتبدأ عملية قتل فعالية أو كفاءة النظام
21.	you may have a clinical depression.	قد يكون المريض مصاباً بمرض الاكتئاب المزمن.

Most of the errors of translation above involve the wrong lexical choice in the TL. This often occurs when students lack experience in translation or may not have encountered such words during their study

in the university. The TT errors numbered 6, 7, 8, 10, 11, 12, 13, 14, 15, 18, and 20 are not common in the TL. For example, *تحطيم* instead of *تفكيك* that is more common in the TL and *جلد* which means, in the TL, the ability to be patient or the highest degree of patience, whereas in 15 *intake* does not mean *مأخوذ* because it is not common in the TL and it does not make sense in a TL sentence.

However, there are other cases when the students omitted a key word, such as error numbers 9, 16, and 17. In error 9 the word *sip* was omitted. In number 16, the student omitted the word *upper* since there are upper and lower respiratory tracts, whereas in error 17, the word *connective* was omitted from the TT translation. On the other hand, some students added unnecessary words. For instance, two words were added, which both had a similar meaning in the TL. These words are *كفاءة* و*فعالية*

Table 6

Error No.	ST sentence	TT translation
22.	puts them at risk of osteoporosis.	وبالتالي، فهن يكن أكثر عرضة للإصابة بهشاشة العظام.
23.	In health research, the most compelling information comes from probabilistic evidence from studies based on groups of people.	في مجال البحوث الصحية، تأتي المعلومات الأكثر إقناعاً من الأدلة الاحتمالية من الدراسات التي تعتمد على مجموعات من الناس.
24.	they stated that 'modifications to diet and lifestyle can help to prevent osteoporosis.	ذكروا في هذا المقال أن التعديلات على النظام الغذائي وأسلوب الحياة من الممكن أن يساعد في منع هشاشة العظام.
25.	putting a strain on heart.	يفرض ضغطاً على القلب.

Linguistic errors are classified into four categories. The first category is the syntactic errors such as 22 and 23 where the structure of both sentences is not common in the TL. The second category is grammatical errors such as 24, which is the wrong use of prepositions. In the TL, instead of saying *يفرض ضغطاً على* native speakers would usually use, *يساعد على*. The third classification is the collocational error where the students used incorrect collocations in the TL. For instance, in error 25, the phrase putting a strain *يفرض ضغطاً*, the TL collocation is incorrect, and it is best to use *يضغط*. The fourth category is morphological errors; this deals with word formation. However, there are no errors of this type in the tables above.

Table 7

The Frequency Rate and Percentages of Errors Committed by the Participants		
Type of Error	Frequency Rate	Percentage
Translation Errors	29	53%
Comprehension Errors	15	27%
Linguistic Errors	11	20%
Total of Errors	55	100%

The previous table shows the most frequent errors made by female students, which are translation errors. This proves that students lack a medical background, and they have less training hours, while the least frequent errors are the linguistics errors since they have been studying English (ST) for a long time. However, the comprehension errors were in the middle of the error range, which shows that students have a good ability to understand the ST and transfer it appropriately into the TT no matter at which level they are.

5. Conclusions and Recommendations

The research paper discussed the errors that were made by female students in their graduation projects at two Saudi universities in their midterm exam for medical translation in the second year. This research applied Quynh Na's model of error analysis (2005) that categorizes errors into three classifications: linguistic errors, translation errors, and comprehension errors. The research also focused on the frequency rate of errors made by the participants in their translations in the field of medical translation. In addition, the research paper aimed to examine the impact of the chosen model, Quynh Na's, and how effective it is for classifying errors.

The researcher analyzed the errors of 55 sample paragraphs. These were selected by the researcher since the samples were long and comprised many pages. Finally, the findings of this study were that 53% of participants' errors were in translation, 27% accounted for comprehension errors, and 20% of errors were linguistic. This proves that the students lacked experience in the field of translation and also, they did not have sufficient training. However, the least frequent errors were in language, which demonstrated the students' ability to use the correct language rules in translating texts.

5.1 Recommendations

The descriptive-analytical study adapted Quynh Na's model of error analysis as its basic theoretical framework. Quynh Na's taxonomy was appropriate for the conduct of descriptive analysis of the



translations of the female Saudi students in two universities regarding the chosen medical texts.

According to this descriptive-analytical study and the findings reached, the researcher makes some recommendations for further studies. First, it is recommended that Quynh Na's taxonomy of error analysis could be applied to more medical texts translated from English into Arabic in order to expand the findings of this study. Second, due to the validity and flexibility of Quynh Na's model, it is also recommended that this model is adopted for other specialized texts such as legal texts, social texts, or even religious text. Third, it is recommended that the sample be expanded so that it includes males and is not only restricted to females. It should include medical translators working in hospitals or medical translators to generalize the results of this study. Fourth, the more samples the researcher obtains, the more reliable the results. Finally, Quynh Na's model is a useful method of error analysis and can be adapted by any translation trainees to improve the translation quality and outcome. This is considered beneficial for researchers who are interested in error analysis in both the translation field and the linguistics field because its use is not only restricted to translation courses of trainees.

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