

Investigating Binary Errors in Arabic-English Students' Translations: A Pedagogical Study

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Abstract

Translation errors that are distinguished by the strict dichotomy right/ wrong are called Binary Errors. Such errors occur when there are incorrect target-text concepts opposing to correct concepts due to shortage of essential knowledge related to linguistics.

The study adopts a focused pedagogical investigation into the kind and details of binary errors in translations from Arabic into English of undergraduate students of translation.

For the findings, the study refers the continuous error types to the problem of interference between Arabic and English. The study, ultimately, recommends that students' linguistic competence ought to be traced, as to its training and development, to develop translation students capable of producing sound versions devoid of such primary errors.

Keywords: binary, errors, competence, translation, linguistics.

Introduction

Systematic analysis of translation errors occupies a pivotal and indispensable place in the field of translation teaching/ assessment. Translation error analysis deals not only with simple errors, it investigates the reasons behind making these mistakes. After the categorization and naming of these errors, the problematic areas are determined and specified to distinguish between those errors that require attendance follow up by instructors namely the kind of errors that are related fundamental knowledge. Finally, a sturdy understanding of translation errors requires a pedagogical model that strategically decreases the time which is spent on primary linguistic remediation. It can be argued that the investigation of errors is part of the learning process itself that shapes students' path from linguistic decoders to successful communicators.

Hypotheses

- 1- Undergraduate students translating from Arabic to English commit considerably fewer number of 'grammatical' binary errors such as those related to tense, agreement or syntax in post-test than pre-test.
- 2- Binary errors, predominantly, emanate from students' linguistic interference between Arabic and English especially in areas related to morphology, definiteness or word order.
- 3- Students showing higher mastery in the English language commit fewer binary errors in translation tests than their peers with lower linguistic proficiency.

Definition of Binary Errors

The concept of (binary errors) is viewed as a main theoretical intervention in translation studies, most clearly viewed by Pym (1992). It shapes a definite framework through which linguistic competence is encapsulated from translation competence. A binary error, according to Pym (1992), is a translation fault recognized by a strict and fixed right/ wrong dichotomy. It is there when a single incorrect word in the TT is directly opposed to the sole correct version. This stands in utter contrast to the foundational rule of translational competence, which Pym (1992) defines as the dual ability to 'generate' multiple feasible target texts for a source segment and to 'select' the most appropriate one according to a specific purpose, audience or set of constraints. So, binary errors are not in essence translational problems; they are, rather, failures of foreign language knowledge. They come from gaps in the primary codified systems of the target language; its grammar (i.e., rules for tense, agreement, syntax), its lexicon (i.e., vocabulary meanings, false friends), and its orthography (i.e., spelling, punctuation). In principle, a binary error signals that that translator has not yet mastered the linguistic code properly to even enter the 'arena' of genuine translational exchange.

Characteristics of Binary Errors

Binary errors possess, Pym (1992) suggests, a number of distinct and pedagogically significant features:

- a- Objective and non-negotiable nature. binary errors are objective explicit violations of the explicit codified norms of the target language.
- b- Efficiency in correction. The objective nature of these errors determines their pedagogical treatment. As Pym (1992) observes, this is often done with 'a simple line through them: It is wrong!'.
- c- Exclusion from translational decision-making: A binary error is a categorical failure that precludes the possibility of choice. If a student writes 'she are' instead of 'she is' there is no strategic decision to evaluate. There is just a rule that has been violated. This places these errors directly outside the domain of translational competence.
- d- Foundational and threshold-defining: To master the binary level constitutes the non-negotiable basis for all translation tasks. As Hurtado Albir's (2002) typology stresses, a text full of grammatical, lexical, and orthographic errors is basically flawed and unacceptable for professional purposes regardless of any successful higher-level strategic choices.

- e- Link to language usage: The correction of binary errors consolidates what linguist Henry Widdowson termed 'usage'-the formal, rule-based correctness of language (1978).

Error Analysis in Translation

Error Analysis (EA), (Corder ,1967), in translation is a methodological approach which takes its origins from applied linguistics. It includes the systematic identification, description, classification and interpretation of failures found in a target text when compared against its source text and the rules of the target language in addition to culture. In the discipline of translation studies, EA provides a dual purpose: Firstly, it retains its linguistic function of gap diagnosing in language proficiency and competence yet expands to diagnose other gaps in the specialized competence of translation. The central analytical move, following Pym (1992), is to distinguish between 'binary errors' (which can reveal a lack of language competence) and 'non-binary errors' (which can reveal a lack of translational choice-making competence on the part of the student). EA provides an empirical cornerstone for moving translation teaching outside subjective impression towards a more structured, evidence-based typology.

Errors vs. Mistakes

This comparison, exclusive to applied linguistics (Corder, 1967), is critically reordered within translation error analysis domain with specific regard to binary errors.

For Corder (1967), errors are those systematic deviations from the norms that originate because the translator, in question, has not yet acquired all the correct linguistic rules and concepts. These errors have to do with competence warning of a gap in standard language knowledge. In the field of translation, binary errors are regarded as systematic linguistic competence failures, on the part of the student in this case. Mistakes, to the contrary, are casual unsystematic 'lapses' in students' performance that has to do with language rules. The reason behind this is not due to lack of knowledge, it is because of such factors as fatigue or distraction.

Translator's Competence

'Translation competence', to begin with, has been a central yet debatable topic in the discipline of Translation Studies. Scholars as Koller (1992), and Dancette (1993), stress that translation needs skills far beyond linguistic competence, however fail to empirically describe what distinguishes such competence. Shreve (1997), by the same token, postulates that competence originates from the accumulation of translation experience however, methodological gaps remain in validating these claims.

Translation Evaluation

Translation criticism differs from casual reviews by requiring minute analysis of the whole communicative act; taking into account intent, function, text type, register, strategies as well as audience. Toury (1978) warns against excessive reliance on source-text comparisons which may sustain error-centric evaluations.

Translation in Language Teaching

Studies show that translation has been employed as one of several language teaching methods, alongside approaches such as reading-based, audiolingual, and audiovisual methods. Stern (2001), for example,

examined and contrasted these methods in terms of their characteristics, origins, historical development, objectives, instructional techniques, theoretical foundations, and assessment (pp. 452-476). He acknowledged that such comparisons were challenging, given that even the term "method" itself lacks a precise definition (p. 452). Whereas Cook (2010), stresses the importance of translation in education.

Translator pedagogy

Translator pedagogy has been significantly shaped by two seminal works that differentiate theoretical principles from practical application: Jean Delisle's *L'analyse du discours comme méthode de traduction* (1984) and Christiane Nord's *Textanalyse und Übersetzen* (1988). Both emphasize a two-phase translation process: rigorous analysis of the source text followed by target text production rooted in this analysis. While Delisle grounds his approach in the *théorie du sens* (theory of meaning) and Nord integrates pragmatic, text-typological theories inspired by Bühler's organon model, neither framework systematically incorporates empirical insights into the practices of professional translators.

Methodology, Data Analysis, Discussion, and Findings

Practically, this section deals with the methodology of the study and the model adopted. Data collection or the corpus of the study is to be tackled, too. Besides, a model of translation is espoused in the study to assess English translations of those verse lines or samples. Additionally, English renderings of the chosen samples are to be discussed in terms of a given Arabic commentary. Moreover, the findings of the data analysis are to be focused according to the aims of the study and the validity or invalidity of its hypotheses.

The Objectives Behind the Research and The Students' Progress

The primary objective behind this pedagogical investigation is this: To initiate a strict empirical analysis of the nature and frequency of (binary errors) between Arabic and English. This study is not solely intended to list these errors, instead, to track their development besides remediation over a well-defined and instructional period of time. The main methodological strategy involves a direct comparison of students' renderings in pre-test, prepared at the very beginning of the academic year, and a parallel post-test, organized at the end of the year.

The reason for employing pre-test and post-test texts consists of two parts. Number one, it is a diagnostic function. The pre-test starts a detailed account special of each student's competence precisely examining the initial outlook of grammatical, lexical in addition to orthographic weaknesses before initiating targeted pedagogical correction. This step is decisive for drawing generalized assumptions concerning Arabic to English translation challenges to pronounce the specific recurrent errors specific to this category. Number two, and even more importantly, the post-tests give gauge pedagogical efficacy in addition to the progress of subjects. When making a comparison between the two performances, the study pronounces a judgement building on the two tests. The pivotal issue is whether and the instruction over the whole year has an impact on the performance of students concerning the threshold of binary errors between Arabic and English or not?

The advanced noticed in the performance of the students between the pre-test to the post-test is a sign of the empirical essence for evaluating the objectives of the students. A considerable quantitative reduction

in the gross number of binary errors made by the students can be noticed. However, it is not the same in all error types. The achieved progress is important, because it is a sign for clearing an essential hindrance. After getting rid of binary errors, students engage in real translation challenges.

What can deduced from the picture of the students' progress is that there is a real decrease in some errors, yet, other errors still occur namely those related to the linguistic interference between Arabic and English. This sign is a finding that only one academic year of instruction is not fair enough to come up with students with complete mastery of binary errors.

The Model Adopted

This study draws on two models, the first is Pym's (1992) and the second is Hurtado's (1994) _ eclectic model. In Anthony Pym's (1992) chapter, the model he puts forward for 'binary errors' is best understood within his broader critique of traditional error analysis in translation teaching. Binary errors for him are errors that have a clear right/wrong answer. These typically involve mistranslations of meaning where there is no justified alternative. Binary errors should be penalized consistently because they represent a failure to understand the source text. His proposed pedagogical model focuses on ensuring students avoid 'binary errors'; that is, competence in 'meaning transfer'.

A highly influential model for pedagogy is that which is developed by Amparo Hurtado Albir (1994). Hurtado's typology starts with the most fundamental category establishing a clear baseline of sheer objective correctness:

Linguistic/ Binary Errors.

This category holds objective violations of the English formal system of the target language. These are considered binary because they are judges by resorting to codified norms with a *single* correct answer.

1- Grammatical Errors: These are faults in the formal structure of a language.

-Tense and Aspect: Using simple past for present perfect e.g., 'I have seen him yesterday'.

-Voice: Possible unnatural or distorting shifts between active and passive structures.

-Number and Gender: Incorrect subject-verb agreement e.g., 'The list are'. Wrong adjective-noun gender agreement e.g., English, unlike Arabic has no grammatical gender for objects (book, car, sun)..

-Concord/Syntax: Faulty sentence structure; incorrect word order; preposition misuse e.g., dependent of' vs. 'dependent on'.

2- Lexical Errors: Mistakes happening in word choice and vocabulary.

-Inappropriate Word Choice: Selecting a semantically inaccurate word.

-False Friends: A sub-type where formally similar words across languages have different meanings (e.g., حاضر (ḥāḍir) ≠ 'present' _ gift → means 'ready/available'.

- Errors in Terminology: Using an incorrect / non-standard term in a specialized field of study; e.g., using 'responsibility' for the legal concept of 'liability'.

3- Orthographic and Punctuation Errors: Mistakes happening writing conventions.

- Orthography: This includes misspellings and incorrect use of diacritics.
- Punctuation: This includes misuse of commas, periods, quotation marks, which would affect meaning, rhythm, or syntactic clarity.

Methodology of the Study

Methodologically, this study adopts two models for analyzing, discussing and assessing (3+3) samples of English translations of pre and post translation tests.

This study is founded on the premise that binary errors constitute the essential, non-negotiable foundation of translation competence. This research deliberately narrows its scope to an exclusive, in-depth examination of 'binary errors' within the context of Arabic-English student translations.

Three of the top sophomore students have been selected to experience a pre- test at the beginning of the academic year (2024-2025) then a post test at the end of this academic year. The tests include two authentic excerpts from an Arabic text quoted from a guide book of translation titled (). The original text has been split into two halves of the same number of words. The students have been assigned to translate the first half at the beginning of the aforementioned academic year and the second half at the end of the very academic year. The rationale for these tests is to gauge the level of accuracy of their performance throughout the academic year; to notice the development they achieved and also to notice the weak points they endure, and to detect them and attend to them in a systematic and objective way. A number of suggestions have been prescribed after the completion of the two tests building on the results of the tests. Focused investigation is of twofold: pedagogical and practical. From a pedagogical point of view, these errors constitute the critical dilemma that should be overtaken by students the study aims at specifying any linguistic weaknesses that hamper students of translation. From a practical point of view, binary errors help the development of instructional methods to face the areas of difficulties in front of linguistic transfer between Arabic and English.

This focused analysis not only tests the applicability of Pym's theoretical framework to the Arabic-English language pair but also provides actionable insights for translation educators. Ultimately, by clarifying the landscape of binary errors, this research aims to strengthen the foundational language training that underpins successful translator education, ensuring that classroom time is used efficiently to build the essential linguistic competence upon which translational expertise depends.

Linguistic/ Binary Errors.

1- Grammatical Errors:

- Tense and Aspect:
- Voice:

-Number and Gender:

-Concord/Syntax:

2- Lexical Errors:

-Inappropriate Word Choice:

-False Friends: A sub-type where formally similar words across languages have different meanings (e.g., حاضر (ḥāḍir) ≠ 'present' _ gift → means 'ready/available'.

- Errors in Terminology:

3- Orthographic and Punctuation Errors: Mistakes happening writing conventions.

-Orthography: This includes misspellings and incorrect use of diacritics.

-Punctuation: This includes misuse of commas, periods, quotation marks, which would affect meaning, rhythm, or syntactic clarity.

Binary errors are prevalent in Arabic-English student translations, especially in:

- Grammatical errors: Tense, aspect, subject-verb agreement, syntax.

- Lexical errors: Inappropriate word choice, false friends.

- Orthographic and punctuation errors: Spelling, comma usage, etc.

2. Pre-test vs. Post-test comparison:

- Students made more errors in the pre-test than in the post-test.

- This suggests that instruction over the academic year helped reduce binary errors.

3. Most common error types:

- Tense and agreement errors (e.g., "she are," "we thinks").

- Aspect errors (e.g., using progressive forms incorrectly).

- Lexical choice errors (e.g., choosing semantically mismatched words).

- Spelling and punctuation mistakes.

4. Sources of errors:

- Interference from Arabic (e.g., gender agreement, definite articles, word order).

- Lack of mastery of English codified systems (grammar, vocabulary, orthography).

5. Pedagogical implication:

- Binary errors are foundational and must be addressed before higher-order translation skills can be developed.

- Targeted teaching can significantly reduce these errors.

Pre-test

التفاؤل: لا تتشائم: كلما سمعنا صوت باب يقفل تصورنا أنه صوت قنبلة تنفجر - وكلما اهتز مقعد توهمنا أنه زلزال وكلما سمعنا الرعد اعتقدنا أنه نهاية العالم: نهاية العالم لا تجيء فجأة ولكن لها علامات وإنذارات. تفاعل باليوم وبالغد، وتأكد أن كل متاعبك لابد أن تنتهي وتزول، وأن كل ما عليك هو أن تصبر وتصمد وتنتظر الحل - أما الذين يرون الليل ولا يرون النهار، ويعتقدون أن الظلام الذي يرونه في الحياة أحيانا هو ظلام لا نهاية له ولا نهار فيه ولا مستقبل، فأولئك هم الذين يكرهون الحياة حتى تكرهم ولا تمد لهم يد العون. علينا أن نحب الحياة لتحبنا الحياة، وأن نتوقع الخير يقبل علينا الخير. وإذا اشتد الظلام فهذا دليل على اقتراب الفجر - كم من المرات تظلم الدنيا فنظن أنها النهاية ثم بعد ذلك تضيء الدنيا بالأنوار ونشعر أنها البداية. يجب ألا نخاف من الغد بل نحبه ونترقبه وننتظره ولا نستسلم للمشاكل العابرة فهي لا تكبر مع الزمن بل تصغر ثم تذوب.

2 nd Stage-Name- A(1)		Pre-Test Binary Errors		
SL	TL	Grammatical-Lexical-Orthographic and Punctuation		
		Error	correction	Type
اعتقدنا أنه نهاية العالم...	we <u>thought</u> it's the end of the...	thought	think	Tense
هو ظلام لا نهاية له...	that this darknis of life <u>have</u> ...	Have	Has	Concord
و لا تمد لهم يد العون...	Will do the same and <u>dosn't</u> ...	Doesn't	Don't	Concord
لا تتشائم	Don't think in a nigtive way..	Nigtive	Negative	misspelling
قنبلة	A explosion	A explosion	An explosion	Grammar (article misuse)
اهتز مقعد	Shaking chair	Shaking chair	A seat shakes	Lexical error: inappropriate word choice
انه زلزال	Thir is a problim	Thir-problim	There-problem	misspelling
اعتقدنا	We thogt	Thogt	Thought	misspelling
لا تجيء	Dosin't come	Dosin't	Does not	misspelling
فجأة	Emedently	Emedently	immediately	misspelling
لها علامات وإنذارات	Ther is som hints..	Ther-som	There-some	misspelling
لها علامات وإنذارات	Ther is som hints..	Is	Are	Grammatical Error- Syntax Concord
الغد	Futear	Futear	future	misspelling
وتزول	Dissaper	Dissaper	disappear	misspelling
أن تصبر وتصمد وتنتظر الحل	Wayting for a slotion	Wayting-slotion	Waiting-solution	misspelling
ويعتقدون	belive	Belive	Believe	misspelling
الظلام	Darknis	Darknis	Darkness	Misspelling
فأولئك هم الذين يكرهون الحياة	Thous who haute life	Thous-haute	Those- hate	Misspelling
ولا تمد لهم يد العون	And dosn't heelp thim to see the ligte	Dosn't-heelp-ligte	Doesn't- help-light	Misspelling

وأن نتوقع	Thinks	Thinks	Expect	Lexical error: inappropriate word choice
وإذا اشتد الظلام	When the darcknis beeng darckir	darcknis beeng darckir	Darkness thickens	Misspelling
فهذا دليل على اقتراب الفجر	Thats' a hint for the sunrise	Thats'	That's	Orthography- apostrophe
كم من المرات تظلم الدنيا	Whaw many times did our bays beeng blind..	Whaw bays	How – days	Misspelling
فتظن أنها النهاية	And we beeng to tulg shour that it's the end	beeng tulg shour	Think- should be	Misspelling
ثم بعد ذلك تضيء الدنيا بالألوان	But we see a light from no we ar give us houp	ar houp	Where we are- hope	Misspelling
ونشعر أنها البداية	And we feel that it's a good begining	begining	Beginning	Misspelling

2 nd Stage-Name- B(1)		Pre-Test Binary Errors		
SL	TL	Grammatical-Lexical-Orthographic and Punctuation		
		Error	correction	Type
باب يقفل...	The door <u>is closing</u> ...	Is closing	Is closed	Aspect
تصورنا...	We <u>thought</u> ...	Thought	think	Tense
تنفجر...	A bomb sound <u>is bombing</u> ...	is bombing	–	Aspect
و كلما اهتز مقعد...	The sit <u>is shaking</u> ...	is shaking	shakes	Aspect
اعتقدنا انه نهاية العالم...	We <u>thought</u> it is the end...	Thought	think	Tense
نهاية العالم لا تجيء فجأة...	The end of the world <u>is not coming</u> ...	is not coming	Does not come	Aspect
كل متاعبك لا بد ان تنتهي...	All your problems <u>will ending</u> ...	will ending	Will end	Modal
اما الذين يرون الليل و لا يرون النهار...	And who <u>see</u> the night and <u>didn't</u> see the day...	See	sees	Concord
هو ظلام لا نهاية له...	Dark <u>doesn't has</u> any...	doesn't has	Doesn't have	Concord
و ان نتوقع الخير يقبل علينا...	The good things <u>is will expect</u> ...	is will expect	We expect	Voice
نشعر انها البداية...	We <u>feeling</u> it's a beginning...	Feeling	feel	Tense
يجب ان لا نخاف من الغد...	We <u>don't should</u> scaring...	don't should	Shouldn't	Modal
و لا نستسلم للمشاكل...	And <u>doesn't</u> give up to problem...	doesn't	don't	Concord
Notes:				

2 nd Stage-Name- C(1)		Pre-Test Binary Errors		
SL	TL	Grammatical-Lexical-Orthographic and Punctuation		
		<i>Error</i>	<i>correction</i>	<i>Type</i>
كلما سمعنا صوت باب...	We hear some door closed...	closed	closes	Tense
لا تتشاءم	Dont be apssesd..	Dont	Don't	Punctuation (apostrophe)
كلما سمعنا صوت باب يقل	..some door closed sound..	Sound	_	Addition (unjustified)
صوت قنبلة تنفجر	It's a bomp	Bomp	Bomb	misspelling
نهاية العالم لا تجيء فجأة...	The end of the world did not come suddenly...	did	does	Tense
اهتز مقعد	A chir tone	Chir	Chair	Misspelling
اهتز مقعد	A chir tone	Tone	Shakes	Grammar- verb in the present
توهمنا أنه زلزال	We think it __.	__	Is an earthquake	Skipping
وكلمنا سمعنا الرعد	We hear the sound of _	__	thunder	Skipping
لها علامات وإنذارات	There is sights and __	Sight-__	Signs-warnings	Misspelling-Skipping (omission)
وتأكد	Be shur	shur	sure	Misspelling
لا بد أن تنتهي	Will gone	Will gone	Will go	Grammatical Errors (infin.)
وأن كل ما عليك هو	All you have to do it's..	It's	is	Lexical Errors unjustified pronoun addition
أن تصبر وتصمد	To have some penshen	Penshen	Patience	Misspelling
أما الذين يرون الليل ولا يرون النهار	But for who saw the ...	who saw	Those who see	Lexical Error (inappropriate pronoun)- Grammatical Error (tense)
علينا أن نحب الحياة	We have to love the life..	the life..	life	Lexical Error (zero article)
لنحبنا الحياة	So love us	So love	So that life would love.	Lexical/grammatical
أما الذين يرون الليل ولا يرون النهار...	But for who saw the nights but not the light...	saw	see	Tense
و إذا اشتد الظلام...	And if the dark become so dark...	become	becomes	Concord- number
فهذا دليل...	That mean	mean	means	Concord- number
الفجر	the sun rest is...			

ثم بعد ذلك تضيء الدنيا	It shain again..	Shain	Shines	Lexical/grammatical error (spelling-s third person singular)
ونشعر أنها البداية	And we feel it the beging	Beging	Beginning	misspelling
ونشعر أنها البداية	And we feel it the beging	_it_	That it is	Pronoun/grammatical error (auxiliary)
يجب ألا نخاف	We have to not be afreid	have to not be	Do not have to be	grammatical error (order)
يجب ألا نخاف	We have to not be afreid	Afreid	Afraid	misspelling
من الغد	Frome the coming day	Frome	From	misspelling
فهي لا تكبر مع الزمن	It's not gonna be huge	Gonna	Going to	Lexical Error (colloquial)
بل تصغر ثم تذوب.	Smaller than smaller	Than	then	misspelling

كلما سمعنا صوت باب...	We hear some door closed...	closed	closes	Spelling
نهاية العالم لا تجيء فجأة...	The end of the world did not come suddenly...	did	does	Number
اما الذين يرون الليل و لا يرون النهار...	But for who saw the nights but not the light...	saw	see	Definiteness (generic&specific)
و اذا اشدت الظلام...	And if the dark become so dark...	become	becomes	Skipping
فهذا دليل...	That mean the sun rest is...	mean	means	modification (sequence before the head)
				Qualification (after the head)

Post-test

التفأول: يجب ألا نخاف من الغد، بل نحبه ونترقبه وننتظره ولا نستسلم للمشاكل العابرة فهي لا تكبر مع الزمن، بل تصغر ثم تذوب. إلا أن الحياة لا تستمر ولا تنمو ولا تزدهر بالتفأول فقط، بل يجب أن يواكب هذا الإحساس شعور بالمسؤولية تجاه النفس والوطن، ويقين بأهمية العمل الجاد والقدرة على الكفاح ومواجهة المصاعب من أهم العوامل التي تساعد على تكوين شخصية الإنسان، وتحدد الفرق بينه وبين من لا يسعى لتحقيق ذاته وإعلاء قيمة الحياة، ومن لا يدرك من الحياة سوى الطعام والشراب والنوم. فالحياة لا طعم لها دون عمل وهدف يجب أن يضعه كل فرد نصب عينيه ويسعى لتحقيقه أخذاً في الاعتبار ألا يكون هذا على حساب الآخرين - فحرية الإنسان في الاختيار وحقه في الحياة يجب ألا يتعارض وحرية المجتمع الذي يعيش فيه. وإذا تصرف كل فرد في المجتمع كما لو كان محرر الكون لأصبحت غابة متشابكة تأكل حيواناتها بعضها البعض. يجب أن يدرك كل إنسان أن الحياة عمل وتعاون وإخاء ومحبة حتى تصبح جديرة بالعيش، تفاعل فان الغد لن يكون اسوا من الامس.

2 nd Stage-Name- A(2)		Post-Test Binary Errors		
SL	TL	Grammatical-Lexical-Orthographic and Punctuation		
		Error	correction	Type
يجب ألا نخاف من الغد	We don't be afrad from tomorrow..	afrad	afraid	misspelling
للمشاكل العابرة	Passins problems	Passins	Passing	Misspelling

فالقدره على الكفاح	the ability to struggle..	the	The	Punctuation (initial capital)
ومواجهه المصاعب	Face difficalties	difficalties	Difficulties	misspelling
يضعه كل فرد نصب عينيه	Must keep in minde	Minde	Mind	Misspelling
الذي يعيش فيه	in wich he lives	Wich	which	Misspelling
وإذا تصرف كل فرد في المجتمع كما لو كان محرر الكون	if every individual in universe ..	if	If	Punctuation (initial capital)
وإذا تصرف كل فرد في المجتمع كما لو كان محرر الكون	if every individual in universe ..	_	As if they were free	Skipping
غابة	juned	juned	Jungle	misspelling
يجب أن يدرك كل إنسان أن الحياة عمل وتعاون	every person brotherhood...	every	Every	Punctuation (initial capital)
يجب أن يدرك كل إنسان أن الحياة عمل وتعاون	every person brotherhood...	Should reckon that life requires work, cooperation..	_	Skipping
تفاعل فان الغد لن يكون اسوا من الامس.	be optimistic.becous	be	Be	Punctuation (initial capital)
تفاعل فان الغد لن يكون اسوا من الامس.	be optimistic.becous	Becous	Because	misspelling

2 nd Stage-Name- B(2)		Post-Test Binary Errors		
SL	TL	Grammatical-Lexical-Orthographic and Punctuation		
		<i>Error</i>	<i>correction</i>	<i>Type</i>
يجب ألا نخاف من الغد	We don't sh. scary from tomorrow..	don't sh. scary from..	Shouldn't be afraid of..	inappropriate word choice
بل نحبه ونترقبه وننتظره...	We should loved, watched and waited it..	should loved, watched and waited	should love, watch and wait it..	Grammatical/Syntactic Error (Incorrect Verb Form after Modal Verb)
للمشاكل	proplems	proplems	problems	misspelling
—	That will gone	That will gone	That will go	Inappropriate addition
تذوب..بل تصغر ثم	It's smalled and then faged..	smalled and then faged..	It gets smaller and then fade away..	Grammatical/Syntactic Error (Incorrect Verb Form after Be Verb)
الحياة لا تستمر..	The life is not continus	continus	continues	misspelling
الإحساس..	sentens	Sentens	Sense	misspelling
ومن لا يدرك من الحياة..	Who don't know anythings about life..	don't	doesn't	Concord
سوى الطعام..	Except. Food..	Except. Food	Except food..	Punctuation

هدف..	gols	gols	Goals	misspelling
حرية الإنسان..	Human fredom..	Fredom	Freedom	misspelling
في الاختيار..	Chocing	Chocing	Choosing	misspelling
وحقه في الحياة يجب ألا يتعارض	...should don't ..	should don't	Should not	Grammatical/Syntactic Error (Incorrect Verb Form after modal)
يتعارض	optiast	Optiast	conflicts	inappropriate word choice
تفاعل فان الغد لن يكون اسوا من الامس.	Be optimistic tomorrow not gone be wast from eysterday	not gone be	Will not going to be	Grammatical/Syntactic Error (Incorrect Aspect)
تفاعل فان الغد لن يكون اسوا من الامس.	Be optimistic tomorrow not gone be wast from eysterday	Wast	worse	misspelling
تفاعل فان الغد لن يكون اسوا من الامس.	Be optimistic tomorrow not gone be wast from eysterday	eysterday	yesterday	misspelling

2 nd Stage-Name- C(2)		Pre-Test_ Binary Errors		
SL	TL	Grammatical-Lexical-Orthographic and Punctuation		
		<i>Error</i>	<i>correction</i>	<i>Type</i>
يجب ألا	we should not be	we	We	Punctuation (caps lock)
يجب ألا نخاف	we should not be fear about	Fear about	Afraid of	inappropriate word choice
تجاه النفس	Toword oneself	Toword	Toward	Misspelling
تكوين شخصية الإنسان	Build person character	person	Person's	Lexical error (possessive s)
ألا يكون هذا على حساب الآخرين	While expense of others	While expense of others	At the expense of others	inappropriate word choice

Findings

It can be noticed that the subjects' pitfalls in translation in the pre-test are considerably larger in number than those they committed in the post-test, that is at the end of the academic year. This is due to the fact that they have benefitted from the teaching courses they experienced. However, there are some points of failures which should be attended to. These faults include grammatical, lexical and orthographic and punctuation errors. The analysis of pre-test and post-test translations reveals several key patterns in the binary errors produced by Arabic-English translation students. Firstly, binary errors were prevalent across all student translations, with grammatical errors being the most frequent category. Errors of such kind include tense/ aspect issues, syntactic structure, lexical errors, orthographic and punctuation faults. Good

signs of improvements are observed; the number as well as severity of binary errors decreased significantly when comparing the pre- and post-tests. However, some other errors persist. These require further instruction.

Conclusions

This study recommends further investigation and instruction to those binary errors related to grammar, lexis and orthography for they constitute a non-negotiable cornerstone for translation competence. Error reduction after focused instruction shows how pedagogy can greatly improve students' basic competence. Thus, early and methodical diagnosis of binary errors ought to be a top priority in translation training programs for Arabic-English learners, using contrastive language activities that address typical interference areas. Pedagogical models, like those put out by Pym and Hurtado Albir, support a useful foundation for effectively classifying and fixing these faults. Ultimately, encouraging translation accuracy within the linguistic domain is a decisive initial step in producing qualified translators who are able to come up with appropriate translations.

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