

# Some Problems of Iraqi EFL Students in Transliteration

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## Abstract

Transliteration is the task of transcribing a word or text written in one writing system into another writing system. If the two languages use different alphabets, the words must be transliterated or rendered in the other alphabet. Therefore, many English foreign learners face a difficulty in transliterating the Arabic words into English since some of the Arabic letters and vowels can not be found in the English language and as a result many of them make mistakes in spelling. The aim of this study is to state major the problems or difficulties of the English Foreign language Iraqi Learners in transliteration. Hence, a test has been given to thirty three Iraqi EFL students and their responses have been analyzed. Their responses have shown that they have more difficulty in the forward transliteration (from Arabic into English) rather than backward transliteration (from English into Arabic). However, the researcher has explained the reasons behind their errors and suggested a standard system of transliteration which is hoped to help both teachers and students in transliterating the Arabic letters, vowels, and diacritics correctly to the English language.

## 1.Introduction

Transliteration means stating the original word by using the alphabet of the language of rendition when the translator fails to find an equivalent SL (source language) word due to the lack of a corresponding word. It is a safer method to avoid meaning misinterpretation (Hefzalla, 1970 : 182). Hartmann and Stork (1972:242) define transliteration as "a process or result of representing the graphic signs of one writing system by the graphic signs of another script". Besides, transliteration makes a special sense with foreign personal brand names where unfortunate consequences can result if a translation is used, e.g., in case of connotation the following terms will be harmful if we try to translate the name of the British chain of chemists, Boots into some equivalent word for footwear. The problem will be further complicated when these names will be turned into logographic languages so that several translations of the name possible and therefore some of them might be flattering and insulting (Crystal, 1987 :346). Consequently, it is important to provide a transliteration of an original word rather than the translation when the source language is written in a different script from the target language. However, Stirling (1964:437) assures that transliteration is not only desirable but also essential for the mutual understanding among nations today and it does not mean the accurate representation of the speech sounds of one language in the letters of the alphabet used by another language. It means the rendering of the complete unintelligible words into letters in another alphabet familiar to the reader. Crystal (1987:347) indicates that in the transliteration process there is often the problem of insufficient symbols in the target language so that diacritics have to be added or too many symbols. Hence, in such cases arbitrary choices have to be made, i.e., arbitrariness is very evident when there is no close corresponds between the sounds of the source and target languages and this is due to the available of several transliteration systems.

Moreover, Garfield (1975:254) mentions that there exist two types of transliteration : forward transliteration and backward transliteration. The first one is concerned with the transliteration of foreign words (in the case of our study, Arabic) into English. The second

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type of transliteration is the reverse transliteration process used to obtain the original form of an English word that has already been transliterated into the foreign language. The researcher has found that the English foreign learners face difficulty in the forward transliteration rather than in the backward transliteration since the Arabic language is their native language ,so they can easily transliterate the English words into Arabic. Nevertheless, the researcher will examine the English foreign learners in transliterating the Arabic words into English and vice versa to investigate the difficulties in the two types .

**1.1Arabic Letters**

Arabic uses 28 different letters and each one is represented by a different letter . Because the Arabic alphabet is written in cursive , most of the letters connect with each other .For this reason ,every single letter that represents a consonant actually can be written for different ways depending on its position in a word whether it is in the initial , medial ,or final positions ,or whether it stands alone (Nasr,1967:4) . The researcher has found that various systems of transliterating Arabic which have been devised and used and it is useful to have a look at them .The following table (1) contains the different systems which are used in transliterating the Arabic letters , vowels and diacritics into English ones.

**Table(1)**  
**Different Systems of the Transliteration of the Arabic Letters, Vowels**  
**and Diacritics**

The letter	Asim Ismail Ilyas (1989)	(ND and Author ) A Learner's Arabic – English Dictionary	John Van Ess (1978)	Katy pacsa Mihaly (1989)	The Lingu-aphone Committee (1978)	R.J.McCarthy & Faraj Raffouli (1964)	N.AWwade & K.Smith (2004)	Raja T. Nasr (1967)
1. ء	'		I	ʔ	'	'	'	ʔ
2. ب	B	b	B	B	B	B	b	b
3. ت	T	t	T	T	T	T	t	t
4. ث	Th	<u>s</u>	Th	Th	Th	Th	th	th
5. ج	J	j	J	J	J	J	j	ž
6. ح	h	ḥ	h	H	ḥ	ḥ	ḥ	ḥ
7. خ	Kh	ḥ	Kh	H.	Kh	Kh	kh	x
8. د	D	d	D	D	D	D	d	d
9. ذ	Th	z	Dh	Th	Dh	Dh	dh	th
10. ر	R	r	R	R	R	R	r	r
11. ز	Z	z	z	Z	Z	Z	z	z
12. س	s	s	s	S	S	S	s	s
13. ش	sh	ś	sh	Sh	Sh	Sh	sh	š
14. ص	ṣ	ṣ	ṣ	S	S	S	ṣ	S
15. ض	ḍ	ḍ	dh	D	D	ḍ	ḍ	D
16. ط	ṭ	ṭ	ṭ	T	T	ṭ	ṭ	T
17. ظ	ẓ	<u>z</u>	th or dh	Z	Z	ẓ	ẓ	Đ
18. ع	ʿ	ʿ	ʿ	@	ʿ	ʿ	ʿ	9
19. غ	g	g	gh	g:	Gh	Gh	g,gh	g
20. ف	f	f	f	F	F	F	f	F

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21.	ق	q	q	q	Q	Q	Q	q	q
22.	ك	k	k	k	K	K	K	k	k
23.	ل	l	l	l	L	L	L	l	l
24.	م	m	m	m	M	M	M	m	m
25.	ن	n	n	n	N	N	N	n	n
26.	ه	h	h	h	H	H	H	h	h
27.	و	w	w	w	W	W	W	w	w
28.	ي	y	y	y	Y	Y	Y	y	y
29.	□	a		a	A	A	A	a	a
30.	□	i		i	I	I	I	i,e	i
31.	□	u		u	U	U	U	u,o	u
32.	ا	ā		ǎ	a:	Aa	Ā	ā	aa
33.	اي	ī		ĩ	i:	Ii	Ī	ī,ē	ii
34.	و	ū		û	u:	Uu	Ū	ū,ō	uu
35.	أي	ai		ay	Ay	Ay	Ay	ay	ay
36.	أو	au		aw	Aw	Aw	Aw	aw	aw
37.	ة،ة				-a,-h,-at	Ah	E	-a,-h,-at	-a,-h,-at
38.	ى				a:	A		- ā	a
39.	□	Doubled letter	Doubled letter	Doubled letter	Doubled letter	Doubled letter	Doubled letter	Doubled letter	Doubled letter
40.	*				un	Un			un
41.	□			en	an	An			an
42.	ء				in	In			in
43.				à	a:	Aa		- ā	aa
44.	آ				a:	'aa	Ā		aa
45.	أ			I	?				

It is a fact that the students do not have a difficulty in transliterating the Arabic letters which have equivalents in English like (...، ر ، د ، ت ، ز ، etc).Consequently ,the researcher asserts that the difficulty can be found in transliterating the Arabic letters vowels ,diacritics which do not have equivalents in English .Besides, there is no international agreed scheme of transliteration which makes the researcher build a standard system of transliterating the Arabic letters , vowels ,and diacritics to be used in testing the difficulties of the EFL students .It is important to mention the reasons behind using the transliteration of such letters and vowels that have no equivalents in English language rather than others since there are different systems of the transliteration. These reasons can be summarized as follows :

1) The transliteration of some letters is set to be very close in graphic symbols to the English letters to avoid confusion so that the students understand the transliterated words and transliterate the given words easily in the test ,for example:

1. ت/th/ as in the English word 'thought'

2. ذ/th/ as in the English word 'that '

3. ش/sh/ as in the English word 'she'

1. It is clear that the transliteration of both 'ذ,ت' is 'th' since there is no other transliterated letter can be used according to the different systems of the transliteration.

2. The researcher tries to avoid choosing the transliterations of the letters and vowels that come with signs like ( . , ¯ , ˇ , ` ) except the letters which can not be transliterated only

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by using these signs like the Arabic letters (ص / ṣ / , ط / ṭ / , ح / ḥ / , ظ / ḏ / ). However, the letters and vowels use those which never have signs so that such letters and vowels can be understood and help the students to write the transliterated words easily ,e.g:

خ /kh/ , غ /gh/ , ا /aa/ , اي /ii/ , و /uu/

3. The transliteration of some letters are chosen which are the most common letters used by most linguists like :

ع /<sup>c</sup> / , ل /<sup>l</sup> / , ا /a/ , و /u/ , ي /i/ , (doubled letter) , -an / , -in / , -un / , آ /'aa/ 'madda 'alif , /aa/ ' dagger 'alif' , ا /a/ , آ /a/ , آ /at/ , ه /h/ , أي /ay/ , أو /aw/

As a result , for the purpose of this study , the following list of Arabic standard letters ,vowels and diacritics with their transliterations is chosen.

**Table(2)**

**The Transliteration of the Chosen Arabic Standard letters ,vowels and Diacritics**

Arabic letter	Name of letter	Transliteration (English Equivalent)
1.ء	Hamza	' (no equivalent )
2.ب	baa'	b as in book
3.ت	taa'	t as in table
4.ث	thaa'	th as in thin
5.ج	Jiim	j as in join
6.ح	ḥ aa'	ḥ (no equivalent)
7.خ	khaa'	Kh(no equivalent)
8.د	Daal	d as in door
9.ذ	Thaal	th as in that
10.ر	raa'	r as in red
11.ز	Zaay	z as in zoo
12.س	siin	s as in soon
13.ش	shiin	sh as in she
14.ص	ṣ aad	ṣ (no equivalent)
15.ض	dhaad	dh ( = )
16.ط	ṭ aa'	ṭ ( = )
17.ظ	ḏ aa'	ḏ ( = )
18.ع	<sup>c</sup> ayn	<sup>c</sup> ( = )
19.غ	ghayn	gh(= )
20.ف	faa'	f as in fool
21.ق	qaaf	q (no equivalent)
22.ك	kaaf	k as in kind
23.ل	laam	l as in lead
24.م	miim	m as in mouth
25.ن	nuun	n as in need
26.ه	haa'	h as in he
27.و	waaw	w as in wide
28.ي	yaa'	y as in year
29.ـ	fath a	a

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30. َ	kasra	i
31. ُ	dhamma	u
32. ا	'alif	aa
33. اي	'ii	ii
34. و	'uu	uu
35. أي	'ay	ay
36. أو	'aw	aw
37. ة	taa' marbuuṭ a	a, at
38. ي	'alif maqṣ uura	a
39. ّ	Shadda	Doubled letter
40.	dhamma nunation	un
41. ً	fatḥ a nunation	an
42.	Kasra nunation	in
43.	dagger 'alif	aa
44. آ	Madda 'alif	'aa
45. أ	Joining hamza	ʔ

However, the rules of writing some of the letters are complicated and they may cause many spelling errors among English Foreign learners like 'hamza , taa' marbuuṭ a , 'alif maqṣ uura'. The best way to avoid mistakes is to observe the spelling of words in dictionaries and written texts. The rules of transliterating them can be stated as follows:

1) Hamza is a glottal stop and considered as a consonant. It can be written alone or combined with a letter. It is written 'ء' and is represented in transliteration by a single inverted apostrophe 'ʔ'. There are two types of hamza:

- a). The cutting hamza (همزة القطع)
- b). The joining hamza (همزة الوصل)

The 'cutting hamza' is usually written above one of the following letters , which are considered as the carrier of the hamza : 'ا' ('alif) , 'و' (waaw) , and 'ي' (jaa'). Examples are given respectively:

أحمد /aḥ mad/	سأل /sa'ala/	قرأ /qara'/
مؤمن /mu'min/	لؤلؤ /lu'lu'/	سؤال /su'aalun/
بنر /bi'run /	مينة /mi'atun/	فينة /fi'atun/

When hamza is written above 'ي' /jaa'/ the dots are omitted. The correct way to write the hamza in any given word will depend on its position within that word and the vowels before it and on it. These can be summarized as follows:

i) The beginning of a word :the hamza is written at the beginning of a word above 'ا' if takes ḍ amma or a fatḥ a and below the 'ا' if takes a kasra, e.g :

أُم	/ʔummun/
أَخ	/ʔakhun /
إِن	/ʔin /

(Hussian ,2009:14)

ii) The middle of a word :hamza is usually written above one of the letters (ا، ي، و) which their choice depends on the vowels preceding and following the hamza according to the following priorities: / i , a , u/ 'kasra , fatḥ a , and dhamma respectively .If /i/ 'kasra 'is one of the adjacent vowels ,the carrier of hamza is 'yaa' /y/ and if there is no /i/ 'kasra ' but

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there is /u/ 'dhamma ' on either side of hamza ,the carrier is 'waaw' /w/.In other cases ,the carrier is ' ( 'alif) . However,hamza may be written independently in the middle of a word after the long vowel /uu/ and between two (alif)-s .Examples are given respectively:

بُرْ /bi'run/

سؤال / su'aalun/

رأس / ra'sun/

ضوء / dhū'hu /

أجراءات / 'ijraa'aatun/

(Mihaly,1989 :19)

Besides,if there are two conflicting vowels ,/i/ 'kasra' takes precedence over /u/ 'dhamma' ,/u/ 'dhamma' over /a/ 'fatḥ a ,so (مئة) 'hundred' is written 'مائة' /maa'a/ or 'مئة' /mi'a/ with hamza over the /yaa'/' (en.wikipedia.org/wiki/Vowel,the free Encyclopedia / pdf ,2009:2-4).

iii)The end of a word:the hamza is written at the end of a word on the letter which corresponds to the short vowel immediately before it.If there is a sukuun or a long vowel immediately before the hamza ,then it is written on the line ,e.g:

جَرَوْ jaru'a

يَقْرَأ yaqra'u

مُلِيَ muli'a

جُزَّ juz'un

بِنَاء binaa'un

(Hussian ,2009:15)

Concerning the second type of hamza ,it is called the joining hamza 'همزة الوصل'.Smith and Goeje(1955:19) indicate that ' □ ' seems to be an abbreviation of 'ص' in 'وَصَلَ' or 'صلة' or rather it is the word 'صلة',e.g, 'عَبْدُ الْمَلِكِ' /c abdu ? l-miliki/. It is used only at the beginning of a few words and therefore it is always written above or below 'ا'.It looks like a small letter 'dhaad'on top of an 'alif',i.e, that 'alif' is not pronounced,e.g, باسم' /b?sm/. Actually ,it is very similar to the small letter 'š aad '. However, It occurs only at the beginning of words and it is found especially with imperative verbs (Harakat Encyclopedia topics ,2009:1-5). Hussian (2009:16) states that if the word starts with a joining hamza occurs in the middle of a sentence (in spoken Arabic),the hamza is totally ignored.To indicate this ,we can use the symbol '□' above the 'ا',e.g, 'أَسْمُ' /?asmun/ .

Furthermore, the joining hamza is omitted in spoken language under some circumstances , for example, the joining hamza at the beginning of the definite article 'أَل' /?al/.In Arabic ,there are certain letters called 'sun-letters' which are ( ن ، ل ، ظ ، ط ، ض ، ص ، ش ، س ، ز ، ر ، ذ ، د ) .If a noun or an adjective begins with one of these letters ,that letter assimilates to itself the 'ا' of the article in pronunciation ,e.g. :

الرَّجُلُ /'arrajula/ instead of /'alrajulu/

الشَّمْسُ /'ashshamsu/ instead of /'alshamsu/

In this regard,Stirling(1964:439) states that the assimilation of the definite article should be indicated ;otherwise, there will be mispronunciation of the words like /?al-shaam/ 'الشام' instead of /?sh-Shaam/. There is another group of letters called 'moon-letters'. These are ( ي ، ا ، هـ ، د ، م ، ك ، ق ، ف ، غ ، ع ، خ ، ح ، ج ، ب ) .They have no effect on the definite article ,e.g :

البَابُ /'albaabu/ , الكُرَّةُ /'alkura/ , القَمَرُ /'alqamaru/

(Mihaly,1989 :18-19)

2)Taa'marbuuṭ a:it occurs at the end of the word and it is written as 'ة'.It may be thought of as a mixture of 'ه' and 'ت'.It has a double function :

Represents the sound of ت /t /.

Indicates feminine gender in nouns and adjectives.

When a suffix is added , ' taa'marbuuṭ a' is changed to normal 'ت' /t/ ,e.g :

كرة /kura/ 'ball'

كرتها /kuratuha:/ 'her ball' where 'ها' means a possessive pronoun 'hers'

In Arabic ' taa'marbuuṭ a' means 'tied-t' ت → ة and before adding a suffix you 'open' it ة → ت .

3) 'alif Maqṣ uurah 'الف المقصورة':it is written like 'ي' but without two dots beneath it 'ى'.The vowel /a/ is represented by 'ى' / 'alif Maqṣ uurah / instead of 'ا' /'alif/. Both have exactly the same pronunciation .It stands only as the last letter of a word like 'على' /ala/ (on) (Mihaly,1989 :14). Abboud and McCarus(1967:4) add that when a suffix is added to a such word ,the 'ى' is changed to 'ا' ,e.g:

بنى /bana/ 'he built'

بناهُ/banaahu/ 'he built it'

## 1.2 The Vowels

The Arabic vowels are classified into short and long vowels.The short vowels are three which are 'faṭḥ a, dhamma, and kasra'. In Arabic, we use diacritical marks in place of the short vowels and they are signs above and below the letters.These can be illustrated as follows:

1)Fath a :it is the first main short vowel .In Arabic script,the 'fath a' is written as a small horizontal line above the letter( َ ) (en.wikipedia.org/wiki/Vowel ,the free Encyclopedia / pdf , 2009:5).In transliteration ,it is simply written as /a/ as in the word /kalb/ 'كَلْب' (dog).

2)dhamma:it is the second main short vowel.In Arabic script,the 'dhamma' is written as a small curl like diacritic placed above a letter( ُ ) . In transliteration,it is written as /u/as in /funduq/ 'فُنْدُق' (hotel).

3)kasra:it is the third main short vowel .It is written in the same way of a 'fath a'as a small horizontal line except that it goes underneath the letter( ِ ).In transliteration,it is written as /i/ like /bint/ (بنت) (girl) .

In addition ,sukuun is a circle-shaped diacritic placed above a letter .It indicates that the consonant to which it is attached is not followed by a vowel ,e.g, /laun/ (لَوْن) (colour) (Nasr,1967:6).

The long vowels are twice of the short vowels in Arabic.In English ,we usually form long vowels by using a double vowels.The long vowels are explained as follows:

1)'alif' : 'alif' is transliterated as /aa/ such as in 'كتاب' /kitaab/(book) .

2)'waaw' :it is transliterated as 'uu' such as in 'نور' /nuur/ (light).

3)'jaa' :it is transliterated as 'ii' like in 'كبير' /kabiir/(big).

## 1.3 Diphthongs

Diphthongs are combinations of two vowels in a single syllable .In Arabic,there are two diphthongs which are /ay/ and /aw/.Ess(1978 : 4) indicates that 'sukuun' is used to help represent a diphthong .Fath a is followed by the letter 'ي'(jaa') with a sukuun over.It indicates

the diphthong /ay/ as in /bayt/ (بَيْتٌ)(home). A fath a is followed by the letter 'و' 'waaw' with a sukuun' indicates the diphthong /aw/ as in /jaw/ (جَوٌّ)(weather).

### 1.4 Diacritics

There are other signs in Arabic script like shadda, tanwiin and madda. The transliteration of these signs are explained as follows:

1)Gemination (tashdeed) :shadda ◻ is written over a letter which indicates that the letter must be doubled ,e.g, /hazza/ (هَزَزَ)(he shook) (Ess , 1978: 4). In addition to that ,it is the only diacritic that is sometimes used in ordinary spelling to avoid ambiguity ,e.g , 'madrasa' (school) (مَدْرَسَةٌ) vs. 'mudarrisa' (teacher) (مُدْرِسَةٌ) (en.wikipedia.org/wiki/Vowel ,the free Encyclopedia , 2009 : 4-7 ) .

2)Nunation:It is called in Arabic 'tanween' .There are three cases in Arabic : nominative ,genitive and accusative.When a noun or adjective is indefinite ,the three vowel marks are written double at the end of a word ,and pronounced /un,an,in/ (ـَ , ـِ , ـِ ) respectively .It is usually the /un/ which stands for the nominative , /an / stands for the accusative and /in/ for the genitive .Examples are given respectively :

عِلْمٌ /<sup>◌◌</sup>ilmun/

عِلْمًا /<sup>◌◌</sup>ilman/

◻ عِلْمٌ /<sup>◌◌</sup>ilmin/

(Ibid.)

3)The sign 'madda' 'اِ' :In most positions in words ,the sequence /'aa/ is represented by the sign called madda 'اِ' written over an /'alif/ ,e.g,

أَثَارٌ /'aathaarun/

الْقُرْآنُ /'alqur'aanu/

تَأْمَنَ /ta'aamana/

However,this sequence after /a,u,i/ (fath a,dhamma,kasra)is written in accordance with the usual rules for hamza ,e.g:

سُؤَالٌ /su'aalun/

رِئَاسَةٌ /ri'aasatun/

بَرِيئَانٌ /barii'aani/

(Abboud and McCarus,1967:3)

Besides, Mihaly (1989 :20) adds that madda can be used when 'hamza' is written on 'ا' /'alif/ and is followed by another /'alif/ ,e.g:

أَمَّنْ + أ = آمَنَ → /'a/ + /'aman / = /aaman /

4) The 'dagger 'alif' which is called in Arabic 'alif alkhunjariya' and is written as a short vertical stroke on top of a consonant .It indicates a long /aa / sound where 'alif ' is normally not written ,e.g , ' هَذَا ' /haatha/ 'this' .The ' dagger 'alif ' occurs in few words but these words include some common ones and it is seldom written even in fully vocalized texts (en.wikipedia.org/wiki/Vowel ,the free Encyclopedia,2009 :4) .

## 2.Methodolgy

### 2.1 Procedures

Concerning the achievement of the students in transliterating the Arabic words into English and English words into Arabic,a test has been designed to examine the achievement of the students in 35 item especially the letters that have no equivalents in English like 'ع، غ، ؤ،



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**Table (4)**  
**The percentages of the Correct and Incorrect Answers of Questions one and Two**

Item's no.	Correct answers		%		Incorrect answers		%	
	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
1. َ 'fath a'	19	20	57.5	60.6	14	13	42.4	39.3
2. ع	1	16	3.03	48.4	32	17	96.9	51.5
3. ِ 'shadda'	3	1	9.09	3.03	30	32	90.9	96.9
4. 'dhamma nunation'	9	17	27.2	51.5	24	16	72.7	48.4
5. ُ 'fath a nunation'	8	5	24.2	15.1	25	28	75.7	84.8
6. ا	3	17	9.09	51.1	30	16	90.9	48.4
7. و	1	11	3.03	33.3	32	12	96.9	36.3
8. د	4	11	12.1	33.3	29	12	87.8	36.3
9. ْ 'joining hamza'	0	0	0	0	33	33	100	100
10. ي	1	2	3.03	6.06	32	31	96.9	93.9
11. Dagger 'alif	3	14	9.09	42.4	30	19	90.9	57.5
12. ذ	19	9	57.5	27.2	14	24	42.4	72.7
13. ا 'Madda 'alif'	7	10	21.2	30.3	26	22	78.7	66.6
14. ا	1	17	3.03	51.5	32	16	96.9	48.4
15. 'sukuun'	21	3	63.6	9.09	12	30	36.3	90.9
16. و	16	25	48.4	75.5	17	8	51.5	24.2
17. غ	19	28	57.5	84.8	14	5	42.4	15.1
18. ض	5	6	15.1	18.1	28	27	84.8	81.8
19. ط	4	32	12.1	96.9	29	1	87.8	3.03
20. ظ	0	1	0	3.03	33	32	100	96.9
21. 'Kasra nunation'	3	3	9.09	9.09	30	30	90.9	90.9
22. ُ 'dhamma'	20	17	60.6	51.5	13	16	39.3	48.4
23. ِ 'kasra'	12	7	36.3	21.2	21	26	63.6	78.7
24. ء	3	22	9.09	66.6	30	11	90.9	33.3
25. خ	10	17	30.3	51.5	23	16	69.6	48.4
26. ق	7	29	21.2	87.8	26	4	78.7	12.1
27. أي	17	28	51.5	84.8	16	5	48.4	15.1
28. ذ	26	19	78.7	57.5	7	14	21.2	42.4
29. ث	30	33	90.9	100	3	0	9.09	0
30. ح	4	31	12.1	93.9	29	2	87.8	6.06
31. ي	7	20	21.2	60.6	26	13	78.7	39.3
32. ج	25	27	75.7	81.8	8	6	24.2	18.1

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ش.33	30	29	90.9	87.8	3	4	9.09	12.1
ص.34	8	27	24.2	81.8	25	6	75.7	18.1
أ.35	10	22	30.3	66.6	23	10	69.6	30.3

It is obvious from table ( 4 ) that Iraqi EFL students make errors in both forward and backward transliteration .These errors summarized as follows:

- 1) Concerning the vowels ' fatḥ a , kasra ,dhamma , sukuun"and the diphthongs 'ay , 'aw', the percentages of the correct answers in Q1 are 57.5 , 36.3 , 60.6 , 63.6 , 51.5 , 30.3 respectively and that in Q2 are 60.6 , 21.2 , 51.5 , 9.09 , 84.8 , 66.6 . Besides, the percentage of the incorrect answers Q1 are 42.4 , 63.6 , 39.3, 36.3 , 48.4 , 69.6 and that in Q2 are 39.3 , 78.7 , 48.4 , 90.9, 15.1 , 30.3 .We find that the students' errors in backward transliteration in transliterating 'kasra, dhamma ,sukuun are more than forward transliteration whereas in the transliteration ' fatḥ a , 'ay , 'aw ' , they make errors in forward transliteration more than in backward transliteration.
- 2) Concerning the letters 'ع , ي , ة , و , غ , ض , ط , ظ , خ , ذ , ق , ث , ح , ج , ش', the percentages of the correct answers in Q1 are 3.03 , 3.03 , 57.5, 48.4 , 57.5 ,15.1 ,12.1 , 0 ,30.3 ,21.2 , 78.7 , 90.9 ,12.1 , 75.7 , 90.9 ,24.2 respectively and that in Q2 are 48.4 , 6.06 , 27.2 , 75.5 , 84.8 , 18.1, 96.9 , 3.03, 51.5 , 87.8 , 57.5 , 100 , 93.9 , 81.8 , 87.8 , 81.8. Besides , the percentages of the incorrect answers in Q1 are 96.9 , 96.9 ,42.4 , 51.5 , 42.4 , 84.8 , 87.8 , 100 , 69.6 , 78.7 , 21.2 , 9.09 , 87.8 , 24.2 , 9.09 , 75.7 and that in Q2 are 51.5 , 93.9 , 72.7 , 24.2 , 15.1, 81.8, 3.03 , 96.6 , 48.4 , 12.1 , 42.4 , 0 , 6.06 , 18.1 , 12.1 , 18.1.This indicates that the students have difficulties in transliterating 'ع , و , غ , ط , خ , ي , ة , ح , ق , خ , ج , ش' in forward transliteration more than in backward transliteration whereas in the transliteration of 'ذ , ة' the students have difficulties in backward transliteration more than forward transliteration .Moreover, in the transliteration of 'ض , ظ , ث' the difficulties of the students are high in both forward and backward transliteration and it is found that 'ث , ج , ش' are the most easy transliterated letters in both forward and backward transliteration since the students' answers indicate a very little errors in transliterating them.
- 3) Concerning the diacritics 'shadda ,dhamma nunation, fatḥ a nunation , dagger 'alif ,madda 'alif ,kasra nunation ,the percentages of the correct answers in Q1 are 9.09 , 27.2 , 24.2 , 9.09, 21.2 , 9.09 and that Q2 are 3.03 , 51.5 , 15.1 , 42.4 , 30.3 , 9.09.Besides,the percentages of the incorrect answers in Q1 are 90.9 , 72.7 , 75.7, 90.9 , 78.7 , 90.9 and that in Q2 are 96.9 , 48.4 , 84.8 , 57.5 , 66.6 , 90.9.This shows that the students have difficulties in transliterating 'dhamma nunation ,dagger 'alif, madda 'alif ' in forward transliteration more than in backward transliteration whereas their difficulties in transliterating 'fatḥ a nunation ' in backward transliteration are more than in forward transliteration.However , the difficulties of the students in the transliteration of 'shadda are high in both forward and backward transliteration and in the transliteration of 'kasra nunation ' are the same in both the forward and backward transliteration..
- 4) Concerning hamza and its kinds 'أ , ء , إ , ؤ , ة , and (joining hamza)', the percentages of the correct answers in Q1 are 9.09 , 3.03 , 3.03 , 12.1 , 9.09 , 0 respectively and that in Q2 are



- ii)The students have a few errors in transliterating some of English letters since they can be found in English language like 'ث, ج, ش'.
- 2)In addition,the following errors in backward transliteration has found throughout investigating the students' errors:
- a)The students make common Arabic mistakes in which different characters are used interchangeably like hamza errors (أ,إ,آ), yaa' errors (ي,ى), and taa'marbuuṭ a errors (ة,ه).
- b)The students transliterate the whole letters without writing the vowels and diacritics and this may belong to a common fact that there is a problem which associated with Arabic is the omission of diacritics and vowels in almost all the Arabic writings especially(joining hamza (همزة الوصل), dagger 'alif (الالف الخنجرية), madda 'alif (الف المد), which are very rarely used by Arabic learners .

### 3.Conclusions

In the light of the previous discussion of the students' problems ,the researcher has come up with the following conclusions:

- 1)The students have errors in both forward transliteration ,i.e, transliteration from Arabic into English , and backward transliteration ,i.e, transliteration from English into Arabic .Besides , the difficulties of the students in forward transliteration are more than in backward transliteration .This is because of the following reasons :
- a)English language does not have equivalents for some letters and vowels like ض, غ, ي, ع, ط, ظ, خ, ق, ح, ص, fath a' and all the diacritics like ' shadda , dhamma nunation , dagger 'alif ,madda 'alif , kasra nunation , etc.'Therefore , some of the letters and vowels have been transliterated according to the close letters and vowels in English language like ط → t ; ح → h ; ص → s ; ج → g ; ق → k ; ي → ee ,ea ; و → oo,ou ; أي → ai.
- b)Students can not distinguish between transliteration and transcription and as a result they transcribed some of the vowels instead of transliterated them like أي → ei, أو → ou.
- c)As a matter of fact ,students are transliterated the English words into Arabic ones in more easily than the Arabic words into English ones since the Arabic language is their native language.
- 2)It is found that there are some errors in which different letters are used interchangeably like hamza errors (أ,إ,آ), yaa' errors (ي,ى), and taa'marbuuṭ a errors (ة,ه). Additionally ,most of English words are transliterated into Arabic without writing the vowels and diacritics since it is very common that vowels and diacritics are not written in the Arabic writings.
- 3)It is important to introduce a complete system for the transliteration of Arabic words into English depending on the results of this study .This system is almost the same system chosen in this study and it suggests a correction for some of the letters and diphthongs like 'او,اي, و,ي' and they are chosen because they are commonly used by the students in the test and it is hoped that this system's usage will be easy for any one interested in the process of transliteration

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**Table (5)**  
**The Chosen Standard system of Transliteration**

Arabic letter	Name of letter	Transliteration into English language
1.ء	hamza	'
2.ب	baa'	b
3.ت	taa'	t
4.ث	thaa'	th
5.ج	Jiim	j
6.ح	ḥ aa'	ḥ
7.خ	khaa'	kh
8.د	daal	d
9.ذ	thaal	th
10.ر	raa'	r
11.ز	zaay	z
12.س	siin	s
13.ش	shiin	sh
14.ص	ṣ aad	ṣ
15.ض	dhaad	dh
16.ط	ṭ aa'	ṭ
17.ظ	ẓ aa'	ẓ
18.ع	ʿ ayn	ʿ
19.غ	ghayn	gh
20.ف	faa'	f
21.ق	qaaf	q
22.ك	kaaf	k
23.ل	Laam	l
24.م	Miim	m
25.ن	nuun	n
26.هـ	haa'	h
27.و	waaw	w
28.ي	yaa'	y
29.ـَ	fatḥ a	a
30.ـِ	kasra	i
31.ـُ	dhamma	u
32.ا	'alif	aa
33.اي	'ii	ee
34.و	'uu	oo
35.أي	'ay	ai
36.أو	'aw	au
37.ة	taa' marbuṭ a	a, at
38.ى	'alif maqṣ uura	a
39.ـ	shadda	Doubled letter

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40.	dhamma nunation	un
41. َ	fath a nunation	an
42.	Kasra nunation	in
43.	dagger 'alif	aa
44. ِ	Madda 'alif	'aa
45. ْ	Joining hamza	ʔ

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### The Test

Q1) Transliterate the following Arabic words into English with the vowels and diacritics altogether:

(dog) ٢١. كلب	(gold) ١. ذهب
(eat) ٢٢. أكل	(honey) ٢. عسل
(key) ٢٣. مفتاح	(grocer) ٣. بقال
(buying) ٢٤. شراء	(door) ٤. باب
(lettuce) ٢٥. خس	(once) ٥. مرة
(coffee) ٢٦. قهوة	(brother) ٦. أخ
(car) ٢٧. سيارة	(question) ٧. سؤال
(guilt) ٢٨. ذنب	(hundred) ٨. مئة
(statues) ٢٩. تماثيل	(in the name) ٩. بسم (بأسم)
(museum) ٣٠. متحف	(he threw) ١٠. رمى
(date) ٣١. تاريخ	(this) ١١. هذا
(beautiful) ٣٢. جميل	(ball) ١٢. كرة
(tree) ٣٣. شجرة	(safe) ١٣. أمن
(lift) ٣٤. مصعد	(wrong) ١٤. خطأ
(above) ٣٥. فوق	(home) ١٥. بيت
	(soul) ١٦. روح
	(crow) ١٧. غراب
	(light) ١٨. ضوء
	(road) ١٩. طريق
	(noon) ٢٠. ظهر

Q2) Write in Arabic the following transliterated words and mark also the vowels and diacritics :

- |               |              |
|---------------|--------------|
| 1) walad      | 23) ribaat   |
| 2) 'ala       | 24) massaa'  |
| 3) baddla     | 25) khariif  |
| 4) 'imr 'atun | 26) ḥ adiiqa |
| 5) malikatan  | 27) ṣ ayf    |
| 6) ra'aytu    | 28) thaalika |
| 7) lu'lu'     | 29) thalaath |
| 8) fi'atun    | 30) ḥ adith  |
| 9) ? l-miliki | 31) kabiir   |
| 10) samma     | 32) jaw      |
| 11) raḥ maan  | 33) shams    |
| 12) kura      | 34) miṣ r    |
| 13) 'aab      | 35) thawra   |
| 14) 'ṭ fa 'a  |              |
| 15) ḥ awdh    |              |

- 16) noon
- 17) ghurfa
- 18) 'khdhar
- 19) ʈ aalib
- 20)maḥ z uuz
- 21) qalamin
- 22) mudarris

### الخلاصة:

بعض مشاكل التعريب للطلبة العراقيين متعلمي اللغة الإنكليزية لغة أجنبية أن مهمة التعريب هي كتابة الترميز الصوتي للكلمة أو النص المكتوب بنظام كتابي معين إلى نظام كتابي آخر. فإذا استعملت اللغتان حروف أبجدية مختلفة يتم التعريب بتحويل الكلمات إلى الحروف الأبجدية للغة الأخرى. ولهذا يواجه العديد من متعلمي اللغة الأجنبية صعوبة في تعريب الكلمات العربية إلى اللغة الإنكليزية بسبب عدم وجود بعض الحركات والحروف العربية في اللغة الإنكليزية وكنتيجة لذلك يخطئ العديد منهم في الكتابة. أن الهدف من هذه الدراسة هو تحديد المشاكل الرئيسية أو الصعوبات للمتعلمين العراقيين للغة الإنكليزية (لغة أجنبية) في التعريب. ولهذا قد جرى اختبار ثلاثة وثلاثون طالب عراقي من متعلمي اللغة الإنكليزية وعند تحليل أجابتهم تبين أن لديهم صعوبة في التعريب التقدمي (من اللغة العربية إلى الإنكليزية) أكثر من التعريب الارتجاعي (من اللغة الإنكليزية إلى العربية) . على أية حال، يشرح البحث الأسباب التي تكمن وراء أخطاء الطلبة ويقترح نظام معياري للتعريب من المؤمل أن يساعد هذا النظام كل من المدرسين والطلبة في تعريب الحروف والحركات والرموز العربية بشكل صحيح إلى اللغة الإنكليزية.