And he same can be said for other types of Arabic pronouns (e.g. demonstr tive and relative).

The A abic systems of gender/concord and number differ widely from those of English and Kurdish languages . And these systems of Kurdish still differ to some ext nt from those of English language . Such difference makes translation from English into Arabic for the Kurdish student difficult depending on our propositic n shown in the triangle which illustrates the process of translating.

Conclusion :
The paper concludes that Kurdish students show certain weakness in translatin the aspects of gender/concord and number from English into Arabic . These students usually come from the northern cities of Iraq (Erbil, Sulaymaniya, Kirkuk, and Dohuk) . They do not use Arabic language as their everday languages. Their knowledge about Arabic is restricted only to the Arabic lessons in their school study, which is not enough . They are advised to run intensive courses in Arabig grammar with special emphasis on the aspects of gender/ concord and number . The study suggests that teachers of translation should lay heavy stress and pay special attention to tackle these areas; : during the lectures and how to render them adequately .

Further studies could be made to give more detailed explanation and comments on correspondence between these language (English, Arabic and Kurdish) in the aspects of gender/concord and number or other areas of interst .

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Table 3: Bound personal pronouns

Person	Gender	Number		
		Singular	Dual	Plural
3rd	Masculine	- hu 'him', 'his'		- hum 'them, 'their'
	Feminine	- ha 'her'		-hum 'them, 'their'
	Masculine & Feminine		-huma 'them', 'their'	
2nd	Masculine	-ka 'you (object)' 'your'		-kum 'you (object)' 'your'
	Feminine	-ki 'you (object)' 'your'		-kunna 'you (object)', 'your'
	Masculine & Feminine		-kunna 'you (object)', 'your'	
1 st	Masculine & Feminine	- I 'my' - nI 'me'		- na 'us', 'our'

The same is true for relative pronouns, Table 4, which show clear gender contrasts between masculine and feminine in the singular, dual and plural .

Table 4: Relative Prononuns in Arabic

'allath i	(singular masculine)
'allati	(singular feminine)
'allathani	(dual masculine)
'allatani	(dual feminine)
'allathian	(plural masculine)
'allai, 'allawati	(plural feminine)

As it could be noticed from Table 1, it is quite obvious that gender/ concord and number are problematic for second year Kurdish students . It seems clear that they are unaware of the fact that any noun in English whether masculine, feminine or neuter is to be rendered into Arabic either as masculine or feminine . The problem becomes much wider and the difficulty increases when it is related to pronouns or pronominal reference in Arabic . This can be traced back to the weakness or inefficiency or the little knowledge the Kurdish student has about the seemingly complicated system of personal pronouns in Arabic . The system divides into two categories : free and bound or separate and appended pronouns, as it is shown in Tables 2 and 3 which illustrate them (Wright, 1971: pp.
54, 100- 101) .

Table 2 :   **Free personal pronouns**

Person	Gonder	Number		
		Singular	Dual	Plural
3 rd	Masculine	buwa ;be', 'it'		bum 'they'
	Feminine	hiya 'she', 'it', 'they (non- personal'		bums 'they'
	Masculine and Feminine		huae 'they (two)'	
2nd	Masculine	ante 'you'		?sntum "you'
	Feminine	anti 'you'		?sntumna "you'
	Masculine and Feminine		?antuna 'you (two)'	
1st	Masculine and Feminine	? ana 'T'		nannu 'we'

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Table 1   Types of Errors

1- The use of masculine instead of feminine .

Arabic	Kurdish
a. qabada I shurta	a. shurt ă girt
b. wa bada'al amaliyyata	b. shūle dast pēkir
c. qăla masădirun	c. hindakē p băwari gūt

2- The use of feminine instead of masculine

Arabic	Kurdish
a.f i bărin 'allat i	a.la wē bără w i lē shūlt kir
b. f i bărin ya₤malu f ihă	b. shūlē dast pēkir

3- The use of singular instead of dual .

Arabic	Kurdish
a.mikhba'ayni tăbi₁ atan	a.du kundg tabaʒet
b. 'thnayni min ... wallath l	b. du shwan awēt

4- The use of plural instead of dual .

Arabic	Kurdish
a.'thnayni fi barin waya/ maluna	a.dū girtin l bărăkē
b. 'thnayni kănü yatawadgaduna	b. dūl wēre būn

translating from English into Arabic . This transfer can be shown in the following figure :
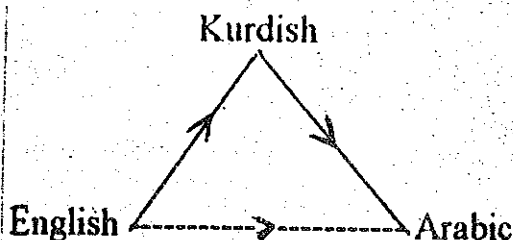
The Triangle in the figure above shows where the translating process goes first (e.g. from English into the mother tongue then into Arabic) .

Inaccuracies due to gender/ concord and number are overt since it is a matter of classifying nouns for purposes of pronominal reference and/or concord (Aziz, 1980) . This relates to the fact that translating is but restructuring and idealizing of a text in another language ; and this text cannot be restructured without taking into account concord between different grammatical systems in the languages concerned (ibid) .

Generally, most languages of the world have gender either as a two gender system as in Arabic, where nouns and pronouns are either masculine or feminine irrespective of being animate or inanimate; or a three gender system as in English, where nouns and pronouns are classified into masculine, feminine and neuter gender ; and Kurdish especially the Suarni variety, for there is no gender distinction in the noun itself . However, when it is combined with pronouns, gender does appear and here there is either masculine or feminine but no neuter as in English, and this is strongly related to the problems under study which appear in the translation of gender/ concord into Arabic . Such difference is quite normal since "the degree of correspondence between gender and sex varies considerably from language" (Lyons, 1968) .

The Description :
A short paragraph has been given to 25 second year Kurdish students who were asked to translate it into Arabic. After examing the translations, most of the students appeared to have certain weakness or inefficiency in tackling the aspects of gender/concord and number in Arabic.

The Text
"Police in Torin arrested two suspected Red Brigades guerrillas and confiscated large quantities of weapons, in an anti- terrorist operation still underway, officers said yesterday . The operation began when an anonymous caller told police that two Red Brigades members could be found at a coffee bar in a working class district" .

(The Guardian, 20. 3. 1979)

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Interference and its Effects on the Performance of Non-Arab students of Translation

Khalid Mahmoud Ismail

In translation, as in other language activities (e.g. language teaching) which involve two language or more, it is very difficult to avoid interference or more specifically negative transfer which affects the performance, in our case the translated text, in a way that reproduces inaccurate linguistic structures and poor collocations on the semantic level, sometimes. This study gains support from Selinker's view of interlanguage [Selinker (1986) vs.(Gorgis, 1994)] that control over meaning of a target language text rather than grammatical stuctures comes first in language activities. Relevant to the notion of negative transfer is that of "fossilization" where it could be more obvious at advanced stages of learning; where the properties of the native language, in our case the kurdish language, combine together with the target language, Arabic, to form an intermediate system which is to be used persistently and consistently by the learner, in our case the translator (Gorgis, 1994). Still, the identification of the likely fossilized patterns (grammatical structures) in a given performance (the translated text) remains difficult (ibid).

Previous studies of the notion of transfer which relate to the present study and support it are those of Hammerly (James, 1994) who claims that L1 interference is very strong among advanced learners. His claim draws very near to Gomes da Torre (1985)'s "fossilization" and Nemser (1991) c. (James, 1994) who involves three language systems: L1, L2 and IL.

Negative transfer occurs when the target language diverges significantly from what the native language has led the student to expect, especially if the student is to some extent beyond the simple target language means at his disposal (Rivers, 1968) . Thus, negative transfer is quite inevitable, if we are to realize that second year students of translation possess well-established native language speech habits which will evidently influence the renderings in which they are expected to reproduce in the target language (Rivers) .

((It is worthy to note that negative transfer does not come always from L1 when students are learning a third language, in our case the English language, it seems more common to come from a more recently learned language or from a non - native language (Arabic) over which the students have the weakest control (Rivers).))

The Present Study :

In this paper, negative transfer can be traced easily to the significant divergence between English and Kurdish (Indo- European languages) and Arabic (a Semitic language) . The study sheds light on the syntatic aspects : gender/ concord and number which seem to be quite problematic for Kurdish students in