Difficulties Faced by EFL Students in Translating Written Texts at University Level

A Case Study of the Students of the Faculty of Education – Hantoub, University of Gezira, Sudan

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Date of Examination 16-1-2013
Dedication

To My Parents

To My Dear Husband

To My Dear Daughter

To My Brothers and Sisters

To My Friends
Acknowledgements

I would like to express my deep gratitude to my supervisor, Dr. Awatif Al-Amin Satti, for her patience, encouragement and continuous guidance.

I am also grateful to my co-supervisor, Dr. Zahir Abu-Obeida, for his support.
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ABSTRACT

There is no doubt that translation plays a vital role in developing the four language skills with special emphasis on writing. This study aimed at investigating the difficulties facing EFL students in translating written texts and the techniques to tackle these difficulties. It adopted the descriptive analytical method. A questionnaire and an analysis of the students' translated texts on the translation course were the tools used for data collection. The questionnaire was distributed to twenty (20) lecturers from the Faculty of Education – Hantoub and from Ahlia University who were chosen purposively. Forty (40) university students whose examination papers were analyzed in both semesters six (6) and seven (7) were randomly selected from Batch (31) Faculty of Education – Hantoub, University of Gezira. The data collected by the questionnaire was analyzed using Statistical Package for Social Sciences Programme (SPSS). The study has come up with some results, the most important of which are that the majority (90%) of EFL students face both linguistic and non-linguistic difficulties. It is apparent in the conclusion that two translation courses (this is the total number of translation courses which were undertaken by the students in question) were inadequate to help in the development of the students’ language performance effectively (65%). Hence, the study recommends that the Translation courses should be increased and that EFL students should be trained to readily grasp meaning from context.
الصعوبات التي تواجه دارسي اللغة الإنجليزية في ترجمة النصوص المكتوبة

دراسة حالة طالبات كلية التربية حنتوب- جامعة الجزيرة- السودان

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ملخص الدراسة

لا شك أن الترجمة تلعب دوراً حيوياً في تطوير المهارات اللغوية خاصة مهارة الكتابة. هدفت الدراسة إلى بحث الصعوبات التي تواجه دارسي اللغة الإنجليزية في ترجمة النصوص المكتوبة، وإيجاد أسباب الحلول لحلها. استخدمت الدراسة المنهج الوصفي التحليلي، حيث استخدمت الاستبيان وتحليل كراسات امتحانات الطالبات في مقرر الترجمة بوصفها أدوات لجمع البيانات. شملت العينة عشرين محاضراً من قسم اللغة الإنجليزية بكلية التربية حنتوب وجامعة ودمدني الأهلية، تم اختيارهم باعتبارهم الأنسب للإجابة عن أسئلة الاستبيان. كما احتوت العينة على كراسات امتحانات مقرر الترجمة لأربعين (40) دراسة من طالبات الدفعة (31) اللائي تم اختيارهن عشوائياً من طالبات كلية التربية حنتوب. تم تحليل بيانات الاستبيان بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) وتقييم كراسات الامتحانات. توصلت الدراسة إلى نتائج أهمها أن معظم دارسي اللغة الإنجليزية يواجهون مشكلة لغوية وغير لغوية (90 %) كما أبنت عدم كفاية مقررات الترجمة لتحسين أداء الطلاب. (65 %) توصي الدراسة بزيادة عدد مقررات الترجمة لدورها الفاعل في تطوير اللغة وتدريب الطلاب واستنباط المعنى الكامل في النصوص.
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CHAPTER ONE
INTRODUCTION

1.0 Background

Translation is a part of creative process. It is a way of communication, so it cannot be separated from writing because in such a case it is a means both to begin and to continue the writing process.

Writing plays a very important role in any translation. Since translation happens in a context and implies the transposition of a source text into a target text. This must fulfill the same constraints of an original text written in the target language, for those purposes it is called a challenging process. The researcher as an EFL learner has noticed that there are many difficulties that face EFL students in translation, especially, in written texts at university level.

1.1 Statement of the Problems

Translating written text seems to be an easy task because it is not more than finding the equivalents in the Target language. However, this is not always the case since there are many problems which were observed by the researcher as an EFL learner such as, wrong choice of words, lack of equivalents and interference of mother tongue.
1.2 Objectives of the Study

1. To investigate the difficulties that EFL students encounter in translating written texts.
2. To find out the suitable means and techniques to tackle these difficulties.
3. To explore the role played by translation in improving EFL students’ performance in written texts since writing can be measured through translation and vice versa.

1.3 Questions of the Study

1. What are the difficulties that face EFL students in translating written texts?
2. What are the appropriate techniques to solve the problem of translating written texts?
3. To what extent can translation help in improving EFL students’ performance in writing skill in both languages (English and Arabic).

1.4 Hypotheses of the Study

1. University EFL students face difficulties in translating written texts such as, grammatical, lexical and stylistical problems.
2. There are many acceptable and suitable techniques that can be adopted for solving translation problems such as: over teaching, practising, intensive and extensive reading.
3. Translation plays a vital role in improving EFL students’ performance in written texts in both languages (English and Arabic).

1.5 Significance of the Study

The result of the study are expected to benefit EFL learners, the English language teachers, lecturers, translators, syllabus designers and material writers.

1.6 Methodology of the Study

A questionnaire will be adopted as a tool for collecting data. It will be distributed to (20) lecturers. In addition, data will be obtained by the analysis of the students’ real work in examinations of (40) students from Faculty of Education – Hantoub, University of Gezira, batch (31). They will be chosen randomly. The data of this study will be analysed using Statistical Package for Social Sciences Programme (SPSS).

1.7 Limits of the Study

The study will be limited to investigating the difficulties facing EFL students in translating written texts only. It will be limited to translation students of University of Gezira, Faculty of Education Hantoub, Batch (31).
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher reviews some concepts in Translation such as: definitions, problems, purposes, theories and methods of translation.

The review will also include difficulties facing E.F.L students when they translate and steps for good Translation.

2.1 What is Translation?

There are many definitions of the word "Translation" but, all of them are almost the same.

Newmark (1995:11) states that "translation is a re-writing of an original text". Also, he states that "It is rendering the meaning of the text into another language in the way that the author intended the text". According to Catford (1965:20) "translation is the act of replacing text material in one language (SL) by equivalent textual material in another language (TL)". Translation as defined by Bell (1991:6) "Is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language".

All the above definitions reflect the nature of translation and the way translators view it. So, it is not an easy process and the translators should bear in mind that the idea of transformation from the source
language text to the target language text requires awareness and great knowledge about translation. Also, translators should know that the idea of exact equivalence cannot be attained. So, some expressions and words have no equivalents at all and this leads to the idea that languages are different from each others in many items and forms. Thus, every language has its own culture.

2.2 Purposes of Translation

The five main purposes and uses of translation, as suggested by Newmark (1991:43), are:

a. To contribute to understanding and peace creation between nations, groups and individuals.
b. To transmit knowledge in plain, appropriate and accessible language, in particular in relation to technology transfer.
c. To explain and clarify ethnic cultures and their differences.
d. To translate the world’s great books and the universal works.
e. To facilitate foreign language learning. This fifth purpose has always been controversial.

2.3 Principles of Translation

There are general principles which are relevant to translation. Duff (1989-10-11) mentions these general principles as follows:

a. Meaning: the translation should reflect accurately the meaning of the original text.
b. Form: the ordering of words and ideas in translation should match the original as closely as possible.

c. Register: language often differ greatly in their levels of formality in a given context. To resolve these differences, the translator must distinguish between formal or fixed expressions and personal expressions in which the writer or speaker sets the tone.

d. Source language influence: one of the most frequent criticisms of translation is that, "It does not sound natural". This is because the translator's thoughts and choice of words are too strongly molded by the original text. A good way of shaking off the source language (SL) influence is to set the text aside and translate few sentences aloud, from memory, this will suggest natural patterns of thought in the first language (L1), which may not come to mind when the eye is fixed on the (SL) text.

e. Style and clarity: The translators should not change the style of the originals, but if the text is full of boring repetitions, the translators may correct the defects for the reader's sake.

f. Idiom: Idiomatic expressions are notoriously understandable, these include similes, metaphors, proverbs and sayings, jargon, slang, colloquialisms and phrasal verbs.

2.4 Theories of Translation

The main concern of translation theory is to provide appropriate method for translating a text considering its functions.
Catford (1974:21) states that the translation fundamental task is to define the condition and nature of equivalence which represents the central problem of translation.

Newmark (1988:20) illustrates the functional theory of language translation as follows:

2.4.1 **Linguistic Theory Of Translation**

It is a translation theory derived from comparative linguistics. It is mainly an aspect of semantics. All questions of semantics relate to translation theory. Besides, all morphological and syntactic ambiguities are dealt with in syntax.

2.4.2 **Philological Theory of Translation**

It is concerned with literary texts which are culturally and historically important. It requires special study and interpretation before they can be transferred satisfactorily into the (TL). It also deals with all kinds of stylistic and rhetorical devices.

2.4.3 **Sociolinguistic Theory of Translation**

The translator must be aware of the extra linguistic factors and the interpretation of the text. This approach takes into account the social setting, the author and receptors along with syntactic structures.

2.4.4 **Theory of Meaning**

It was introduced in Paris in (1962) by (ESIT) school (High School of Interpreters and Translators). The focus of translation studies would be shifted away from the linguistic aspects of languages towards
cultural and communicative factors shared by languages. Teaching languages is based on teaching concepts and subjects to facilitate communication and transfer of knowledge.

2.5 Methods of Translation

There are various types of translation methods that are discussed by the theorists. These methods might be very useful in teaching translation. Here are some examples as proposed by Newmark (1988:68):

2.5.1 Literal Translation

In this type, the text is usually translated sentence by sentence. The TL text conforms to its grammar style. The translator tries to pursue the author's thought progress. Therefore, this type of “Literal translation” is correct and must not be avoided if it secures referential and pragmatic equivalence to the original text (Newmark, 1988:68).

2.5.2 Faithful Translation

It is an attempt to reproduce contextual material in terms of meaning within the constraints of the grammatical structures. It transfers cultural and conceptual words and preserves the degree of grammatical and lexical abnormality of the TL in translation. This method derives its name from the attempt to be faithful to the intentions of the SL author and the text under concern. It is mainly used in translating laws, treaties and international agreements.
2.5.3 Free Translation

In this type, equivalents shift freely up and down looking for the appropriate content message whether it is a phrase, a word or a sentence. Newmark (1995:47) states this:

*Free translation reproduces the matter without the manner, or the content without the form of the original, usually it is a paraphrase much longer than the original, so "Intralinguatrans" often prolix and pretentious, and not translation at all.*

2.5.4 Smart Translation

This type is called smart or (intelligent) translation where the translator studies the style of the (SL) text then tries to rewrite the (SL) text on his/her behalf.

2.5.5 Adaptation

This type of translation is very common in the translation of literary works particularly plays and poems as the translator has the complete freedom to convert the SL cultural situation to the TL cultural only preserving the plot, characters and the theme of the original text.

2.5.6 Full Translation

In full translation, every part of the SL is replaced by TL equivalent material. Nothing is left untranslated and in case there is no equivalence, approximations of alike TL concepts are applicable.

2.5.7 Partial Translation

In partial translation, some parts of the text are left untranslated. In literary translation some lexical terms are left untranslated for two reasons:
a. They are regarded untranslatable.
b. They are incorporated in the TL text.

2.5.8 Summary Translation

In this kind the translator summarizes the topic of the SL text, then he/she decides which parts of that text need full and faithful translation.

2.5.9 Semantic Translation

Newmark (1993:10-13) states that semantic translation is an author-centered. It is more powerful and informative. Mistakes made by the writers of the original text must be pointed out only in footnotes. The unit of translating in semantic translation tends to be words, collocations and clauses. Its main concern is meaning.

2.5.10 Communicative Translation

Communicative translation is reader-centered. It is less powerful and effective. The translator here has the right to correct and improve the style of the original. The sentences and the paragraph are the units of translating and the main concern is the message of the text.

2.6. Criteria For Good Translation

A good translation is the one that carries all the ideas of the original as well as its structural and cultural features. Massoud (1988:19-24) mentions that a good translation:

a. Is easily understood.
b. Is fluent and smooth.
c. Is idiomatic.
d. Conveys, to some extent, the literary subtleties of the original.
e. Distinguishes between the metaphorical and the literal.
f. Reconstructs the cultural/historical context of the original.
g. Will convey as much as possible, the meaning of the original text.
h. Makes explicit what is implicit in abbreviation and in allusions to sayings, songs and nursery rhymes.

2.7 Translation Criticism

Translation criticism is applied translation theory. Newmark (1981:181) mentions the five purposes of it:

a. To improve standards of translation.
b. To provide an object lesson for translators.
c. To throw light on ideas about translation at particular times and in particular subject areas.
d. To assist in the interpretation of the work of significant writers and significant translators.
e. To assess critically semantic and grammatical differences between (SL) and (TL).

2.8 Translation process

The translation process is to a small degree parallel by translation science, a skill and an art. Newmark (1981:144) suggests that: There are three basic translation processes:

a. The interpretation and analysis of the (SL) text.
b. The translation procedures, which may be direct, or on the basis of (SL) and (TL) corresponding syntactic structures.

c. The reformulation of the text in relation to the writer's intention, the readers expectation, and the appropriate norms of the (TL).

2.9 Translation Problems

Translation involves many problems, Abdellah (2000:3) summarizes them as divided into linguistics problems and cultural problems. The linguistic problems include grammatical different situational features and the cultural features which constitute a major problem that faces translators. A bad model of translated pieces of literature may give misconception about the original.

2.10. Reasons for using translation in the classroom

Translation programmes can be introduced purposefully into the language learning process. Duff (1989:6-7) maintains the following reasons for using translation in the classrooms:

2.10.1 Mother Tongue Influence

Translation helps the students to understand better the influence of the one language on the other, and to correct the errors of habit that creep in unnoticed (such as the misuse of particular words or structures). And because translation involves contrast, it enables learners to explore the potential of both languages – their strengths and weaknesses.
2.10.2 Naturalness of the Activity

Translation is a natural and necessary activity, so, the translator has to ensure that: a/ his/her translation makes sense, b/ it reads naturally, that means it is written in ordinary language, common grammar and words that meet that kind of situation.

2.10.3 The skills Aspect

Language competence is a two-way, not one-way system. There is an important need to be able to communicate both ways, into and from the foreign language. Textbooks, understandably, place great emphasis on competence in the foreign language. Yet, little guidance is given on how to communicate back into the mother tongue. Translation is ideally suited for practicing this vital skill.

2.10.4 The Reality of language

The proper material of translation is authentic, not "made up" language. And all language is relevant to translation – all styles and registers of both speech and writing.

2.10.5 Usefulness

As a language learning activity, translation has many advantages. Chief among these are:

a. It is an activity which, by its very nature, invites speculation and discussion. It is not necessary for all the work in class to be done alone and in writing. Students can work in groups for oral
discussion. The texts, which can be very short, serve as material both for reading and for discussion.

b. Translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).

c. Depending on the student's needs and on the syllabus, the teacher can select material to illustrate particular aspects of language and structure which the students have difficulty in (for instance, preposition, articles, if clauses). By working through these difficulties in the mother tongue, the students come to see the link between language (grammar) and usage.

2.11 Language and Culture

There are differences in cultural meaning across languages. Nasr (1972:156) maintains that language does not develop in an empty space. A language is part of the culture of people and the chief way by which the members of a society communicate. A language, therefore, is both a part of culture and a central method by which the other parts are expressed. Robinson (1985:1) mentions that many educational programmes from elementary school through higher education are concerned with cross-cultural understanding. Foreign language programmes often aim to promote an understanding of other cultures,
second language programmes often aim to bridge the gap between the student's home culture and the second language and culture.

2.12 Experience and Culture

Experience within a culture affects perception and learning in four ways. Robinson (1985:24) suggests that:

a. Content: The content that will be familiar to a learner, which in turn affects the mental operations that learners perform about the content.

b. Organization: what the learner will select to perceive, how the material will be interpreted, and how it will be organized.

c. Input modes: The modes that are familiar to the learner in putting or presenting information.

d. Response modes: the modes that is familiar to the learner in responding to material.

Each of the above mentioned points has implications for structuring instruction in bilingual, second language and foreign language programmes, in which the home culture of learners and the target culture tasks of instruction differ.

2.13 Difficulties facing EFL students in translating written texts

English and Arabic belong to different language families. English is Germanic while Arabic is Semitic. So, they are supposed to have more differences between them than similarities. Those differences would be on different levels: phonological, grammatical, lexical, cultural, stylistic
and so on. When an Arab student of English is trying to do English/Arabic translation, he is expected to find difficulty of various types as a result of the differences existing between English and Arabic. The researcher has classified such problems into three categories: grammatical, lexical and stylistic.

The phonological problem is excluded since the study is concerned with writing.

Dollerup (2000: 9) states that grammar, vocabulary and style are important in translation since they affect meaning and meaning is the soul of translation. Lowendowski (1978:3) draws the attention to the equal importance of the grammar, vocabulary and style of the target language. He believes that the meaning of the source text is only preserved through correct use of these language components.

2.14 Grammatical problems

Not only should the translator have a good knowledge of the grammatical rules of the target language, but also he needs to master the grammar of the source language. Pelikhosky (2001:3) argues that the translator is required to be well versed in the comparative grammar of the differences and similarities between them. Grammatical problems can be discussed under many headings.
2.14.1 Translation of verb 'to be'

Ghazala (2008:28) observes that when 'am, is, are' are the main verb in the sentence, they are translated literally by many Arab students of English into (يكون) which is, according to him, a poor translation. For example:

a. I am a student
   أنا أكون طالبا
b. She is a teacher
   هي تكون معلمة
   أنت تكون دكتورا

It will be better to omit verbs 'to be': 'am, is, are' in the Arabic version of the sentence:

a. I am a student
   أنا طالب
b. She is a teacher
   هي معلمة
   أنت طبيب

The same can be done with verbs 'to be': 'was, were,' in the following sentences:

a. Food was eaten
   أكل الطعام
b. I was deceived
   أنا خدعت

2.14.2 Translation of Subject Pronouns

Mansi and Ibrahim (1995:114) say that in translating a sentence from English into Arabic when the subject is a pronoun, it is preferred that the pronoun is fused in the verb because the Arabic verb can
indicate both the action and the doer. For example, the sentence: 'They want to go to school', will better be translated into
هم يريدون أن يذهبوا للمدرسة

2.14.3. Translation of questions

A yes/No-question in English begins with either a verb 'to be', verb 'to have', verb 'to do', or model verb. In some cases these verbs do not have equivalents in Arabic, for example verbs 'to be': 'am, is, are' mentioned in (2.14.1) above. To solve this problem Gazala (2008) suggests that the translator should use the Arabic question particle (هل) to begin all yes/no-questions or (أ). For example:

a. Are you well? هل أنت بخير
b. Is he angry? هل هو غاضب
c. Have you got a car? هل لديك سيارة
d. Will they come? هل سيأتون
e. Was she there? هل كانت هناك
f. Are you obstaining my gods Ibrahim? أراغب أنت عن آلهتي يا إبراهيم؟

2.14.4. Translation of negation

The English word 'not' has more than one equivalent in Arabic, but all of them mean the negative. As it is strong after 'will', it should be translated into the Arabic strong (لن).

Having the context as a guide, the translator is recommended to search for the suitable equivalent in Arabic. Below are some examples:
a. She cannot pay money
b. She will not pay money
c. She does not have money
d. All that glitters is not gold

The other frequent negative 'no' can sometimes be translated into Arabic with a proper word instead of the particle (لا), for example

a. No smoking
b. No children allowed

2.14.5 Translation of collocations

A collocation is defined by Hornby (2008:293) as "a combination of words that happens very often". The words in a collocation always occur together and native speakers are accustomed to use them in that way, for example: deliver/ give a lecture, see a doctor. Newmark (1988:212) defines a collocation as "a combination of two or more words that always occur together consistently in different texts and contexts in language". Stulakova (2000:7) points out that each language has its own rules of word combination, and that each language has established collocations which mostly do not agree with other languages. To confirm this view many examples prove that English words do not always collocate in the same way as Arabic ones. And even if similarity is found, generalization is not possible. For example, "commit a mistake" has an identical collocation in Arabic as يرتكب خطأ.
Also 'commit a crime' is translated into يرتكب جريمة. But it would be incorrect to translate 'commit suicide' as يرتكب انتناها while the usual equivalent is ينتحر. The word 'fat', for example, collocates both in English and Arabic with 'man/women' to mean having too much flesh سمين. But it does not always collocate similarly in both the languages. For example, it is normal in English to say 'fat salary' and 'fat book' while it would not be correct in Arabic to say راتب سمين or كتاب سمين. The usual Arabic word here is ضخم. Below are more examples:

a. soft skin بشرة ناعمة
b. soft water ماء عذب
c. soft drinks مشروب خالي من الكحول
d. soft soil تربة خصبة

It is necessary, though difficult, for the translator to know every common collocation in the source language, it is also very necessary to know the exact equivalents in the target language and not to do a word – for – word translation which could distort the meaning and make the expression sound very unnatural.

Luckily, a lot of English collocations have equivalents in Arabic. The translator should begin by tracing the identical collocation in Arabic. If it is found, a close one may be suggested. For example, an identical collocation for 'straying sheep' will be غنم قاصية, while a close collocation will be غنم تائهة.
2.14.6. Translation of sentences

Generally, the English and the Arabic sentences have different word orders. The usual word order for the English sentences is 'subject – verb – object' while the Arabic sentence has two types of word order:

a. verb – subject – object
b. subject – predicate

It is common that many EFL students translate the English sentence according to the word order of English while it will be better to change it into an Arabic one, for example:

The students enjoyed their holiday

Poor: الطلاب استمتعوا بعطلتهم
Better: استمتع الطلاب بعطلتهم

Yet in some uses the Arabic word order is identical to that of English. That is when the writer, wants to emphasize the subject by giving it subject position, for example:

a. Allah takes souls
   Normal: يتوفر الله
   Stronger subject: يتوفر في الأنفس
b. Allah loves us
   Normal: يحبنا الله
   Stronger subject: يحبنا
2.14.7. Translation of adjectives

Adjectives in English are ordered on the sentence or phrase in a way different from Arabic. For example, the sequence 'nice baby' is ordered in Arabic as "baby nice". Therefore, the translator needs to reverse the order, for example:

a. That tall man is my friend  (Not man tall)

ذاك الرجل الطويل صديقي (وليس الطويل الرجل)

b. She likes white flowers  Not flowers white)

تحب الزهور البيضاء  (وليس البيضاء الزهور)

It is frequent in English that a number of adjectives follow one another in a certain order. In such a case the translator is free to move from right to left or from left to right, for example

Throw that small red ball  ارم تلك الكرة الصغيرة الحمراء

or  ارم تلك الكرة الحمراء الصغيرة

However, in some cases it is better to keep to the English order, e.g.

Nelien Bank  بنك النيلين

It is also common in English that an adjective is used as collective noun when preceded by 'the' and not followed by a noun, for example: 'the poor' to mean all poor people, 'the handicapped' to mean all handicapped people.

EFL students may confirm this special use of adjective as singular noun or adjective in Arabic, for example:

The rich should help the poor
Not perfect: يجب أن يساعد الغني الفقير
Perfect: يجب علي الأغنياء أن يساعدوا الفقراء

2.14.8. Translation of the definite article

While the definite article 'the' is used in Arabic with general and abstract nouns, it is only implied in English, for example: man الإنسان, delight الفرح. The translator should be careful about this difference. Here are some examples:

a. Scientists work day and night
   يعمل العلماء ليل نهار

b. Prayer is an obligation
   الصلاة فريضة

c. Translators may commit mistakes
   قد يرتكب المترجمون أخطاء

2.15 Lexical problems

A lexical, according to Hornby (2008:883), is "a word or unit of words that have a specific meaning or meanings". Jacobson (1959: 2) believes that meaning lies with the word not with the thing it signifies. That means the word is the linguistic verbal sign that gives an object its meaning. In translation, however, this fact is sometimes greatly exaggerated.

Gazala (2008 : 250) points out that most problems of translation for the EFL student are lexical. Words are often given the first importance. In spite of that, the students commit a lot of errors as a result of their poor word–word translation and ignorance of equivalence. Although any language is a number of words used together in particular combinations, texts and context. For that reason, literal translation can be
a problem. Many authors like Nida (1974 : 5) assert that the translated message has to be modified to suit the needs and cultural expectation of the audience, and that the new text should sound as natural as possible. This can be confirmed by the fact that such aspects of language as idioms and metaphors can never be translated literally, for example: 'bite the dust" يخر صريعا, "tall order" مهمة عسيرة, "enough is enough" زاد الأمر عن حده.

A considerable part of the lexical problem of translation is caused by lack of equivalence for many words. Lataiwish (1999 :15) sees that equivalence is very crucial and considers it as the basis of translation. Nida and Taber (1969 :74) state that translation means reproduction of the closest equivalent of the source language. Baker (1992 :4) holds the opinion that the first thing the translator should take into account is words as single units, and then he considers a number of factors like tense and gender.

After all this, it is too difficult to find equivalents for all words in any two languages. Stukalova (2009:2) states that 'complete correspondence of lexical units of two languages can rarely be found'. He adds that when translating, only partial correspondence is seen between the words, and that the main reason for this problem is that most of the words in a language have more than one meaning. However, a solution to this problem is offered by Jacobson (1959:7). He suggests that while translating and when there is lack of equivalent words, the translator can
fill in this gap by using borrowed words, new meanings of an existing word, or by using many words to express the meaning of the lacking word.

The lexical problem of translation also persists in translation of idioms, metaphors, proverbs and synonyms.

2.15.1. Translation of idioms

An idiom is defined by Hornby (2008:770) as "a group of words whose meaning is different from the meanings of the individual words". For example: "let the cat out of the bag" is an idiom meaning to tell a secrets by mistake. That means translation of idioms is a real challenge to EFL students since literal translation is not at all permitted here. The only solution is to learn a good deal of English idioms with their equivalents in Arabic. Any direct translation of an idiom would prove wrong, strange, nonsensical, and sometimes funny. The following examples prove this:

a- His car is second hand
   Proper: سيارته مستعملة
   Literal: سيارته يد ثانية

b- He is a big shot
   Proper: هو رجل عظيم
   Literal: هو رمية كبيرة

c- There is black sheep in every family
   Proper: هناك ولد عاق في كل أسرة
   Literal: هناك نعجة سوداء في كل أسرة
Included in idioms are phrasal verbs whose meaning is also not clear from the individual verb and the other components of the sequence, for example:

a- call in = visit
بـُر
b- give up = stop a bad habit
يَقَلِعُ عَن

c- give in = surrender
يُسْتَلِم

d- put off = delay
يُؤُجِل

2.15.2. Translation of metaphors

The term 'metaphor' is defined in Oxford Advanced learner's Dictionary as a "word or group of words used to describe somebody or something in a way different from the normal use in order to confirm the similarity between the two things" for example:

a- She has a heart of stone
لَهَا قَلْبُ شَدِيدُ الْقَصْوَة

b- Life is a game of football
الحَيَاةُ تَنافِس

It can be said that a metaphor is an expression of language which is meant to be used and understood in an indirect, non-literal way. It is a figure of speech that aims at showing a kind of similarity between two objects without stating that similarity in clear terms or using such markers as 'like', 'as'. Newmark (1988 :15) mentions the following types of metaphors:

(i) A dead metaphor is that kind of metaphor used as a direct expression while it is not, for example:

a- hands of the clock
عَقَارِبُ السَّاعَة
(ii) A cliché metaphor is that one used daily and very frequently for example:

a- to fish in trouble water

b- be one foot in the grave

Dead metaphors and many cliché metaphors usually have Arabic equivalents. The problem is that some cliché metaphors do not have Arabic equivalents, for example:

a- I always carry the can

b- Give me a piece of your mind

(iii) A standard metaphor is an established, formal and respected kind of metaphor that is frequently used in standard language, for example:

a- ray of hope

b- throw light on

(iv) An adapted metaphor is taken originally from English and acclimatized to Arabic, for example:

a- The ball is in their court

b- To sow division between them

c- They hold all the cards

Direct translation is usually the case with adapted metaphors. But the students must be careful to understand the words in their proper meaning.
(v) A cultural metaphor belongs only to English culture, for example:

a- to field a question
b- to knock for six
c- This is not fair play

The problem of cultural metaphors can be solved either by learning a lot of English culture, or consulting specialist dictionaries or both (the activities).

(vi) A recent metaphor is newly coined in both languages, for example:

a- political transparency
b- head hunting

(vii) An original metaphor is perhaps the best type of metaphor and the easiest to translate. It can be translated directly so that it sounds surprising in Arabic as in English, for example:

a- a window of opportunity
b- under the simple stars
c- My wishes raced

2.15.3. Translation of proverbs

The term 'proverb' is defined in Oxford Advanced learner's Dictionary as "a well-known phrase or sentence that gives advice or says something that is generally true". However, the term is sometimes used to include some sayings and popular expressions. For a more general meaning, Gazala (2008 :230) mentions that a "proverb is a special, fixed, unchanged phrase which has a special, fixed unchanged meanings". He
adds that proverbs are mostly cultural metaphors that stand for a special meaning, not necessarily the meaning of the individual words. That means students must avoid literal translation of proverbs unless there is accidental equivalent in the target language.

In an interesting study, Baalbaki (2005:9-70) cites the following English proverbs and compares them with identical or similar ones in Arabic.

a- a little knowledge is a dangerous thing

المعرفة القليلة شيء خطر

Arabic equivalent: نصف العلم أخطر من الجهل

b- A poet is born, not made

الشاعر يولد ولا يصنع

No Arabic equivalent:

c- A secret between more than two is no secret

السر بين أكثر من اثنين ليس بسر

Arabic equivalent: كل سر تجاوز الاثنين شاع

d- Handsome is who handsome does

الجميل من يصنع الجميل

No Arabic equivalent:

A similar meaning is found in Arabic poetry:

وما الحسن في وجه الفتى شرف له

إذا لم يكن في فعله والخلائق
e- Never too old to learn
Literal: ليس التعلم سن يقف عندها
No Arabic equivalent:
A similar meaning is found in the speech of prophet of Islam: أطلبوا العلم من المهد إلى اللحد
f- Never trouble trouble till trouble troubles you.
Literal: لا تزعج البلاء إلا بعد أن يزعجك
No Arabic equivalent:
It is similar to the Arabic proverb:
لا تجرب الوتر قبل شده
Some English proverbs have more than one equivalent in Arabic. For example, the English proverb 'like father like son' can be translated into any of the following:

1- من شابه أباه ما ظلم
2- هذا الشبل من ذاك الأسد
3- الولد صورة من أبيه
4- فرح البط عوام

At the same time, some English proverbs have similar equivalents in Arabic for example:

a- Forbidden fruit is sweet كل ممنوع مرغوب
b- Birds of feather flock together الطيور على أشكالها تقع

c- Better be safe than sorry السلامة ولا الندامة

d- Charity begins at home الأقربون أولي بالمعروف
It is also true that some English proverbs have equivalents in Arabic but with very different wording. In this case, the translator should avoid literal translation for it would distort the meaning completely. The best way is to search for the Arabic equivalent or translate the intended meaning. Here are some examples of English proverbs with different equivalents in Arabic:

a- Enough is as a feast
   القناعة كنز لا يفني
b- To add insult to injury
   يزيد الطين بلله
c- Blood is thicker than water
   انصر اخاك ظالما او مظلوما

2.15.4. Translation of synonyms

Synonyms mean sameness or similarity of meaning between two or more words in the same language. For example, big, large and huge are synonyms. In addition, all the following sentences express the same concept of anger:

a- He is angry ........................................ هو غاضب
b- His is annoyed........................................ هو مغضب

c- He is furious ........................................ هو مغتاظ

d- He is agitated .................................... هو هائج

e- He is enraged ........................................ هو حائر

f- He is discomforted ......................... هو ممتعض

g- He is disturbed .................................. هو منزعج

h- He is worried ......................................... هو قلق

i- He is nervous ........................................ هو متوتر
j- He is discontented ....................... هو متذمر
k- He is displeased .......................... هو متعكر
l- He is bothered ............................. هو متضايق

A major problem in the translation of synonyms is that the EFL students might not be aware of all the equivalents of the target language in his own language. Sometimes, he knows the words but he doesn't know the slight distinction between them. Therefore, it is expected that the student will resort to the general concept of the whole set, for example, the word "angry" in the example above. This fact makes it very important for the translator to enrich his own language vocabulary as well.

2.15.5. Lexical impact of culture

Culture, according to Oxford Advanced Learner's Dictionary, means "the way of life of a particular group of people including their customs, beliefs, behaviour and language". The fact that English and Arabic belong to very different cultures makes English / Arabic translation a very difficult task for the translator. For example, there are lexical units or words that are very peculiar to either of the two cultures. Certain names that are common in the English culture do not exist in the Arabic culture and vice versa. The translator is required to study the foreign language together with its culture bearing in mind that language and culture are very closely related ' when translating a culture bound word, the translator may be confused between giving his translation a
local colour keeping the cultural concept as it is, and excluding culture focusing on the message.

2.16. Stylistic Problems

According to Oxford Advanced Learner's Dictionary, the term 'style' simply means way of using language. This can include the different choices made by writers from the language stock in regard to all aspects, levels and components of language such as vocabulary, grammar and punctuation. For example, some writers prefer to use very formal language. In addition, different fields of language like arts and sciences have different styles.

In that way, style can be viewed as part of meaning. It can affect meaning in different ways and to different degrees. And any change of style means a change of meaning of some kind. Therefore, if any two sentences express the same idea but in different styles, the translator is required to show the difference. An example is represented by the translations for the following sentences that express the same idea (الموت):

a- Her father died yesterday
b- Her father bit the dust
c- Her father passed away
d- Her father was martyred

مات والدها بالأمس
خر والدها صريعا
رحل والدها عن الدنيا
استشهد والدها
2.16.1. Levels of English Style

A scale of five styles in English language is presented by Joos (1962: 123) as follows: (1) frozen (2) formal (3) informal (4) colloquial, (5) slang. These can be illustrated as follows:

1. Frozen – Be seated
2. Formal – Have a seat
3. Informal – Sit down please
4. Colloquial – Feel at home
5. Slang – Bloody down

Number (1) is polite, said by a person of high rank to an ordinary person. Number (2) is polite, said to a common friend. Number (3) is not official but more polite than (2). Number (4) is very friendly. Number (5) is rude but can be said to a close friend.

The same author observes that there is a difference between English and Arabic in terms of levels of style. As a result, the translator must find difficulty in distinguishing between levels of style in English. A good solution, however, is to minimize the English styles to one general style in Arabic, that is Modern Standard Arabic, for it is simple, easy, popular, more accepted and more available to students.

In fact the stylistic problem of translation has more aspects than just different wording and different levels of style. Each field of
knowledge has its own distinctive style, for example: literature, journalism, geography, politics, commerce, religion and science.

2.16.2. Literary style

Mansi and Ibrahim (1995:160) recommend that in translating a literary text, the translator should first think well about what the writer really intends to say so that he is able to transmit an equivalent picture of the writer's message. This is supported by the fact that literary writers are afraid to innovate new ideas and that nothing could restrict their imagination. Below is an example of a literary text and its translation:

The news says that there is new merciful weapon which comprises bombs that wipe out mental faculties and turn people insane. Scientists regard this sort of war as one characterized by mercy for it is not killing.

تقول الأنباء إن هناك سلاحا جديدا رحيما هو قنابل تذهب بالعقول وتصيب الناس بالخبل ويقول العلماء إن هذا النوع من الحرب يتسم بالرحمة لأنه لا يقتل.

2.16.3. Journalist Style

According to Mansi and Ibrahim (1995:182), the journalistic register might be the most comprehensive of all the other fields of language. Its scope is the world as a whole. It includes all types of writing, literary, scientific, medical psychological, economic, mathematical, informational, and so on. But journalism takes these topics in a way different from how specialists deal with them. However, the journalist is required to have a good background about the field he is writing in. If the journalist is an expert in the field, he is required to simplify specialist concepts and ideas
so that he can be understood by the layman. Below is an example of a journalistic text and its translation.

The Television Institute was opened in 1960 and some 190 students joined it as a first batch. It comprises persons working in Broadcasting and Television who are chosen to be trained for the duties of decoration, direction, illumination, photographing, and production.

2.16.4. Geographical – historical political style

This style entails that the translator knows a good deal of terminologies in the fields of geography, history and politics. The translator is also required to know the equivalents for the names of countries, cities, mountains, oceans and rivers. Mansi and Ibrahim (1995:211) comment that if any change happens to these names, the spatial conception itself will change. For example, 'Algeria' the country and 'Algier' the city have the same name in Arabic الجزائر.

Moreover, the historical style requires the translator to know the proper names, related to Old Ages and old religions and their Arabic equivalents. For example, it would be wrong of him to translate Ceasar as سيزار, Alexander as الاسكندر, David as د يفيد, Jacob as يعقوب, while their Arabic equivalents are چاکوپ, داؤود الاسكندر, قیصر. Below is an example text and its translation:
It was not only a great empire that the Arabs had built in the middle Ages, but they surpassed this to culture as well. They inherited the ancient civilizations that flourished along the banks of Tigris and Euphrates, on the eastern coasts of the Mediterranean, and in the Nile Valley.

لا يقتصر ما شاده العرب في تاريخ العصور الوسطى على إنشاء امبراطورية كبيرة بل تعدوا ذلك إلى الثقافة. فقد ورثوا المدن والقرى التي ارتفعت معالمها على شواطئ الراشدرين وعلى السواحل الشرقية للبحر المتوسط وفي وادي النيل.

2.16.5. Commercial style

Commercial style is characterized by the use of figures, economic terms and economic analysis. The translator should have sufficient technical background of this kind so that he will be able to give an accurate commercial translation. Here are some examples of the symbols and abbreviations used in the economic register followed by a text and translation:

$ = dollar  
C.A = current account

S = Shilling  
Ann = annual

F = pound sterling  
Art = article

% per cent  
Avg = average

Commerce is the back bone of modern life. The production of goods is not divided equally among nations. Nations cannot live lonely without the help of others. So it is necessary to exchange goods and products. This process gives great importance to commerce. So now we have nations
that export goods and nations that import them. This is carried out by men called traders.

التجارة العمود الفقري للحياة المعاصرة. فالسلع غير مقسم بالتساوي بين الأمم ولا يمكن للأمّ أن تعيش وحيدة بدون مساعدة الآخرين. لذا فمن الضروري أن نتبادل السلع والمنتجات. وهذه العملية تعطي أهمية كبيرة للتجارة حيث أصبح لنا أمّ تصدر السلع وأخرى تستوردها وهذا يقوم بتنفيذ هذه رجال يعرفون باسم التجار.

2.16.6. Religious style

Each religious has its own teachings, principles, beliefs, concepts and scared names. Mansi and Ibrahim (1995:233) warn that if the translator does not have knowledge of the religion he is translating from, he will misunderstand the idea and distort the meaning. For example, in order to translate a religious novel like 'The Pilgrim's Progress' the translator needs to have a background about Christianity. The following example from the Bible shows that the translator has good knowledge of Christian beliefs:

"So don’t be afraid, little flock. For it gives your Father great happiness to give you the Kingdom".

{ chapter 12, Verse 32}

أيها الرعية لأن الرب يسعده أن يعطيكم الملك لذا فلا تخافوا

Here are more examples from the Holy Quran:

a- "Say I seek refuge with the Lord of mankind"

{ chapter 114, Verse 1}
قل أعوذ برب الناس
b- "And this Quran is not such as could ever be produced by other than Allah"

{ chapter 10, Verse 37}

وما كان هذا القرآن أن يفترى من دون الله

2.16.7. Scientific style

The scientific style is characterized by accuracy, symbols, abbreviations and terminology. The translator must bear in mind that the scientific register is a very special one requiring wide knowledge of the different fields of science.

According to Mansi and Ibrahim (1995: 241) it is preferable that the translator is a specialist in the scientific subject he is translating from for example in chemistry the translator must know that the symbol 'O' is equal to 'أ' in Arabic, and that the symbol 'H' is equal to "يد". In medicine, for example, the term 'dextrose' means سكريات, and the term 'diabetes' means مرض السكري which might be confusing to the non-specialist translator who also knows other related words like 'sugar' and 'sweet'. It is advisable that the non specialist translator should consult specialist dictionaries. Below is an example from the scientific register and its translation:

A headache is such a common complaint that we seldom go to a doctor about it, unless it keeps recurring for several days at a time. This
might be a result of the fact that most types of headache cure themselves possibly with the help of a couple of aspirin tablets.

الفقدان يتساقط على الطبيب بشأنه ما لم يظل يعودنا لأيام عديدة بدون انقطاع. وقد يكون هذا ناتجا عن حقيقة أن معظم أنواع الصداع تزول من تلقاء نفسها ربما بمساعدة قرصين من الأسراب.

2.17. Contextual meaning

The word "context" is given two meanings in Oxford Advanced Learner's Dictionary. It means the situation in which something happens and that helps you to understand it. In addition, it means the words that come before and after a word and help you to understand its meaning. You should be able to guess the meaning of a word from the context. Contextual meaning can be defined as that special or different meaning of a word caused by the occasion on which it is used or by the position of the word in the sentence. There are often contextual clues to the meaning.

Context is one of the problems that confront the translator. It is sometimes very difficult to find an equivalent for a word in the target language since that word has different meanings in the source language itself according to the context. At the same time a word from the source language can have different equivalents in the target language also according to the context.

In showing the different contexts of the Arabic word بر which means "land" in English, Ghalib (2003 : 209) first states that other words
are used with the same meaning like مهد (cradle). He adds that while a big part of بَرَّ is called قارة (continent), and a big part of بلد (country), a big of بلد is given many names according to the context اقليم (province), نطاق (zone), and صقع (region). On the other hand, red land is described as مسحاء, land without rain is described as صوام, land without vegetation is described as صلعة or جردا or جرذ or صلعة and treeless land is described as مرها or نجد.

According to Ghalib (2003:316), the Arabic noun رائحة (smell) is used with different verbs to give specific meanings. The verb تسطع means and spread in the context of 'smell'. In the context of 'the sun' it means "shine'. The verb تضوع is used about pleasant smell to mean "fill the place". If an unpleasant smell fills the place, the verb تهيج is used instead.

For more example, Ghalib (2003:344) goes on to observe that many verbs of thinking are used in Arabic to give the same meaning, for example، نظر ، رأى ، تأمل ، تفكر. The preposition في is used after each verb. In fact these verbs have counterparts in English but with different prepositions and little difference in meaning. They are: think of, meditate on, see into, and look at successively. Here the translator needs to explain things to make up for the slight difference in meaning.

In the same way the English verb 'intend' can be translated into many verbs in Arabic that have unequal meanings in different contexts,
for example عمد ، عزم ، قصد ، نوى. The choice of the Arabic equivalent depends on the contexts where the verb 'intend' is used.

In summary, the translator must consider the context of the word before he/she chooses an equivalent for it in the target language. This is a good solution to the problem that many words in one language can give one and the same meanings, and that different meanings in one language can be expressed by one and the same word.

2.18. Punctuation

It is a system composed of conventional signs (punctuation marks) and spaces is employed to organize written works and printed language in order to make it as readable, clear and logical as possible.

Punctuation is a really important aspect in writing. It helps the translator to make his/her writing more understandable. It would be really hard to read a text without capital letters, full stops or commas.

Using punctuation marks correctly can enhance both the clarity and the power of the text. On the other hand, if the translator ignore them this may distort the meaning of the text.

Punctuation marks are:

Full stop, question mark, exclamation mark, comma, semi colon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation mark and ellipses.
2.19. Cohesion and Translation

Cohesion is arguably one of the most challenging issues in translation as each language has its own set of cohesion devices and a unique manner in which these devices are used.

Cohesion is traditionally defined in terms of verbal text and refers to the "coherency of a text with respect to itself (Halliday and Hasan 1976: 23). It is "the means whereby elements that are structurally unrelated to one another are linked together, through the dependence of one of the other for interpretation (ibid:27).

Halliday cohesion involves the grammatical elements reference, substitution, ellipsis and conjunction in addition to semantic feature lexical cohesion.

Reference "is a device which allows the reader/ hearer to trace participants, entities, events, in a text" (Baker 1992:181), and include for example personal pronouns and demonstration. With substitution, an item is replaced by another item, with no effect on the meaning, while ellipsis involves the omission of an item without affecting the meaning. "Conjunction" involves the use of formal markers to relate sentences, clauses and paragraphs to each other. It signals the way the writer wants the reader to relate what is about to be said to what has been said before" (Baker 1992: 190).

Lexical cohesion is the "cohesive effect is achieved by the selection of vocabulary", Halliday and Hasan (1976:274) comprises
reiteration and collocation. Reiteration involves the repetition of a lexical item. It differs from reference in that it does not necessarily have the same referent. Collocation is that element of lexical cohesion "which is achieved through the association of lexical item that regularly co-occur".

2.20. Textual cohesion

As always mentioned, an authentic translation involves more than just translating sentences, however grammatically accurate. One has also to bear in mind the interaction between these sentences, and the semantic and stylistic implication of this interaction. Cohesion can be defined as the property that distinguishes a sequence of sentences that from a discourse from a random sequence of sentences. It is a series of lexical, grammatical and other relations which provide links between the various parts of a text.

2.21. Spelling problems

EFL learners need to know the names of the letters of the alphabet and the sounds the letters represent, and they also need to understand the key concepts about print. Without this knowledge learners will not learn how to translate correct texts.

2.21.1 The alphabetic principles

EFL learners need to know that is letters in print represent sounds in speech. This means knowing that speech can be turned into print, that print can be turned into speech and that letters are used to represent
sounds in the language. It includes knowledge of the names and shapes of the letters of the alphabet.

This knowledge is necessary that learners can recognize letters by shape as they read and shape them correctly as they write.

### 2.21.2 Concepts about print

EFL learners need understand how print works in written text. Such concepts include:

- That text is written and read from left to right with a return sweep to the left of each newline.
- That print on the left – hand page or column is read before print on the right.
- That written sentences start with capital letters and end with full stops.
- That the spacing between words, sentences, lines of prints and paragraphs follow a meaningful pattern.

The majority of EFL students neglect these rules of writing a well, clear, connected text, and from the analysis of their work in examination the researcher found that most of them have a spelling problems and problems of capitalization, punctuation and sometimes they use a capital letter in the middle of the sentence and begin the sentence with a small letter.
2.22. Previous studies

Abd El- Raheem (2008) carried out an M.A research entitled “Difficulties Facing University Students of English in Translating Religious and Legal Texts”. The research aims at investigating the difficulties that face students in translating religious and legal texts at university level. The most important findings are: the majority of difficulties facing EFL students at university level in translating religious and legal texts are due to linguistic and non-linguistic sources, also, the EFL students at university level are to some extent motivated to study the translation of religious and legal texts. However, they do highly consider its importance in language learning and as a way of gaining knowledge and culture. Group discussion and intensive practice are essential in teaching the translation of religious and legal texts can be the only way —out, the last important finding is: The time allotted for teaching the translation of religious and legal texts is inadequate, and it is essential to teach the theoretical part about translation. The researcher recommended that, teachers should familiarize the students with the structures and terms of legal and religious texts. Teachers should enhance the students motivation to study the translation of religious and legal texts for better achievement, also, teachers should consider group discussion and intensive practice in teaching the translation of religious and legal texts as effective techniques. The amount of religious and legal texts in translation courses should be increased. The last
recommendation is that the teachers plan should include various kinds of religious and legal texts for practice.

The field of translation is also attempted by Satti.A. (2006) in a PhD thesis "The Impact of Translation on English Language Learners Communicative Competence at University Level'. The researcher aims at investigating the impact of translation on learning foreign languages. She analyses the problems that encounter the students in studying translation. The most important findings are: the translation courses in the EFL programmes aimed at developing the students' competence and that translation is not fully utilized to enhance language learning at university, also the time allotted for teaching translation is inadequate. The most important finding include also that the best method of teaching translation is that the teacher points out and discusses the linguistic features, structures, semantics, stylistic and culture, then the students translate and discuss activities in group under the teacher's supervision. The researcher recommends that the number of the students in the translation class should be reduced to 30 students. Besides, qualified teachers are more essential than certified ones, therefore, some courses of translation should be offered to prospective language teacher. Also the teachers of translation should present culture in their translation classes and show how his culture differs from the Sudanese culture. It is recommended that the choice of lexical items should be based on the subject matter.
Idris I (2006) wrote an M.A thesis entitled "Translation as a Means of Improving Learners' Productive Skills". The study aims at highlighting the importance of translation in English language teaching and helping teachers to be aware of the materials of improving learners' productive skills through translation. Moreover, enable syllabus designers to cater for the needs of the learners through translation. The study finds out that the students' error rates came as follows: lexicon, spelling, verbs, preposition, punctuation, syntax, articles, capitalization, sentence, fragments and nouns.

The researcher proved that translation has an effective role in developing language productive skills, communicative competence and English language learning in general. The researcher recommends that in order to improve the language productive skills, students must translate both written and oral texts. One translation course, or even two are not enough, it will be useful to introduce translation courses as a stable course from the third year until the graduation. Language laboratories would be useful, since they enable the students to listen to authentic material in which the real language is used. In order to facilitate the oral translation, spoken and communication courses with the aid of language laboratories, will be graded in the syllabus from the students first year until the second year. It would be very useful to encourage students to work in group, in order to practice together for their oral presentations,
to speak English with each other and helpfully correct each other's errors.

Students must be provided with the writing rules, and some samples of their writings need to be transcribed and distributed to them for correction and analysis. They would be learning from their errors. Understanding linguistic differences between students L1 and English may help the learners reduce interference from their first language.

Another study in this field is an M.A. research by Abdurrahman (2005), under the title:” Difficulties facing EFL students in translation with special reference to scientific and literary texts “. The study investigates the problems in translating literary and scientific texts and how to solve them. The main finding of the study is that, the majority of the difficulties have a linguistic source. It recommended the inclusion of comparative studies including structure in the syllabus .this study differs in that it concentrates on the written texts and the problems behind them and the above mentioned study deals with scientific and literary texts only.

The last study is an M.A research which presented by Osman (2010). It takes the title of “interpretation as an aid to enhance student’s communicative skills at university level “. The study aimed at identifying the role of interpretation as a means of communication between people and the possibility of using it as a tool to develop EFL student’s communication skills (listening and speaking). The study found out that
most of students are unable to use monolingual diction arias, audio visual aids are essential in the learning process; interpretation can be used as one of the subjects that contribute significantly to the development of student’s communicative skills. The study recommended that audio laboratories should be provided and activated at universities to their work. So, the study is different since it concentrates on interpretation only (listening and speaking). And the above study deals with written texts and their difficulties that face EFL learners at university level.

This study is different from the five mentioned studies although there are some similarities between them. The study attempts to investigate the difficulties that face EFL students in translating written texts. In the next chapter the methodology of the study will be presented.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter is intended to present the methodology of the study. It contains a description of the data collection, techniques, the subjects and the procedure.

3.1 Sampling

The subjects are lecturers of English, Faculty of Education, Hantoub, University of Gezira. They responded to the questionnaire. Moreover, students of Batch (31) at the Department of English, Faculty of Education (Hantoub) University of Gezira, were selected purposively as a target population because they studied two courses of translation (40) of them were selected randomly as subjects of the study. They are females, most of them were about (22 – 24) years old. The researcher checked their work in the examination, picked up their errors and classified them under three categories: grammatical, lexical and stylistical errors.

3.2 Tools For Collecting Data

Two tools were used, a questionnaire for the lecturers and the analysis of the students’ examinations papers.
3.2.1 The Questionnaire

This tool was employed to collect data from the lecturers in the study population. It consisted of twelve questions, ten of which were multiple-choice question. These questions are designed to elicit data from the study population about the difficulties that face EFL students in translating written texts and the most suitable ways for tackling them. The other two questions were open-ended question.

These two questions aimed at allowing the respondents to express information about the difficulties and the solutions (see appendix).

3.2.1.1 The Validity of the Questionnaire

The questionnaire is said to be valid since it measures what it intends to measure. To achieve this, five lecturers judged the questionnaire. They confirmed the validity of it. Three of them are members of the staff at the Department of English, Faculty of Education (Hantoub), and two from Wad-Medani – Ahlia University.

3.2.1.2 The Reliability of the Questionnaire

The questionnaire is reliable and the reliability = 0.91.
CHAPTER FOUR
DATA ANALYSIS PRESENTATION & DISCUSSION

4.0 Introduction
In this chapter the data which are collected from the subjects will be analyzed and discussed.

4.1 Analysis of the questionnaire
Table 4.1: Translation is essential for improving EFL student’s written work.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a large extent</td>
<td>18</td>
<td>90.0%</td>
</tr>
<tr>
<td>To some extent</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not at all</td>
<td>2</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Figure 4.1 Translation is essential for improving EFL student’s written work.
Table (4.1) Shows the importance of studying translation for EFL students at university level. (90%) of the participants emphasize that studying translation for EFL students is essential, while (10%) believe that it is not important to study translation.

**Table 4.2: Adequacy of the courses of translation for improving performance in translating written text**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a large extent</td>
<td>7</td>
<td>35.0 %</td>
</tr>
<tr>
<td>To some extent</td>
<td>00</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Not at all</td>
<td>13</td>
<td>65.0 %</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0 %</td>
</tr>
</tbody>
</table>

**Figure 4.2: Adequacy of the courses of translation for improving performance in translating written text**
Table (4.2) shows the views of the lecturers about the adequacy of courses of translation for EFL students at university level. (65%) of the lecturers agree that the courses are not adequate for better performance, while, (35%) ensure that the courses of translation are adequate.

**Table 4.3: The extent of students’ motivation to study translation**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a large extent</td>
<td>6</td>
<td>30.0 %</td>
</tr>
<tr>
<td>To some extent</td>
<td>11</td>
<td>55.0 %</td>
</tr>
<tr>
<td>Not at all</td>
<td>3</td>
<td>15.0 %</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0 %</td>
</tr>
</tbody>
</table>

*Figure 4.3: The extent of students’ motivation to study translation*
Table (4.3) illustrates the lectures opinion about the student’s motivation to study translation. (55%) of the lecturers agree that they are motivated to some extent. (30%) of them state that their students are motivated to a large extent. While (15%) say that there is no motivation to study translation.

**Table 4.4: First part of the course to introduce for better performance in translating written texts**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical part</td>
<td>8</td>
<td>40.0 %</td>
</tr>
<tr>
<td>Practical part</td>
<td>3</td>
<td>15.0 %</td>
</tr>
<tr>
<td>Combination of both</td>
<td>9</td>
<td>45.0 %</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0 %</td>
</tr>
</tbody>
</table>

*Figure 4.4: First part of the course to introduce for better performance in translating written texts*
Table (4.4) states the suitable way for presenting translation material for EFL students. (45%) of the lecturers agree that theoretical and practical parts should be introduced simultaneously for better performance. (40%) believe that the theoretical part should be introduced first. While (15%) think that practical activities should be introduced first.

Table 4.5: Providing students with written materials on translation

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>20.0 %</td>
</tr>
<tr>
<td>Sometimes</td>
<td>13</td>
<td>65.0 %</td>
</tr>
<tr>
<td>Seldom</td>
<td>3</td>
<td>15.0 %</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0 %</td>
</tr>
</tbody>
</table>

Figure 4.5: Providing students with written materials on translation
Table (4.5) shows the regularity of providing students with written material on translation. (65%) of the lecturers mention that they sometimes provide their students with written materials. (20%) say that they always provide their students with written materials. While (15%) state that they seldom do that.

**Table 4.6: Participation in discussing translation activities**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>20.0 %</td>
</tr>
<tr>
<td>Sometimes</td>
<td>12</td>
<td>60.0 %</td>
</tr>
<tr>
<td>Seldom</td>
<td>4</td>
<td>20.0 %</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0 %</td>
</tr>
</tbody>
</table>

Table 4.6: Participation in discussing translation activities
Table (4.6) states the students’ participation in translation activities. (60%) of the lecturers agree that sometimes their students participate. (20%) say that always their students participate and (20%) state that their students seldom participate in translation activities.

**Table 4.7: Students do their assignment on translation**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>14</td>
<td>70.0 %</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
<td>30.0 %</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0 %</td>
</tr>
</tbody>
</table>

**Figure 4.7: Students do their assignment on translation**
Table (4.7) indicates that the lecturers view in their students assignment. (30%) of the lecturers state that sometimes their students do their assignments, while (70%) agree that their students always do their assignments.

**Table 4.8: Difficulties students face in translating written texts**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>2</td>
<td>10.0 %</td>
</tr>
<tr>
<td>Non-linguistic</td>
<td>0.0</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Combination of both</td>
<td>18</td>
<td>90.0 %</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0 %</td>
</tr>
</tbody>
</table>

*Figure 4.8: Difficulties students face in translating written texts*
Table (4.8) illustrates the difficulties that encounter the students in translating written texts. (90%) of the lecturers agree that their students face linguistic and non-linguistic difficulties. While only (10%) of them think that their students face linguistic difficulties only.

**Table 4.9: Level of linguistic difficulties students face most in the teaching material**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural level</td>
<td>5</td>
<td>25.0%</td>
</tr>
<tr>
<td>Semantic level</td>
<td>11</td>
<td>55.0%</td>
</tr>
<tr>
<td>Stylistic level</td>
<td>4</td>
<td>20.0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Figure 4.9: Level of linguistic difficulties students face most in the teaching material*
Table (4.9) mentions that the level of the difficulties that face students. (55%) of the lecturers agree that their students face semantic difficulties. Structural difficulties are the choice of (25%) of the lecturers. While (20%) of them think that their students face stylistic difficulties.

**Table 4.10: Type of texts students find more difficult to translate**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary texts</td>
<td>5</td>
<td>25.0 %</td>
</tr>
<tr>
<td>Scientific texts</td>
<td>13</td>
<td>65.0 %</td>
</tr>
<tr>
<td>Texts on various registers</td>
<td>2</td>
<td>10 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0 %</strong></td>
</tr>
</tbody>
</table>

**Figure 4.10: Type of texts students find more difficult to translate**
The above table (4.10) shows that the most difficult type of texts to translate. (65%) of the lecturers observe that the most difficult type for their students is the scientific text. (25%) of the lecturers state that translating literary texts is more difficult than translating the other ones. While only (10%) of the lecturers choose the option texts on various registers.

The researcher discussed with the respondents these issues: In your opinion, what are the difficulties Facing EFL students in translating written texts?

In answering this question, the majority of the lecturers agree that their students face some problems such as mother tongue interference, lexical gaps or lack of equivalence, literal translation, also they are not aware of the scientific terms, culture-bound expressions are also neglected, they are not trained to work out the contextual meaning to get the exact meaning of the text.

In your opinion, what are the solutions of the students problems in translating written texts?

Concerning the above question most of the lecturers state that the solutions of the students problems in translating written texts will be as follows:

First of all, the lecturers must train their students to work out meaning in context to avoid literal translation, increase cultural awareness, give them more practice to be familiar with the translation
process, also students should master at least two languages. Exposure to both language cultures (SL) and (TL) is essential besides, giving them models of translation.

4.11 The analysis of the Students Errors

The researcher has analyzed the students’ errors in semester six and semester seven examinations. So the table below shows the total number of their errors in the two semesters under three categories: Lexical errors, Grammatical errors, and stylistical errors.

**Table 4-11 The analysis of the students errors**

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatical Errors</td>
<td>535</td>
<td>30.2%</td>
</tr>
<tr>
<td>Lexical Errors</td>
<td>730</td>
<td>41.2%</td>
</tr>
<tr>
<td>Stylistical Errors</td>
<td>507</td>
<td>28.6%</td>
</tr>
<tr>
<td>Total</td>
<td>1772</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Figure 4-11 The analysis of the students errors*
The table above shows that the students face difficulties in Lexical items (41.2%), and the percentage of Grammatical and Stylistical errors are nearly the same.

**Table 4-12: shows the students errors in semester six and semester seven:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Type of Error</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester six</td>
<td>Grammatical Errors</td>
<td>261</td>
<td>31.6%</td>
</tr>
<tr>
<td></td>
<td>Lexical Errors</td>
<td>321</td>
<td>38.9%</td>
</tr>
<tr>
<td></td>
<td>Stylistical Errors</td>
<td>244</td>
<td>29.5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>826</td>
<td>100.0%</td>
</tr>
<tr>
<td>Semester seven</td>
<td>Grammatical Errors</td>
<td>274</td>
<td>29.5%</td>
</tr>
<tr>
<td></td>
<td>Lexical Errors</td>
<td>409</td>
<td>43.2%</td>
</tr>
<tr>
<td></td>
<td>Stylistical Errors</td>
<td>263</td>
<td>27.8%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>946</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Figure 4-12: shows the students errors in semester six and semester seven*
The above table 4.12 indicates that the errors in semester seven are greater than in semester six. The justification is that in semester seven the course is more advanced and the students neglect the grammar, structure, word order, punctuation, cohesion and spelling. All the above mentioned results in students’ weak performance in translating written texts.

4.13 Discussion of the errors results

From the analysis of the results of the students' real work in examinations from table (4-13), the researcher noticed the poor performance of the students in translating written texts under three categories only, the grammatical, lexical and stylistical levels.

The students encounter difficulties in translation in both languages the source language (SL) and the target language (TL).

The result of the analysis of semester six errors are as follows: Grammatical errors in English and Arabic are (261 that means 31.6%). Lexical errors in both languages are: (321 that means 38.9%). Stylistical errors also in both texts are: (244 that means 29.5%). The total of the errors in the three items are (826 – 100%).

In semester seven, the results obtained are worse than in semester six. This means that there is no any progress in the student's performance in translation specially in translating written texts. The results are calculated as follows: Grammatical errors are (274 – 29.5%) Which are less than the result in semester six.
Lexical errors are (409) in semester seven that means 43.2% these results show that lexical errors are greater in semester seven than in semester six (38.9%).

The last category is the stylistical one which results: (263) – 27.8%, also it is less than semester six.

The discussion above indicates that EFL students at university level face difficulties in translating written texts, specially, in lexical items (38.9% and 43.2%).

4.14 Testing the hypotheses of the study

**Hypothesis one:**

1. EFL students face difficulties in translating written texts at university level. The analysis of the students’ work in examinations in the two semesters verifies this hypothesis.

**Hypothesis two:**

2. There are many acceptable and suitable techniques can be adopted in solving translation problems. This is proved since the majority of the lectures agree that to solve translation problems, teachers should train the students to work out meaning in context to avoid literal translation, increase cultural awareness, give them more practice to be familiar with translation process also students; language mastery at least two languages and exposure to both languages cultures (SL) and (TL).
**Hypothesis three:**

3. Translation plays a vital role in improving EFL students performance. The majority of the lecturers stress that translation as a skill can help in teaching many items of language like writing and reading. This result verify the third hypothesis.
CHAPTER FIVE
CONCLUSION, FINDINGS AND
RECOMMENDATIONS

5.0 Conclusion

This study investigates the difficulties that face EFL students in translating written texts at university level.

The problem of the study is stated, in addition to that the objectives, questions, hypothesis and the methodology, all this in chapter One. In chapter two the literature Review. Chapter three states the Methodology of the Research. In chapter four the data which collected from the subjects is analyzed.

5.1 Findings

The most important findings are:-

1- The majority of EFL students (90%) face linguistic and non-linguistic difficulties.

2- (41.2%) of EFL students face difficulties in translation specially in lexical category. This result due to wrong choice of words and interference of mother tongue.

3- The students' errors in semester six (46.6%) in semester seven (53.4%). They are nearly the same that means' there is no any progress in their performance.
4- About two thirds (65%) of the respondents believe that the two courses of translation are in adequate for the students to achieve better performance in translation.

5- (45%) of the participants report that It is essential to teach the theoretical and the practical parts about translation simultaneously.

6- The EFL students at university level are motivated to study translation (55%).

7- The majority of EFL students translate the text literally not according to the context.

8- The majority of EFL student are not aware of the English language culture and even the Arabic one.

9- The majority of EFL students face spelling problem and this result is clear in their real work.

5-2 Recommendations

To solve the problem of translating written texts, the researcher, recommends the following:

1- The courses of translation should be increased for better performance.

2- EFL students should be trained to work out meanings from context to avoid literal translation.
3- Teachers should be aware about analyzing texts and translating them with the purpose of familiarizing students with the analysis process before performing translation.

4- Teachers should direct student's attention to the importance of the awareness of the source language (SL) culture and the target language (TL) culture.

5- Teachers should help the students to keep their motivation towards studying translation by giving them short, attractive and new texts.

6- Teachers should help the students to write correct language by giving them more texts and train them from the beginning to write correctly.
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المصرية ، القاهرة.

University of Gezira
A Questionnaire for English Language Lecturers

Dear lecturers,

The researcher would be very grateful if you answer the questions below. Your answers will help in providing the data required for the thesis entitled “Difficulties Faced by EFL Students in Translating Written Texts at University Level”

1. To what extent do you think studying translation is essential for improving EFL student’s written works at university level?
   
   a. To a large extent (   )   b. To some extent (   )   c. Not at all(   )

2. To what extent do you think courses for translation are adequate for better performance in translating written text?

   a. To a large extent (   )   b. To some extent (   )   c. Not at all (   )

3. To what extent do you think your students are motivated to study translation?

   a. To a large extent (   )   b. To some extent (   )   c. Not at all (   )

4. What should be introduced first for better performance in translating written texts?

   a. Theoretical part (   )   b. Practical part (   )   c. combination of both (   )

5. How often do you provide your students with written materials on translation?

   a. always (   )   b. sometimes (   )   c. seldom (   )
6. How often do your students participate in discussing translation activities?
   a. always ( )
   b. sometimes ( )
   c. seldom ( )

7. How often do your students do their assignments on translation?
   a. always ( )
   b. sometimes ( )
   c. seldom ( )

8. What type of difficulties do your students face in translating written texts?
   a. linguistic ( )
   b. non-linguistic ( )
   c. combination of both ( )

9. Which level of linguistic difficulties do your students face most in the material you teach them?
   a. structural level ( )
   b. semantic level ( )
   c. stylistical level ( )

10. Which type of text do your students find more difficult to translate?
    a. literary texts ( )
    b. scientific texts ( )
    c. texts on various registers ( )

11. In your opinion, what are the difficulties facing EFL students in translating written texts?

12. In your opinion, what are the solutions of the students’ problems in translating written texts?

   Students’ Errors
1/ بغض النظر
2/ سوء التغذية
3/ التخطيط
4/ ثورة الاتصالات
5/ في أقل من ثلاثين عاما
6/ إلى الأبد
7/ سينمو سوق المحاصيل الحبوب بسرعة
8/ أساس الحياة
9/ مرض في 21 دولة
10/ حرية الترابط التقليدي
11/ لحظة حرجة
12/ الطالب (حاجة الإنسان للغذاء)
13/ التغلب على سوء التغذية
14/ بغض النظر
15/ يثر تأثيرا
16/ الحاسب الآلي
17/ الطالب
18/ يحكم
19/ ما في جدا بيسكن لوحده
20/ متاحة بسهولة ويسر للجميع
21/ لحظة حرجة
22/ عدد سكان العالم
23/ العرب محبين للاقتصاد والتطور الاجتماعي
24/ لحظة حرجة
25/ بروفة الطقس أو رطوبته
26/ من يطلب
27/ الطالب
28/ في نفس الوقت
29/ زيادة الطلب على الغذاء
30/ بغض النظر
31/ المقياس
21/ view of blind
2/ non- food
3/ Environment
4/ war of calling
5/ In little of 30 age
6/ death
7/ Hurry the market of tablets
8/ Major life
9/ disease of the 21 century
10/ Free Trade Association
11/ awful moment
12/ Request
13/ cutting of bad food
14/ by close of eyes
15/ effect affection
16/ electronic account
17/ student
18/ adjust
19/ No living things can live alone
20/ Allah give support all people
21/ minute of hours not dignity
22/ the count of popular
23/ Arab Fund for Economics and social Development
24/ sorry moment
25/ which we call weather
26/ you pronoun
27/ Requester
28/ at on time
29/ increase request the food
30/ without about
31/ Temperature
32/ wealth telephones
33/ name of the pupil
34/ voice the ring
35/ soil
36/ plants
  37/ climate
  38/ world media
  39/ Adjust
40/ The death of a loved one
41/ Far on our view
42/ pupil
43/ narrow moment
44/ un dignity moment
45/ not look the world
46/ European Union