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د/ صالح حسين الأخضر

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استشارات فنية وتصميم الغلاف: أ. حسين ميلاد أبو شعالة

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بحوث العدد

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الافتتاحية

من سمات المجتمعات المتحضرة سعة ثقافة أبنائها وكثرة قرائها، والكتاب لديهم هو أفضل صديق، يرافقهم أينما كانوا وحيثما ما حلوا، فكما أن الطعام غذاء أبدانهم فإن القراءة غذاء أرواحهم، ولا عجب أن للقراءة أهمية عظيمة في الإسلام فهو يدعو إلى التدبر والتفكير والقراءة والتعلم، يكفي أن أول آية نزلت على حبيبنا محمد صلى الله عليه وسلم هي قوله تعالى ﴿ اقْرَأْ بِاسْمِ رَبِّكَ﴾ فكان الأمر بالقراءة فاتحة عقد الاتصال بين السماء والأرض، وللقلم في تثبيت ركائز العلم مكان لذلك خصه المولى عز وجل بالذكر مصاحبا للأمر بالقراءة فـقال ﴿اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ * عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ ﴾ .

ولكن العجب في أمة القرآن، أمة اقرأ أن تكون أمة عازفة عن الكتاب والقلم، تتصدر مجتمعاتها آخر الصفوف، وتبقى القراءة في ذيل اهتمامات أبنائها، فلقد تدنى المستوى الثقافي والمعرفي لديهم إلى أدنى درجة، فالأمم لا تقاس بكثرة المال والأبناء وإنما تقاس بمدى ثقافة أبنائها، ومستواهم المعرفي، وأولى سمات ذلك حبهم للقراءة، والملاحظ والدارس لحال أمتنا في هذا العصر يرى بوضوح وبكل مجهود قلة نسبة من يعشقون الكتاب، ومن يقتنونه، وارتفاع نسبة العزوف عن قراءته بل يتجاهلونه.

لقد تسرب إلى قلوب أبنائنا حب المال، ويا ليته من أوجهه السليمة الصحيحة فالثقافة وحب القراءة لا يتعارضان مع النشاط الاقتصادي، بل هما داعمان له ورافدان من روافده، فما علت الأمم الغربية في عصرنا الحاضر وازدهر نموها إلا بالعلم والثقافة، ونحن أمة القرآن أمة الثقافة تأخرنا حتى وصفنا بالتخلف مع أن أسلافنا أخذوا بناصية العلم فسادوا الدنيا بدينهم ولغتهم وثقافهم والشواهد في أواسط آسيا وأدغال أفريقيا باقية إلى الآن خير دليل، فهل لهذه الأمة من صحوة ثقافية ونهضة حضارية تبني بها حاضرها، وتعيد بها مجدها التليد.

<div style="text-align:left">هيئة التحرير</div>

Problems of English prepositions in EFL learners' translation quality

Ahmed Haggar Sakin Ahmed
AL-Mergib University – Alkhoms – Libya
Sudan International University – Sudan

ABSTRACT

This paper attempts to investigate the problems of using English prepositions in translation. Also it aims to find out the difficulties and the causes of Libyan students' errors in using prepositions in translation and to suggest appropriate solutions for the difficulties. Moreover, this research focuses on English statements which contain prepositions. Previous studies showed that most errors of Arab students in translating prepositions from English into Arabic are due to many reasons. Therefore, this study targeted EFL students of education college, Al-Mergib university.

To achieve the objectives of this study a sample of (62) students and from the population were chosen. The instrument of this study is a test which is handed to the students to inspect the difficulties of translating English prepositions, also. For data analysis, the researcher adopted (SPSS) program. The main findings of the study is that fourth year students at college of education – Al-Mergib university – Libya encounter problems in translating prepositions from English into Arabic due to many reasons such as lacking knowledge about English prepositions, English prepositional systems are more complicated than Arabic, the impact of mother tongue interference as well as overgeneralization. Also the study showed that EFL Libyan students lack facilities needed for effective translation such as syllabuses do not meet student's needs as well as no Libyan teachers for translation at education college. Accordingly, it is recommended that translation syllabuses should be designed perfectly to help students acquire translation skills and EFL Libyan students should know the differences between Arabic and English prepositions to translate them correctly.

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List of key words (source language, target language, word co-occurrence, mother tongue).

Introduction

In the era of .com, globalization and drastic changes, the explosion in intercultural communications, science and technology as economic and political relations between the nations, have confronted the humanity with exceptional challenges in the assimilation of useful and necessary knowledge and information. Therefore, in favor of successful communication to take place between any two systems, thus, Translation is considered to be one of the most important factors in transferring knowledge and expertise in political, economic, commercial, legal, military and other important fields, and different aspects of translation. Translation has been the most efficient and effective means of communication between nations , peoples , and groups , And through it ; the exchange of common interests took place , and through it ; the customs and traditions of other nations were known .

The importance of translation has been growing steadily, particularly in this era of globalization, where nations need to communicate with each other more than they used to do previously; as entire world has been much like small village.

Definition of Translation

Translation is rendering the meaning of a text into another language in the way that the author intended the text. Hence in many types of text (legal, administrative, dialect local, cultural) the temptation is to transfer as many SL (Source Language) words to the TL (Target Language) as possible". (Newmark,2003).

"Translation generally refers to all the processes and methods used to render and /or transfer the meaning of source language text into the target language as closely, completely and accurately as possible, using: (1) words/phrases which already have a direct equivalent in Arabic language; (2) new words or terms for which no ready-made equivalents are available in Arabic; (3) foreign words or terms written in Arabic letters as pronounced in their native origin; (4) foreign words or terms made to fit Arabic pronunciation, spelling and grammar". Hasan, G. (2008 : 3).

Translation and meaning

Meaning is a highly complex, multifaceted phenomenon, and any complete Explanation of it must account for a surprisingly wide variety of different facts. To vary from person to person more than meaning does; they tend to be only of typical or ideal examples of the things they symbolize, and because not all words carry Corresponding mental images. The meaning of a word involves more than just the actual thing the word refers to. Since not all expressions have real world referents and substituting expressions with identical referents for each other in a sentence can change the meaning of the sentence as a whole. Knowing the meaning of a sentence involves knowing the conditions under which it would be true, so explaining the meaning of a sentence can be done in part by explaining its truth conditions. Knowing the meaning of an utterance also involves knowing how to use it, so conditions on language use also form an important aspect of meaning''. Jarf (2000 : 8 - 16)
George Yule (1996 : 114) classified meaning into two types:

(1) Conceptual meaning:

It is also called "denotative" or "cognitive" meaning. it is a part of meaning of a word that relates it to phenomena in the real world, also it covers those basic, essential components of meaning which are conveyed by the literal use of a word**,** e.g. the denotation of the English word "winter" is a season between autumn and spring regardless of whither it is cold and unpleasant. Denotative meaning may be regarded as the "central" meaning or "core" of a lexical meaning.

(2) Associative meaning:

it is also called "connotative" meaning or "emotive" meaning. It refers to that special idea on concept which is associated with a word in term of its meaning in addition to denotative meaning, e.g. the associative meaning of the word "needle" for some people means 'painful'. Associative meaning is the total of all the meanings a person thinks of when he hears the word. e.g., in a word association test, a person might be given a word like puppy and then asked to list all the things they think of the word. That person might give: *warm, young, furry, lively, kitten. Warm, young furry lively, kitten* make the associative meaning of puppy for that person.

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Translation problems due to linguistic difficulties

"Translation seems to be an easy task, and it is just to find equivalents of the source language elements in the target language. However it is very difficult because when translating, the translator may face difficulties which make him/her stop translating, think, rethink, and use dictionaries, these problems are at different levels. They are due to either sound and lexis or grammar and style". (Ghazala, 1995).

-phonological problems:

These problems are concerned with sounds.

-Lexical problems:

These problems are due to the misunderstanding words meaning. Lexical problems which may be encountered when translating can be classified as follows: literal meaning, synonyms, Polysemy, collocation, idioms, proverbs, metaphors, technical terms and proper names.

-Grammatical problems:

difference in origins causes a difference in grammar and creates wide gaps for translators when translating.

-Stylistic problems:

These problems are concerned with style, as it is a part of meaning, and its effect on words and grammar.

Definition of preposition

''A preposition expresses a relationship of meaning between two parts of a sentence, most often showing how the two parts are related in space time. Most of the common prepositions consist of only one word; they have no distinctive ending, and do not vary. Several prepositions consist of more than one word''. David Crystal (1998 : 213)

Preposition is defined as a word that shows a relationship in time, space, cause or manner between the object of the preposition and another word in the sentence.

''preposition is a closed-class, uninflectable morpheme which shows the relationship between its [noun phrase] object and another word in the sentence''. (Liles, 1987:229).

''Preposition means 'placed before'. Prepositions are words placed before a noun or pronoun to show relationship between persons or things or actions''. Richard, P (2004: 61)

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Van Oosten (1977:12) on defining preposition proposes that ''criteria for defining individual members of prepositional word class are to be set forth. Arguments are presented against calling prepositions meaningless, yet it is conceded and explained that, those which occur in wider context, are vaguer due to their greater variability. Prepositions are found to have a single meaning but with some qualifications. Sometimes the choices of a preposition may be conventionally prescribed, either by favoring notions or by continuing relics of older uses of prepositions. Semantic reinterpretation may place conventional expressions of the second type among those of the first type. Prepositions in expression of the second type only accord with their central meaning insofar as they do not contradict it. The central meaning of prepositions occur in many different environment is spatial, or most concrete, one of the temporal and abstract uses one derives from the spatial or concrete via spatial metaphor''.

Teaching English prepositions

English prepositions are difficult for any EFL learner because he/she usually relates them to his /her own mother tongue prepositional system. The difficulty is also caused by the difference in number, meaning and usage of the prepositions in the MT and EF languages. Verbs and other parts of speech play a great role in the omission, addition and selection of a wrong preposition in English, which may affect the whole meaning of the idea intended by the learner. In addition to this, idiomatic usage of English prepositions makes them difficult to learn even by native speakers of the language.

In teaching preposition Zughoul (1979:8) pointed out that English prepositions are generally considered difficult to teach to non-native speakers, for a variety of reasons:

Firstly, the lack of written guide to the usage of preposition, because there are not enough written guides for students to help them to learn more about English prepositions and how to use them.

Secondly, for native Arabic speakers, the commonly used grammar translation method of instruction and native language poses a problem.

Furthermore, Bennet (1975 : 3-4) examined the features that are often required of prepositions. Some of these requirements are as follows:

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1- A Preposition combines syntactically with exactly one complement phrase, most often a noun phrase. In English, this is generally a noun called the object of the preposition, together with its attendant modifiers.

2- A preposition establishes the grammatical relationship that links its complement phrase to another word or phrase in the context. In English, it also establishes a semantic relationship, which may be spatial (in, on, under, etc), temporal (after, during, etc.), or logical (via ...) in nature.

3- A preposition determines certain grammatical properties of its complement (e.g. its case). In English, the objects of prepositions are always in the objective case.

4- Prepositions are non-inflecting (or "invariant"); i.e., they do not have paradigms of forms (for different tenses, cases, genders, etc.) in the same way as verbs, adjectives, and nouns in the same language.

Problems and difficulties of English prepositions

Translating prepositions from English into Arabic is one of the most difficult tasks for Libyan English as foreign language (EFL) students. When fully investigating this grammatical phenomenon, it is found that the main problem remains not only in recognizing the equivalent preposition, but also in understanding its use and usage in Arabic. Linguistically speaking, there are some differences in the points of views linguists look at prepositions. In the dictionary, a preposition is defined as "a word that is used before a noun, pronoun, or gerund to show that word's connection with another word, such as 'of' in 'a house made of wood', and 'by' in 'We open it by breaking the lock' ". (Longman, 1995). Prepositions are "always followed by nouns or pronouns". They are "connective words that show the relationship between the nouns following them and one of the basic sentences elements: subject, verb, object, or complement".

''Prepositions are an ever-lasting problem for foreign learners of English''. (Mukattash, 1976 : 269).

''English prepositions are difficult for any EFL learner because he/she usually relates them to his /her own MT prepositional system. The difficulty is also caused by the difference in number, meaning and usage of the prepositions in the MT and EF languages. Verbs and other parts of speech play a great role in the omission, addition and selection of a

wrong preposition in English, which may affect the whole meaning of the idea intended by the learner. In addition to this, idiomatic usage of English prepositions makes them difficult to learn even by native speakers of the language''.(ibid)

Arab learners are also expected to find similar difficulties in the use of English prepositions because although Arabic and English prepositions have some characteristics in common, they differ in both number and usage.

Prepositions are very important and the sentence construction is mainly dependent upon them, the students should master the use of prepositions so as to perform good translation. Using correct preposition is still an area of difficulty for the students of foreign learners of English.

it is evident from observation that prepositions are the most problematic area of grammar, the matter that opens the door widely for many scholars to study them. Prepositions are difficult in the sense that they can have different functions, and the greatest problem faced by students of English as a foreign language is the correct use of prepositions. An inappropriate use of preposition may change the intended meaning of a sentence entirely. Therefore, translators and teachers need to be familiar with prepositions so that their translation or teaching process can be accurate and elegant.

According to Brown (2003), EFL students' errors can be divided into three categories: substitution, addition, and omission. In their studies on errors of EFL students using the same classification of prepositional errors, Hamdallah (1988) further delineated the three categories as follows:

(1) Substitution: An incorrect preposition is substituted for a correct one. For example:

• The teacher was satisfied *from our compositions (instead of with).

• He was angry *from his bad marks (instead of at).

(2) Addition: A preposition is used in a sentence which does not require a preposition.

For example:

• He entered *into the room (an unnecessary into).

• They always discuss about politics (an unnecessary about).

(3) Omission: A preposition is deleted which is necessary. For example:
• She came Sunday (omission of on).
• The classes are held noon (omission of at).

After classifying the types of prepositional errors, the most frequently occurring prepositional errors were identified. ''The prepositional error types for each proficiency level were then identified from the corpus. Next, the types and frequency of these errors were compared across the three levels to find out whether the rate of each prepositional error type significantly decreased across the three levels (developmental errors) or remained the same (fossilized errors)''. Keshavarz : 2005)

Methodology of the study

The researcher adopts the quantitative, analytical and descriptive methods to analyze the data received from the participants in order to find the correlation between variables being studied.

The target population of this research is fourth year students at AL-Mergib university education college, three groups of the fourth year (A,B,C) were chosen to answer the test, they have been chosen for collecting data because they are senior in learning English as well as they suppose to be as standard and model stage, in addition to that they have covered the whole academic curricula planned for them, and they are exposed to variety of prepositions and translation courses.

In practice, the data of the current study consists of two sources of information; primary source, it comprises experimental test to be carried out on translation for students The secondary sources of the research data includes linguistics information gathered from different sources such as books, periodicals, magazines, journals, websites, etc.

A test is the main instrument planned to be used in collecting the needed data of this research, it is administered by the researcher in consultation and cooperation with other teachers. The test contains 25 English sentences containing a wide range of prepositions, then the students were asked to translate into Arabic. Also the researcher watched the phenomenon and reporting the errors of using prepositions in translation as they happened therefore, the researcher used certain planning and preparation of time and location, and that was during the

lectures. The researcher tried not to shift subjects attention so as not to threaten the validity of the technique.

Validity and reliability of the test

Validity is the ability of an instrument to measure what it is intended to measure, what it is supposed to measure. Validity of the research instrument usually evaluated for face, content and constructs validity.

Correlations

		Arabic statements	English statements
Arabic statements	Pearson Correlation	1	.589**
	Sig. (2-tailed)		.000
	N	62	62
English statements	Pearson Correlation	.589**	1
	Sig. (2-tailed)	.000	
	N	62	124

. Correlation is significant at the 0.01 level (2-tailed).

Table (1) Correlations the validity of the test

Polit and Hungler (1999: 317) define reliability as the degree of consistency with which an instrument measures the attribute it is designed to measure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.732	.742	2

Table (2) Correlations reliability of the test

Testing Validity and Reliability of the test

    As for testing the validity and reliability of the instrument of the research, the researcher chose the Person's correlation to find out the relation between variables. And according to the Half method in the formula below the correlation is (0.59) which is strong and significant.

$$Reliability = .732$$
$$Validity = \sqrt{.732} = 0.86$$

Results and discussion

    To obtain the required results, the descriptive analytical and methods were followed. The researcher used statistical package for social science (SPSS) to analyze the results and discuss them. The test and the questionnaire were conducted to disclose different problems of using prepositions in translation as well as to know the reasons for making errors.

    According to the analysis these variables proved to be significant for the study. The table below indicates the numbers of the students, the mean, median, mode, the standard deviation, range, maximum and minimum mark.

		Results for analyzing the test	Students' response
N	Valid	62	62
	Missing	0	0
Mean		21.13	1.37
Median		23.00	1.00
Mode		25	1
Std. Deviation		7.350	.633
Range		33	3
Minimum		5	1
Maximum		38	1

Table (3) statistical results for analyzing the test

This table illustrates that the total number of the participants is 62, the mean is 21.13, the median is 23.00, the std. Deviation is 7.350, also the highest scored by the participants is 38 and the minimum mark is 5 therefore, the range between them is 33. According to the table the researcher has classified the participants into five levels to show their degrees and responses.

Prepositions * Response * Statement Crosstabulation

Count

Statement			Correct	Incorrect	Total
			Response		
S1	Prepositions	To	25	37	62
		In	48	14	62
	Total		73	51	124
S2	Prepositions	Into	12	50	62
		Along	18	44	62
	Total		30	94	124
S3	Prepositions	Around	23	39	62
		Across	8	54	62
	Total		31	93	124
S4	Prepositions	With	40	22	62
		For	37	25	62
	Total		77	47	124
S5	Prepositions	On	52	10	62
		To	52	10	62
	Total		104	20	124
S6	Prepositions	In	37	25	62
		Opposite	23	39	62
	Total		60	64	124
S7	Prepositions	Off	3	59	62
		Due to	5	57	62
	Total		8	116	124
S8	Prepositions	Within	13	49	62
		At	18	44	62
	Total		31	93	124
S9	Prepositions	For	37	25	62
		Below	44	18	62
	Total		81	43	124
S10	Prepositions	To	20	42	62
		About	12	50	62
	Total		32	92	124
S11	Prepositions	Across	3	59	62
		For	23	39	62
	Total		26	98	124
S12	Prepositions	Through	20	42	62
	Total		20	42	62
S13	Prepositions	During	47	15	62
	Total		47	15	62
S14	Prepositions	To	18	44	62
	Total		18	44	62

Table (4) English prepositions response

As can be shown in the above table (2) students' performance in translating /into, along, across, off, due to, within, at, and about/ was

below average. In fact students' answers as senior students were unexpected because of many reasons such as: lacking knowledge and wrong understanding for the prepositions, Libyan students do not have enough linguistics information about English prepositions as in sentences one, two, three and four, lacking knowledge about the syntactic categories of English words and prepositions, unfamiliarity of some English prepositions (/next to/, /inside of/ because of/, /due to/, etc…) will attribute difficulties for EFL Libyan students because they contain two morphemes and they can be translated by using Arabic preposition + another word as in sentence seven. Also another possible reason for translating English prepositions incorrectly is that some L2 prepositions have no equivalent in Arabic as the prepositions /within/ in sentence eight.

Some EFL Libyan students do not understand the semantic denotation and the accurate equivalent preposition in Arabic and that affects negatively the intelligibility translating the whole meaning of the sentence as in sentence ten. English prepositions system creates difficulties for Libyan students because many prepositions belong to many semantic categories as the word /across/ it can be classified as an adverb or a preposition as in sentence eleven.

Finally, the researcher noted some English prepositions do not create problems for EFL Libyan students as it is shown in sentences five, six, nine and thirteen one a plausible reason why students' performance in translating them better than others is the students know the equivalent Arabic prepositions easily. As well as they are the most common English prepositions for Libyan students.

Conclusion

The main objective of this paper was to investigate the problems that encounter Libyan students at college of education – AL-Mergib University in translating prepositions from English into Arabic. Also it has examined the constituents of the test. In brief the most significant findings for this research are:

1- EFL Libyan students encounter problems in translating English prepositions.

2- EFL Libyan students translate English prepositions literally rather than contextually.

3- Mother tongue influences translating English prepositions because EFL Libyan students impose Arabic prepositions' meaning and usage on English prepositions' meaning and usage.

4- Misunderstanding of some of these words used in the test caused Libyan students to commit errors in translating prepositions because they lack of linguistic competence.

Recommendations

Based on the results and findings of the study the following recommendations are offered:

1- Exposing Libyan students to verity of linguistic contexts that contain English and Arabic prepositions.

2- To provide accurate translation, Libyan senior students should have in mind the requirements of translation in general and translating prepositions in particular.

3- English teachers must inform their students that prepositions are part of larger English and Arabic constituents. Therefore, they are advised to give the different usages and meanings of English prepositions.

4- Teachers should encourage in their students to search for any information they need about translation in general and translating English prepositions in particular because for a wide range of knowledge and to strengthen their ability in translation.

5- The college is recommended to establish new programs that help Libyan EFL students become professional translators such creating a translation society, holding seminars, debating and forums.

6- The library of the college should be provided by updated references of translation.

7- Libyan students namely fourth year are advised to try all means that will help them to improve their translation quality such as translating long sentences, paragraphs and stories because they include many prepositions.

8- There should be a continuous follow-up comprehensive evaluation for each student's performance in translation by making portfolios so as to observe their progress.

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مجلة التربوي

الفهرس

مجلة التربوي

يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :

- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
- يرفق بالبحث المكتوب باللغة العربية بملخص باللغة الإنجليزية ، والبحث المكتوب بلغة أجنبية مرخصا باللغة العربية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأوليات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

Information for authors

1- Authors of the articles being accepted are required to respect the regulations and the rules of the scientific research.

2- The research articles or manuscripts should be original, and have not been published previously. Materials that are currently being considered by another journal, or is a part of scientific dissertation are requested not to be submitted.

3- The research article written in Arabic should be accompanied by a summary written in English.

And the research article written in English should also be accompanied by a summary written in Arabic.

4- The research articles should be approved by a linguistic reviewer.

 5- All research articles in the journal undergo rigorous peer review based on initial editor screening.

6- All authors are requested to follow the regulations of publication in the template paper prepared by the editorial board of the journal.

Attention

1- The editor reserves the right to make any necessary changes in the papers, or request the author to do so, or reject the paper submitted.

2- The accepted research articles undergo to the policy of the editorial board regarding the priority of publication.

3- The published articles represent only the authors viewpoints.

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