Lost in Translation: Examining Translation Errors in Arabic-English Translated Abstracts Published in Gharyan University Journal

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Abstract

Abstracts of research articles should be translated from Arabic into English before being submitted for publication in Libyan academic journals. Because English publishing allows non-native speakers to gain international recognition (Duszak & Lewkowicz, 2008). This study aimed to identify the most typical errors made while translating the Arabic abstracts into English. For this purpose, a corpus of 33 translated abstracts of research articles (RA) were analyzed. They were extracted from 11 issues of the Journal of Gharyan University and were published from 2016 to 2021. The analytical frameworks developed by Popescu (2013) and Laio (2010) were adopted. A preliminary analysis was carried out to develop a new category of translation errors that is appropriate for the current corpus. The results revealed a large number of errors in the translated abstracts. They were translation, stylistic, and linguistic errors. It is suggested that the Journal of Gharyan University should devote more effort to evaluating and polishing the translated abstracts before publishing the articles. If they wish to obtain a worldwide reputation, they should also include translators on the journal's editorial board to translate the Arabic abstracts into English appropriately**.**

Introduction

During the twentieth century, the study of translation arose as a new academic field, with a focus on the last thirty years (Venuti, 2000). During that time, translation was primarily focused on literary works and the Bible. In general, translation is a human activity that allows us to communicate ideas and thoughts in a variety of languages (Abdellah, 2002). It plays a crucial role sin bridging gaps between nations and transferring knowledge (Hatim & Mason, 1990). Accordingly, there is a growing demand for programs and courses at several Libyan universities. These courses are designed to teach students how to translate from Arabic into English and vice versa appropriately.

Simply, translation is the process of replacing a text in one language with an equivalent text in another (Bell, 1991; Catford, 1969; Larson, 1998). It is the process of transferring a message from one language system to another by using direct equivalence words, new words or terms, foreign words written in the target language, or foreign words adapted to fit the

target language pronunciation. Catford (1965) defined translation as the substitution of equivalent material in one language (Source Language SL) for material in another language (Target Language TL). Larson (1998) defined translation as "a change of form. The form is referring to the words, phrases, clauses, sentences, or paragraphs. The change of form is done by replacing the form of the source language to the form of the receptor or the target language" (P.3). We can infer from these definitions that translation involves at least two factors: the sender or the source language to be translated, and the receiver or the target language into which translators must translate it.

Translators become communicators of various civilizations through translation. Regardless of the translators' best intentions, any translation will invariably reflect the translator's own mental and cultural outlook. Accordingly, issues may arise during the translation process because of differences in word meanings, syntactical structures, and cultural contexts of the readers or listeners (Ervin & Bower, 1952). For translators, creating a good translation product is a demanding endeavor. A translator faces several linguistic and non-linguistic problems. However, translation requires blending two cultures, two perceptions, two languages, and other aspects into a single solid written content that the receiver would understand. Translators, thus, must overcome any obstacles that arise throughout the translation process. In other words, translators need translational competence, which entails the capacity to produce a series of target texts (TT) (target text) for a source text (ST) that contains several valid terms (TT1, TT2, TT3 …). Translators should also have the capacity to swiftly and confidently select one TT from this series, and propose it as a replacement for ST for a particular purpose and reader (Pym, 1992). A translator must therefore be fluent in both the source language and target language and must understand how culture influences readers' expectations, norms and beliefs as well as how

these elements influence how well they comprehend utterances (Kussmaul & Tirkkonen-Condit, 1995).

There is now a wide range of investigating the Arabic-based writing that is translated into English (e.g., Abdelaal & Alazzawie, 2020; Abu-Rayyash, & Haider, 2023; Abu-Rayyash, Haider & Al-Adwan, 2023; Al-Awawdeh, 2022; Al-Jarf, 2022; Haider & Alrousan, 2022; Omar, 2020; Qassem, 2022). A research article abstract is one of the components of academic writing that becomes necessary to translate from Arabic into English in Libyan academic journals. Because publishing in English allows non-native speakers to gain international recognition (Duszak & Lewkowicz, 2008). Few studies have examined the translation errors in translating (RA) abstracts (Fitria, 2021; Popescu, 2013; Md Zamin & Hassan, 2018; Setiawan, 2014; Sharif & Hassani, 2016; Wongranu, 2017; Wulandari, 2014). More importantly, the previous studies focused on analyzing the translation errors found in the translated abstracts from English into Malay (Md Zamin & Hassan, 2018), from English into Romanian (Popescu, 2013), from Thai into English (Wongranu, 2017), from Indonesian into English (Setiawan, 2014; Wulandari, 2014), from English to Indonesian (Fitria, 2021), and from Persian into English (Sharif & Hassani, 2016). When these past studies were further examined, it became apparent that there was a void in the literature; A few studies have looked into translation errors in the translated research article (RA) abstracts from Arabic into English (e.g., Alanazi , 2023; Yousif, Yousif & Awad, 2020). To set the scene, a corpus of 33 (RA) translated abstracts by Libyan translators is being used to identify the most typical translation errors made when doing so. The following research question will be addressed to address this problem:

1. What are the most common translation errors when translating (RA) abstracts from Arabic into English, which were taken from the Journal of Gharyan University?

2. Theoretical Background

2.1 Translation Error Analysis

Errors made by learners are examined and categorized to identify the system operating within the learners. This has led to an increase in the study of learners' errors, known as error analysis (Brown, 2000). Error Analysis (EA) emerged as a fundamental branch of applied linguistics in the 1960s to address learner performance (Shrestha, 1979). It investigates the real errors made by foreign language learners and attempts to describe the causes of these errors. Error Analysis is carried out to "a) find out how well someone knows the language, b) find out how a person learns a language, and c) obtain information on common difficulties in language learning" (Richards, Schnute, Kronlund & Beamish, 1992, p.96).

According to Brown (2000), error analysis is the act of categorizing, examining, and analyzing the inappropriate use of second language requirements to identify the learner's systems. Error analysis is crucial to research since it examines the levels of students' knowledge (Brown, 2000; Corder, 1967). Error analysis can provide "reliable feedback to design a remedial teaching method" (Weireesh, 1991, p.87). In other words, error analysis reveals and identifies the challenges experienced by EFL learners. More importantly, errors made by EFL students should be seen positively rather than as evidence of their failure. Errors are unavoidable aspects of learning and crucial components of second language acquisition (Stark, 2001).

In general, errors in translation studies reveal the quality of translation. Moreover, they can disclose what is going on in the translator's mind and reflect the quality of the translation (Seguinot, 1990). As a result, the notion of translation quality assessment (TQA) is linked to translation errors. TQA, which was created in 1977 by the German scholar House, is based on theories of language use (House, 2015). However, "there are no absolute standards of translation quality but only more or less appropriate translations for the purpose for which they are intended" (Sager, 1989, p.91).

A translation error is an offence against "1. the function of the translation, 2. the coherence of the text, 3. the text type or text form, 4. culture and situation-specific conventions and conditions, 5. the language system" (Kupsch-Losereit, 1985, p.172). The way linguists identify and assess translation errors varies (Albir, 1995; Corder, 1974; Dulay, Burt, & Krashen, 1982; Liao, 2010; Nord, 1997; Popescu, 2013; Pym, 1992), and thus there is no systematic model to differentiate their nature, causes, and seriousness in context. There are several sources of translation errors, such as misinterpretation or misuse of words, which can lead to major translation issues. Errors in translation are typically linked to one another, indicating that one error has an impact on others. So do the solutions. This may be seen as a series of networks in which the solution to one problem affects how other issues are tackled (Nord, 1997). As a result, understanding how to analyze translation errors should be included in the curriculum to provide learners and teachers with important information about how learners are progressing and if teaching techniques are effective. Overall, the present study aims to examine the translation errors while translating the (RA) abstracts from Arabic into English to reveal the quality of the translation.

3. Methodology

A mixed-method approach was adopted in the current study. The selected abstracts were scrutinized qualitatively for translation errors, including identification, description, categorization, and explanations of the errors committed by the Libyan translators. It is quantitative, on the other hand, because it is based on statistical analysis of data, which is generally in numerical form. In other words, the frequency of translation error is recorded. The collected data was analyzed in three phases. In the first stage, all the translated abstracts from every issue released between 2016 and 2021 were read, and they were then

compared to the corresponding English abstracts. If it contains translation errors, it is chosen for further analysis. The selected translated abstracts were thoroughly examined in the second phase to identify all the issues related to translation. In the final phase, all errors were classified following the categories as shown in Table 3.

3.2 The Corpus

The corpus of this study consisted of 33 translated abstracts from Arabic into English. These abstracts were

a. extracted from the Journal of Gharyan University.
b. selected from 11 issues

Table 1 A Categorization of Translation Errors (Popescu, 2013)

Linguistic Errors
• Morphological
• Syntactic
• Collocational
Comprehension Errors
• Misunderstanding of lexis
• Misunderstanding of Syntax
Translation Errors
• Distorted meaning
• Additions
• Omissions

TABLE 2 CATEGORIZATION OF TRANSLATION ERRORS (LAIO , 2010)

Rendition Errors
• Misinterpreting the source text.
• Insufficient rendering, which differentiates the translation from the original text.
• Excessive rendering, which differentiates the translation from the original text.
• Subtle difference of meaning between the source and target texts; insufficient accuracy.
• Misinterpretation due to unawareness of terms.
Language Errors
• Grammatical mistake or ungrammatical syntax of target language
• Awkward expression, including ambiguous meaning, mismatch, redundant words and unnecessary repetition, etc.
• Inappropriate register.

c. published during the period 2016 to 2021.
d. were from different disciplines.
e. translated by Libyan translators.

3.3 Analytical framework

As illustrated in Tables 1 and 2, the analytical frameworks developed by Popescu (2013) and Laio (2010) guided the current study. A preliminary analysis was carried out to come up with a new categorization of translation errors, as shown in Table 3, which is suitable for the current corpus.

• Excessive literal translation, which leads to ambiguous translation.
• Excessive free translation, which differentiate the translation from the original text.
• Incorrect character, improper punctuation marks or inconsistency in term translation
Miscellaneous Errors
• Missing parts in the target text; omission

table 3 A new categorization of translation errors

Error Type		
Translation errors	-	Inappropriate equivalent
	-	Misinterpretation due to awareness of terms
	-	Excessive literal terms which leads to ambiguous meaning
	-	Omission
	-	Addition
Language errors	-	Grammatical errors
Stylistic errors	-	Capitalization
	-	Excessive use of commas
	-	Excessive use of connecting words
	-	Wrong use of punctuation

4. Results and Discussion

There are many translation errors found in the selected abstracts of the current study, which reflected the Libyan translators' poor skills and lack of understanding of various language elements. The highest number of

errors, as shown in Table 4, was detected in the area of translation errors and stylistic errors. In contrast, Alanazi (2023) discovered that linguistic errors are the most prevalent in translating English master abstracts into Arabic. Furthermore, Yousif et al. (2020) reported that the most problematic aspect of translating English (RA) abstracts into Arabic was incorrect tense.

TABLE 4 THE OCCURENCES OF TRANSLATION ERRORS

Error Type		Occurrences of Errors	The No. of Abstracts Committed the error
Translation errors	- Inappropriate equivalent	70	33
	- Misinterpretation due to awareness of terms	16	10
	- Excessive literal translation which leads to ambiguous meaning	20	12
	- Omission	51	20
	- Addition	10	05
	Total	167	-
Language errors	- Grammatical errors	45	33
Stylistic errors	- Capitalization	05	03
	- Excessive use of connecting words	19	8
	- Wrong use of punctuation	41	28
	Total	110	-

4.1 Translation Errors

Among the categories of translation errors, inappropriate equivalent (70 occurrences) and omission (51 occurrences) were the most frequent errors found in translating the (RA) abstracts from Arabic into English.

a. Inappropriate equivalents

When compared to the other linguistic components, inappropriate equivalent is the first area where students make many errors (Bahameed, 2008; Moharram, 2004). The TL equivalent errors in the current analysis were widespread. As shown in Table 5, (70) SL words were improperly translated into TL words. This finding confirms Baker's (1992) claim that translation issues arise from a lack of equivalence between languages as Wongranu (2017) found.

TABLE 5 EXAMPLES OF INAPPROPRIATE EQUIVALENTS

SL words	TL inappropriate equivalent

معالجة	Tackling
ترجيح	weight
مباحث	terms
الدراسات السابقة	documents
القذف	guilt/ term
الدهشة المباغتة	Surprising surprise

b. Misinterpretation due to awareness of terms

The analysis showed that 16 SL terms were misunderstood and led to misinterpretation as illustrated in Table 6 below. It appears that Libyan translators did not employ contextually meaningful translation but rather literal translation for word transfer. Additionally, it appears that Libyan translators used translation software programs, which failed to provide the appropriate equivalent contextually.

TABLE 6 EXAMPLES OF MISINTERPRETED TERMS

SL Text	TL Text
هذه الظاهرة في شِعْره	Hair
متغير الجنس	Change
مصطلح الحديث	Modern
شرط التواتر	frequency

c. Excessive literal translation, which leads to ambiguous meaning

Analysis shows that Libyan translators translated the Arabic abstracts into English in an overly literal translation, which produced unclear meaning. This result is in consistent with the idea that the first language can have an impact on learning a foreign or second language. This is because many translators may rely on word-for-word translation, depending on the structures of their native language (Yousif et al., (2020). Similarly, Yousif et al. (2020) discovered that Arabic abstracts tend to be translated literally into English.

The provided example in Table 7 shows the literal translation and the ambiguous meaning of the whole text. Translators need to be cautioned against making the assumption that English and Arabic grammars are the same and can thus be translated verbatim (Ghazala, 1995).

TABLE 7 EXAMPLE OF LITERAL TRANSLATION

SL text	TL text
لا يخفى ما لموضوع الجمع والترجيح بين الأدلة من أهمية بالغة؛ إذ هو موضوع واسع الأكناف، متعدد الجوانب، متشعب الأطراف، لذا عد من أنفع أبواب أصول الفقه ومصطلح الحديث، في تكوين العقلية الشاملة، وهو باب يفيد في الحياة العلمية والعملية، ويتضح ذلك حين يقف الإنسان بين دليلين متعارضين تعارضا ظاهرا، فلا يستطيع التخلص من هذا التعارض إلا بفهم هذا الجانب المهم من جوانب علم أصول الفقه ومصطلح الحديث الذي من خلاله يتم تصحيح الصحيح، وأبطال الباطل.	It is no secret that the subject of the combination and weight between the evidence is of great importance, as it is a broad subject Alknaf in the formation of scientific and practical, and this is clear when a person stands between two contradictory evidence apparent, he con not get rid of this conflict only by understanding this important aspect of the jurisprudence of jurisprudence jurisprudence and the modern term through which the correct correction and invalidation of falsehood

d. Omission and Addition

Other errors identified in the current study include addition and omission. They apply to translation outputs that are either more or less precise than the original text. 51 omission errors occurred, while 10 more were added. As illustrated in Table 8 below, all the underlined parts that are significant in the original text are left out. Fitria's (2021) and Wulandari's (2014) findings support the notion that omission is a common error that is often made when translating abstracts of research articles (RA) into English. Some translators go beyond the text of the source too. For instance, the target text inserted the phrase "This study also looked at the relevant literature" which was absent from the source text. This finding is consistent with Fitria's (2021) study, which reported that addition is another type of translation error commonly found in translating abstracts of research articles (RA) into English.

TABLE 8 EXAMPLE OF OMISSION

SL Text	TL Text
يهدف هذا البحث إلى دراسة الأفعال باعتبار زمنها وأحوالها ودلالاتها في سورة الواقعة حيث تتمثل منهجية البحث في تقسيم البحث إلى قسمين: قسم نظري يتمثل في المبحث الأول وهو دراسة الفعل الماضي وعلامته <u>وأحوال بنائه</u> مع لمحة عن الأفعال <u>الناسخة،</u> ودراسة الفعل	This research aims to study verbs in terms of tenses, cases and indications in Surat Al-Waqiah. The methodology of this study is divided into two sections: The theoretical section which is the first part that focused on the marks of the past tense
<u>المضارع وعلاماته وأحوال إعرابه وبنائه، ودراسة فعل الأمر وعلاماته وأحوال بنائه.</u>	and the analysis and marks of the present tense

4.2 Language Errors

The 45 instances of linguistic errors identified in this study are all grammatical errors. Because Arabic and English grammars differ and each language has its own unique set of grammatical rules, elements, categories, and

features. Grammatical errors in translating texts from Arabic into English have a more noticeable impact on the quality of the translation. Singular/plural, prepositions, tenses, conjunctions, active/passive, articles, subject-verb agreement, pronouns, and adjectives are among the grammar errors found in the current study. Some Libyan translators in the present study knew how to translate simple common words but failed to provide the correct singular/plural form. For example, for the word "الأدلة", they omitted the plurality indicator "s" letter and translated the word as "evidence". Libyan translators have also a problem in using English pronouns properly. For example, "وجدناها فاعلة", was translated into "we found effective" ignoring the object pronoun "it". Adjectives were another problem. It seems that grammatical errors are common errors while translating (RA) abstract from other languages into English (Fitria, 2021; Setiawan, 2014; Sharif & Hassani, 2016).

4.3 Stylistic Errors

Style and meaning are intertwined; if the former is ignored, a portion of the latter will also be neglected. According to Nida (1994), the biggest challenge for translators is correctly balancing the stylistic levels of two different languages. More crucially, the language's style may affect its audience more than any individual words do. Capitalization, excessive use of connecting words and wrong use of punctuation were stylistic errors found in the current study.

A. Capitalization

Capitalization errors were found (5 occurrences). This could be due to the different writing systems of Arabic and English languages where there is no capitalization in the Arabic writing system.

B. Excessive use of connecting words

An additional form of stylistic error is the overuse of the conjunctions "wa و" "and". As seen in Table 9, the TL abstract is created with just two sentences, which is wholly erroneous, regardless of any other transitional errors. Conjunctions are used to connect words, phrases, clauses, and sentences in Arabic. The Arabic conjunction (wa و) is repeated before each item, regardless of how many are listed, unlike the English "and." This is unacceptable in English, though Libyan translators should be familiar with the various Arabic and English stylistic systems.

TABLE 9 EXAMPLE OF EXCESSIVE USE OF CONNECTING WORD

SL Text:
على مر العصور وباختلاف الحضارات كان وضع المرأة يختلف من مجتمع لآخر ، بحكم الظروف و البيئة المحيطة بها ، وفي الحضارة الرومانية تمتعت المرأة بمكانة اجتماعية يمكن القول بأنها محترمة ورفيعة ، ولقد عززت النظم القانونية الرومانية هذه المكانة ، حيث حفظت لها العديد من الحقوق بحكم القانون ومن جانب آخر ألزمتها بالعديد من الواجبات التي ينبغي أن تنجزها للحفاظ على هذه المكانة ، والمميز في الأمر أن المرأة حافظت على هذه المكانة حتى عندما انتقلت إلى مناطق النفوذ التي أصبحت تابعة للإمبراطورية الرومانية عقب فترة التوسعات التي قامت بها ، ومن بين المجتمعات التي شهدت حضوراً مميزاً للمرأة الرومانية المجتمع الطرابلسي ، حيث شكلت هذه الأخيرة نواة الأسرة الرومانية فيه ، حيث حافظت على مكانتها كزوجة بحكم الحقوق والواجبات التي يفرضها عقد الزواج ، وظلت مخلصة ووفية لزوجها وهو ما أثبتته النقوش المكرسة من العديد من الأزواج بهذا الخصوص ، كما كانت الأم الحنونة العطوفة المربية للأطفال على قواعد التربية السلمية والصحيحة ، كما كانت المرأة القوية ذات الثراء والسلطة صاحبة الضياع والممتلكات التي لطالما ساعدت زوجها وأبنائها من أجل العيش في حياة كريمة ، لا بل و تعدى الأمر حتى إلى منح هبات وعطايا لأبناء شعبها في عديد المناسبات والمحافل المختلفة ، ناهيك عن النشاطات المتمثلة في المساهمات في إنشاء وتطوير بعض المؤسسات داخل المجتمع، مما يوحي برقيها الحضاري وزخمها الثقافي الذي جعل منها شعلة إيجابية تثبت أصالة حضارتها و مقدرتها على مجابهة كل الظروف مما جعل منها سيدة في المجتمع ولها دورها الإيجابي في شتى النواحي والمجالات.

TL Text:
Throughout the ages and different civilizations, the status of women varied from society to society, due to the circumstances and the surrounding environment. In Roman civilization, in particular, women enjoyed a social status that can be said to be respectable and high, and the Roman legal systems have strengthened this status, where they have preserved women many rights by law, on the other hand, these laws obliged women to many duties that should be fulfilled to maintain this status, and what is distinguished in this matter is that, women have maintained this status, even when they moved to the regions of power that became subordinate to the Roman Empire after its period of expansion, and among the societies that witnessed the distinctive presence of Romanian women, Tripoli society, where the latter, formed the nucleus of the Roman family, where she maintained her position as a wife by the rights and duties imposed by the marriage contract, as she remained faithful to her husband, which is proved by the inscriptions which were made by many husbands, as well as, she was the loving mother who is breeding children on the rules of good education, and she was the strong woman with wealth and power and property, that has always helped her husband and children to live a decent life, and even went beyond giving gifts and gifts to her people in many different occasions and forums, not to mention the activities of contributions to the establishment and development of some institutions within society, which prove her cultural superiority and cultural momentum that made her a positive personality, which confirm the originality of its civilization and its ability to face all circumstances, that made her a positive factor in various areas and fields

C. *Wrong use of punctuation*

In written language, punctuation can be a tool for signaling information structure. Punctuation and its functions is within the field of pragmatics. The meaning of a specific utterance must be inferred from the speaker's intention while taking into account the environment in which it is employed. (El-Shiyab, 2000). It means that, in addition to its usual uses, punctuation conveys the writer's tone and intention and carries pragmatic value. However, analysis elucidated that Libyan translators are not aware of using punctuation properly. As seen in Table 10, the translator misused commas. This occurs because of translating Arabic in the same manner while ignoring the fact that Arabic and English are two distinct languages. Ten out of the 41 cases made excessive use of commas following the same Arabic style as stated in Table 9 above. The Libyan translators did not break the texts up into sentences; instead, they kept separating the sentences with commas as used in SL text until there were almost 18 lines in one sentence. Unlike Alanazi's (2023) findings, who stated that punctuation marks proved a little challenging for Arab students in translating the English (RA) abstracts into Arabic.

TABLE 10 EXAMPLE OF EXCESSIVE USE OF CONNECTING WORD

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TL Text:
Throughout the ages and different civilizations, the status of women varied from society to society, due to the circumstances and the surrounding environment. In Roman civilization, in particular, women enjoyed a social status that can be said to be respectable and high, and the Roman legal systems have strengthened this status, where they have preserved women many rights by law, on the other hand, these laws obliged women to many duties that should be fulfilled to maintain this status, and what is distinguished in this matter is that, women have maintained this status, even when they moved to the regions of power that became subordinate to the Roman Empire after its period of expansion, and among the societies that witnessed the distinctive presence of Romanian women, Tripoli society, where the latter, formed the nucleus of the Roman family, where she maintained her position as a wife by the rights and duties imposed by the marriage contract, as she remained faithful to her husband, which is proved by the inscriptions which were made by many husbands, as well as, she was the loving mother who is breeding children on the rules of good education, and she was the strong woman with wealth and power and property, that has always helped her husband and children to live a decent life, and even went beyond giving gifts and gifts to her people in many different occasions and forums, not to mention the activities of contributions to the establishment and development of some institutions within society, which prove her cultural superiority and cultural momentum that made her a positive personality, which confirm the originality of its civilization and its ability to face all circumstances, that made her a positive factor in various areas and fields

a. Wrong use of punctuation

In written language, punctuation can be a tool for signaling information structure. Punctuation and its functions is within the field of pragmatics. The meaning of a specific utterance must be inferred from the speaker's intention while taking into account the environment in which it is employed. (El-Shiyab, 2000). It means that, in addition to its usual uses, punctuation conveys the writer's tone and intention and carries pragmatic value. However, analysis elucidated that Libyan translators are not aware of using punctuation properly. As seen in Table 10, the translator misused commas. This occurs because of translating Arabic in the same manner while ignoring the fact that Arabic and English are two distinct languages. Ten out of the 41 cases made excessive use of commas following the same Arabic style as stated in Table 9 above. The Libyan translators did not break the texts up into sentences; instead, they kept separating the sentences with commas as used in SL text until there were almost 18 lines in one sentence. Unlike Alanazi's (2023) findings, who stated that punctuation marks proved a little challenging for Arab students in translating the English (RA) abstracts into Arabic.

TABLE 11 EXAMPLES OF WRONG USE OF PUNCTUATION

SL Text	TL Text
مستخلص: يهدف البحث الحالي إلى الوقوف على الدور الحقيقي الذي تلعبها الأسرة في ترسيخ قيم التسامح والسالم الاجتماعي لدى أبنائها. وتكمن أهمية البحث في أنه يسلط الضوء على أهمية الأسرة في ترسيخ قيم التسامح والسالم الاجتماعي لدي أبنائها، في ظل التحديات والتحولات والتغيرات	The Aim: of the current research identify the real role that the family plays in consolidating the values of tolerance and social peace among its citizens, Importance: of this research is that it highlights the importance of the role of the family in consolidating the values of
المتسارعة التي يشهدها المجتمع الليبي في السنوات الأخيرة	tolerance and social peace, This role, in light of the warnings of the World Health Organization and psychologists of the disaster looming Libyan children because of the chaos experienced by the country from the spread of conflicts and armed clashes and rapid changes in the Libyan society

5. Conclusion

Overall, translating (RA) abstracts from the Arabic language into the English language that are published at Gharyan University Journal contains a number of translation errors. The findings have verified that translating texts from the English Language into the Arabic language is very challenging for Libyan translators. What can be inferred from these errors is that they occurred due to a lack of reading, either the target text or any source of reading materials, because it is impossible to translate the precise material in the target text if the translator lacks reading. A translator must also understand how to use a dictionary. Using a dictionary does not imply that the translator must translate word for word from the dictionary, as this will take a long time if the translator simply looks at the term being translated. The proper use of dictionaries is what the translator must attain. Translators must develop and maintain encyclopedic knowledge in order to broaden their understanding not only in one field, but also in other fields, such as music, books, politics, and economics. This will aid them in their translation process.

In light of the findings reached, the researcher offers some recommendations. Firstly, to expand the findings of this study, it is suggested that the categorization of translation errors used in this study should be applied on more academic texts that are translated from Arabic into English. Secondly, it is recommended that the Journal of Gharyan University should give more attention to revising and editing the translated abstracts before publishing the articles. They should also include specialists in Translation on the editor board of the journal to translate the Arabic abstracts into English if they want to gain international recognition. For the pedagogical implications, the findings of the current study could be useful in designing translation courses.

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