

Research Article

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Comma Placement Challenges Faced by Undergraduate Translation Students When Translating from English to Arabic: A Case Study at Omar El-Mokhtar University

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Abstract: This study examines the challenges faced by undergraduate translation students at Omar El-Mokhtar University in placing commas when translating from English into Arabic. Using a mixed-methods approach, the research analyzed students' performance on a translation task and collected supplementary data through a structured questionnaire. The quantitative results revealed notable difficulties: only 35% of students correctly used commas in non-restrictive clauses, while 28% applied serial commas appropriately. Overall, 42% of translations contained comma-related errors that affected clarity. Questionnaire findings showed that 78% of students had only partial awareness of English comma rules, and 65% reported low to moderate confidence in applying them. Major challenges included handling comma placement in complex sentences, transferring punctuation rules to Arabic, and distinguishing between different comma functions. Despite recognizing the importance of punctuation for translation quality, many students relied on intuition rather than formal rules. The study highlights the need for greater pedagogical emphasis on contrastive punctuation to enhance translation accuracy and coherence.

Keywords: comma placement, punctuation challenges, error analysis.

الباحث الاول*¹: علا يوسف،
جامعة عمر المختار، ليبيا.

تحديات استخدام الفاصلة لدى طلبة الترجمة في مرحلة البكالوريوس عند الترجمة من اللغة الإنجليزية إلى اللغة العربية: دراسة حالة بجامعة عمر المختار

المستخلص: تبحث هذه الدراسة في التحديات التي يواجهها طلبة الترجمة في مرحلة البكالوريوس بجامعة عمر المختار في استخدام الفاصلة عند الترجمة من اللغة الإنجليزية إلى اللغة العربية. واعتمدت الدراسة منهجاً مختلطاً، حيث جرى تحليل أداء الطلبة في مهمة ترجمة، إلى جانب جمع بيانات مساندة من خلال استبيان مُنظَّم. وأظهرت النتائج الكمية وجود صعوبات واضحة؛ إذ لم يتمكن سوى 35% من الطلبة من استخدام الفاصلة بشكل صحيح في الجمل الاعتراضية غير المقيدة، بينما نجح 28% فقط في توظيف الفاصلة التسلسلية توظيفاً سليماً. وبوجه عام، احتوت 42% من الترجمات على أخطاء متعلقة بالفاصلة أثَّرت في وضوح المعنى. كما بيَّنت نتائج الاستبيان أن 78% من الطلبة يمتلكون معرفة جزئية بقواعد استخدام الفاصلة في اللغة الإنجليزية، في حين أفاد 65% بانخفاض أو اعتدال مستوى الثقة في تطبيقها. وتؤكد الدراسة الحاجة إلى تعزيز الاهتمام التعليمي بعلامات الترقيم المقارنة بما يسهم في تحسين دقة الترجمة وتماسكها.

الكلمات المفتاحية: وضع الفاصلة، وتحديات علامات الترقيم، وتحليل الأخطاء.

Received:
30/07/2025

Accepted:
11/10/2025

Publish online:
31/12/2025



Introduction

Translation involves transferring meaning from one language to another while preserving the original intent and clarity of the source text. According to Catford (1969:1), "Translation is an operation performed on languages: a process of substituting a text in one language for a text in another." Beyond linguistic and stylistic aspects, punctuation—particularly the correct use of commas—plays a crucial role in maintaining the structural integrity of translated texts.

Commas are used to organize ideas, indicate pauses, and enhance clarity by separating sentence elements, thereby creating a coherent flow of information. In translation, the accurate placement of commas is essential for conveying the intended meaning of the source text. Misuse or incorrect placement can distort the original message, especially in complex sentences with multiple clauses, resulting in misunderstandings or ambiguity.

This study aims to explore the specific challenges faced by undergraduate translation students at Omar El-Mokhtar University regarding comma placement during translation from English into Arabic. Furthermore, it seeks to identify common errors and propose strategies to improve students' punctuation skills, ultimately enhancing translation quality and accuracy.

Significance of the Study

The significance of this research lies in its potential to contribute to the field of English-Arabic translation, focusing on a crucial but often overlooked aspect: punctuation, specifically comma placement. Given the notable differences between English and Arabic punctuation systems, this study underscores the importance of targeted teaching methods to bridge the gap and improve translation proficiency.

Understanding students' difficulties with comma placement can lead to effective instructional strategies, which in turn can reduce ambiguity and minimize errors in translated texts. The findings aim to assist educators and students alike in developing better awareness and mastery of comma usage in translation contexts.

Statement of the Problem

Comma placement significantly impacts sentence structure, coherence, and clarity in translation. Errors in comma usage can lead to misinterpretation of the source message, changing the intended meaning in the target language. Despite the importance of this issue, there is a lack of comprehensive research on comma placement challenges specifically within English-Arabic translation among students at Omar El-Mokhtar University. This gap highlights the need to investigate these challenges systematically to develop effective solutions.

Aims of the Study

This study aims to:

- Identify the common challenges faced by translation students at Omar El-Mokhtar University regarding comma placement when translating from English to Arabic.
- Propose strategies and pedagogical approaches to improve students' punctuation skills in translation.

Research Questions

The study seeks to answer the following questions:

1. What are the main challenges students encounter in comma placement during English-Arabic translation?
2. How does incorrect comma usage affect the meaning and coherence of translated texts?
3. What strategies can be adopted to improve students' understanding and application of comma rules in translation?

Literature Review

The Role of Comma in Language and Translation

Punctuation marks, especially the comma, are fundamental components of written language that assist in structuring sentences, clarifying meaning, and guiding reader comprehension. According to Crystal (2003), punctuation serves as a set of tools that aid in conveying tone, pauses, and separations within sentences, which are crucial for understanding complex ideas. The comma, in particular, is versatile, signaling pauses, separating elements, and indicating clause boundaries.

In the realm of translation, especially between languages with different punctuation norms, correct comma placement is critical to preserve the source text's intended meaning and coherence. Crystal (2006) emphasizes that the misuse or omission of commas can lead to ambiguity, misinterpretation, or even complete distortion of the original message.

Moreover, previous studies underline the importance of correct punctuation, especially commas, in both language learning and translation practice. Perrin (1982) emphasizes that teaching comma usage is integral to grammar instruction since proper use enhances clarity and coherence in sentences. His practical approach involves exercises that help students master comma placement within various grammatical structures.

Theoretical Perspectives on Comma Usage

Thompson and Jones (2017) utilized eye-tracking technology to investigate how comma placement affects sentence processing. Their findings revealed that appropriate comma placement facilitates reader comprehension by providing syntactic cues and disambiguating sentence structures. Likewise, Fogarty (2008) offers practical advice on punctuation use, stressing that correct comma placement enhances clarity and stylistic effectiveness.

From a historical perspective, Crystal (2006) explores how punctuation, including commas, evolved to meet communicative needs, highlighting that proper usage is necessary for effective written communication.

In the context of language learning, Lester (2007) notes that misplacement of commas can lead to confusion and reduce the overall quality of academic writing. He advocates for explicit instruction, noting that learners need practical exercises and examples to master comma placement, especially in complex sentence structures.

Comma and Its Challenges in Translation

Despite its importance, comma usage presents unique challenges for language learners and translators. The difficulties stem from differences in punctuation rules across languages. For example, English often uses commas to set off non-essential information and for introductory elements, whereas Arabic punctuation rules differ significantly (Mogahed, 2012). This divergence can lead to confusion among students who are unfamiliar with the pragmatic functions of commas in English.

Mogahed (2012) points out that Arabic punctuation tends to be less reliant on commas, or uses them differently, which can cause problems during translation when students attempt to replicate English comma usage in Arabic texts. Such inconsistencies often result in either overuse or underuse of commas, affecting readability and the preservation of original meaning.

Moreover, Smith et al. (2010) identified common errors among students, including missing commas in compound and complex sentences, misplaced commas before restrictive or non-restrictive clauses, and failure to distinguish clause boundaries. These errors often lead to ambiguity, misinterpretation, or a loss of sentence coherence, especially in legal, academic, or technical texts where precision is paramount.

Challenges Faced by Students in Comma Usage

Based on the existing literature and practical observations, students face several specific challenges when applying comma rules in translation:

1. **Differences in Punctuation Systems:** Navigating the contrasting punctuation norms between English and Arabic creates confusion. Students often struggle to transfer comma rules directly from their native language to English, leading to inconsistent usage (Mogahed, 2012).
2. **Understanding Clause Boundaries:** Recognizing where to place commas in complex and compound sentences remains a difficulty. Students often either omit essential commas, risking ambiguity, or insert unnecessary commas, causing fragmentation (Smith et al., 2010).
3. **Lack of Awareness of Pragmatic Functions:** Students may lack awareness of the pragmatic functions of commas, such as indicating pauses, clarifying meaning, or marking off non-essential information, which reduces their capacity to use commas effectively (Thompson & Jones, 2017).
4. **Transfer of Punctuation from L1 to L2:** Learners tend to apply their native language's punctuation conventions to the target language without sufficient adaptation, resulting in errors (Crystal, 2006).
5. **Limited Instruction and Practice:** The deficiency of targeted teaching strategies and extensive practice compounds students' difficulties. Without explicit instruction, students often rely on intuition, which is insufficient in complex grammatical contexts (Lester, 2007).

Furthermore, Smith et al. (2010) conducted a study assessing students' proficiency in comma usage. Their findings revealed recurring errors, such as missing commas in compound sentences and restrictive clauses, which often led to ambiguity. They emphasized the need for explicit instruction and practice in this area.

Other research, such as Mogahed (2012), highlights the differences between English and Arabic punctuation systems and the potential difficulties students face due to these differences. Mogahed

stresses the importance of understanding language-specific punctuation rules to ensure accurate translation.

Methodology

This study utilizes a mixed-methods research design to thoroughly investigate the challenges faced by undergraduate translation students at Omar El-Mokhtar University regarding comma placement in English-Arabic translation. The combination of quantitative and qualitative data collection methods allows for a comprehensive understanding of students' skills, difficulties, and attitudes toward comma usage in translation contexts.

The primary tools for data collection include a translation task and a structured questionnaire. It was designed to assess students' practical ability to accurately insert commas in twenty English sentences that vary in complexity and structure. In other words, it aimed to identify common errors, patterns of mistakes, and areas where students struggle most.

Complementing the translation task, a questionnaire was employed to gather subjective insights from the participants. The questionnaire consisted of open-ended questions, allowing students to express their opinions, experiences, and perceived challenges regarding punctuation, particularly commas. This qualitative approach offers valuable contextual information, helping to understand underlying reasons for errors and students' awareness of punctuation rules. The questionnaire also included Likert-scale items to quantify attitudes and confidence levels in applying comma rules in translation tasks.

The participants of the study comprised ten undergraduate students specializing in translation at Omar El-Mokhtar University. These students were selected through purposive sampling, ensuring they had comparable academic backgrounds and exposure to translation courses. Prior to the data collection, all participants provided informed consent, and the study adhered to ethical standards concerning voluntary participation and confidentiality.

Data collected from the translation task and questionnaires were analyzed systematically. The translation scripts were examined to identify precise types of errors, such as omissions, misplacements, or overuse of commas. Descriptive statistics were used to quantify the frequency of specific errors. Meanwhile, the qualitative responses from the questionnaires were coded thematically to uncover common perceptions, beliefs, and difficulties expressed by students. This triangulation of data supports more reliable conclusions about the students' punctuation proficiency and the factors influencing their performance.

Findings

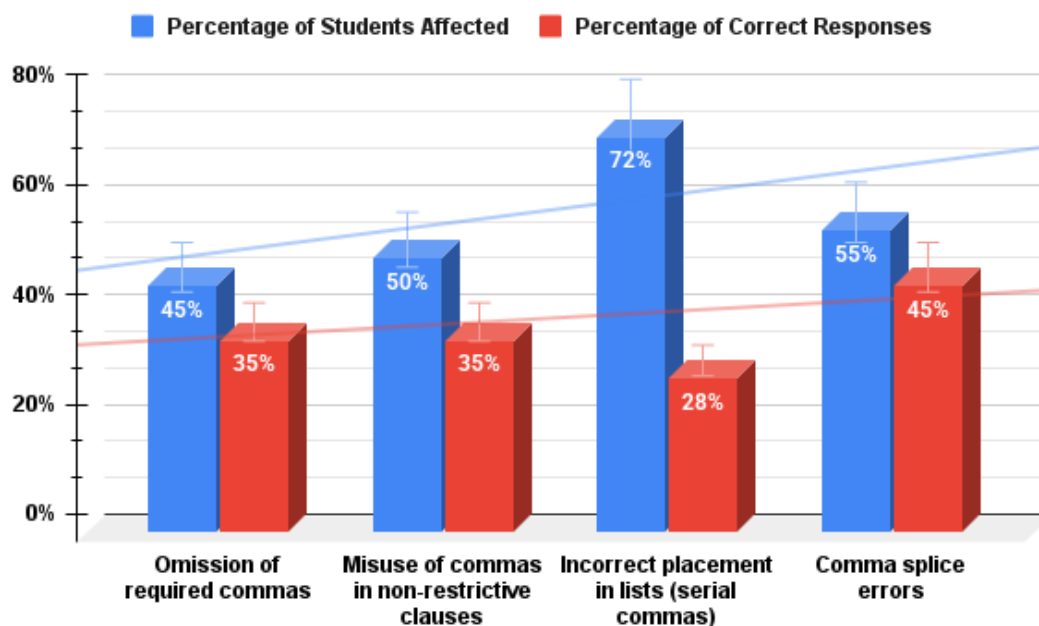
The analysis of students' translation responses revealed notable difficulties in correctly applying comma rules when translating from English to Arabic. The data showed that a significant proportion of students made errors related to omission and misplacement of commas in complex sentence structures. For example, in the translation of sentences with non-restrictive clauses, only **35%** of students correctly placed commas, while **40%** either omitted necessary commas or inserted them incorrectly. Similarly, in sentences involving serial lists, only **28%** demonstrated proper use of serial commas, with **32%** showing incorrect or inconsistent application.

Furthermore, responses to the questionnaire underscored these issues. A majority of participants, approximately **73%**, reported difficulty in discerning when to use commas in English, especially in intricate sentence constructions such as coordinate clauses and adverbial phrases. About **65%** expressed a lack of confidence in their ability to transfer English punctuation norms accurately into Arabic. These self-reported challenges align with the quantitative analysis, which showed that **42%** of translation responses contained comma errors that impacted clarity and meaning.

Table 1 illustrates the distribution of errors in the translation task:

Table 1: Distribution of Errors in the Translation Task

Error Type	Percentage of Students Affected	Percentage of Correct Responses
Omission of required commas	45%	35%
Misuse of commas in non-restrictive clauses	50%	35%
Incorrect placement in lists (serial commas)	72%	28%
Comma splice errors	55%	45%



These findings indicate that students frequently struggle with the syntactic and contextual functions of commas, leading to errors that may distort meaning or reduce fluency. The results suggest the need for enhanced pedagogical focus on contrastive punctuation, particularly emphasizing practical and contextual understanding of comma rules in English and their correct transfer into Arabic.

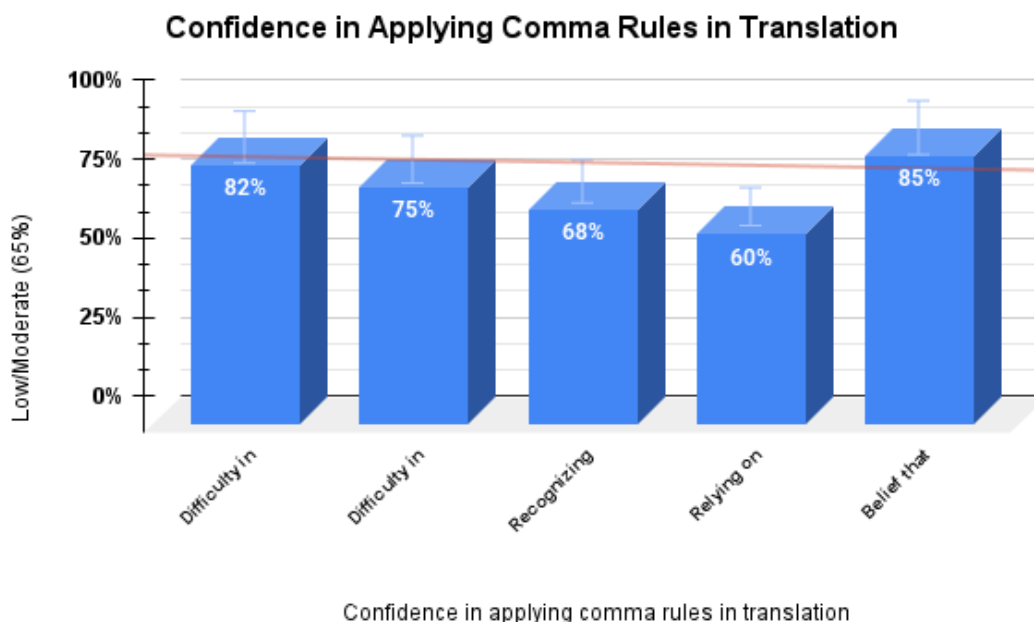
Questionnaire Findings

The structured, close-ended questionnaire provided insight into students' perceptions, awareness, and self-reported challenges regarding comma usage during translation from English to Arabic. The key findings are summarized below:

1. **Awareness of English comma rules:** A significant majority of students, approximately **78%**, indicated that they were *partially aware* of the rules governing comma placement in English. Only **22%** reported a high level of confidence and thorough knowledge of the rules.
2. **Confidence in applying comma rules:** When asked about their confidence level in correctly placing commas in translation tasks, **65%** of students rated their confidence as low to moderate, whereas only **35%** expressed high confidence.
4. **Main challenges encountered:** The questionnaire revealed that the most frequently reported difficulties included:
 5. Identifying appropriate comma placement in complex sentences, **82%** of respondents.
 6. Transferring punctuation rules from English to Arabic, **75%** of respondents.
 7. Recognizing different functions of commas (e.g., introductory, non-restrictive, serial), **68%** of respondents.
 8. **Translation strategies:** About **60%** of students reported relying on their intuition and internalized knowledge rather than consulting external resources or rules. This suggests an overreliance on subconscious understanding, which may contribute to inconsistent punctuation practices.
9. **Perceived importance of punctuation:** When asked about the role of punctuation in translation quality, **85%** of students agreed that proper punctuation, including correct comma use, significantly affects clarity, coherence, and overall translation accuracy.

Table 2 Questionnaire Responses

Questionnaire Item	Percentage of Respondents (%)
Level of awareness of English comma rules	Partial (78%), Full (22%)
Confidence in applying comma rules in translation	65%
Difficulty in identifying comma placement in complex sentences	82%
Difficulty in transferring punctuation rules into Arabic	75%
Recognizing different comma functions (introductory, non-restrictive, serial)	68%
Relying on internal knowledge rather than external sources	60%
Belief that punctuation affects translation clarity and quality	85%



The data indicates that despite a general awareness of the importance of punctuation, many students lack confidence and face notable challenges in correctly applying comma rules during translation. The tendency to rely on internalized knowledge rather than formal rules or resources could contribute to inconsistent comma usage, which may impact the clarity and accuracy of translations.

Conclusion

This study elucidates the intricate relationship between punctuation, particularly comma placement, and the accuracy of English-to-Arabic translation among undergraduate students. Through a mixed-methods approach combining a translation task and a comprehensive questionnaire, it was revealed that while students possess a basic awareness of English comma rules, their confidence and practical application remain limited. The challenges faced—such as identifying appropriate comma placement in complex sentences and transferring punctuation conventions across languages—highlight the need for enhanced pedagogical strategies.

The findings underscore the importance of integrating contrastive punctuation instruction into translation curricula, emphasizing not only syntactic and lexical competencies but also the pragmatic and discourse functions of punctuation. By fostering a greater awareness of the roles that commas play in structuring information and guiding readability, educators can equip students with the skills necessary for producing clearer, more accurate translations. Future research may further explore the development of digital and corpus-based tools to support learners in mastering punctuation conventions, ultimately facilitating more effective cross-linguistic communication.

In conclusion, the mastery of punctuation, especially comma placement, is vital for preserving meaning, cohesion, and stylistic integrity in translation. Addressing current instructional gaps can enhance translation quality and contribute to the development of more proficient bilingual professionals.

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