Investigating the Difficulties that face EFL Students in Translation at University Level

تقصي الصعوبات التي تواجه طلاب اللغة الانجليزية في الترجمة في المستوى الجامعي

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Abstract :
The main objective of this study is to investigate the difficulties that face EFL students in translation at university level. Besides casting some light on its importance. The researcher used the statistical analytical method. Also the questionnaire was used as a tool for data collection. The (SPSS) statistical package for social science program was used for analyzing the data. From the most important results of the study: Most of the students problems in translation due to the incorrect usage of the structure, lack of cultural background of the language, and it is also due to limited vocabulary of the students. The study recommends the following: Teachers should concentrate on teaching intensive structure of English language. Also students should have a cultural background of English language this depends on reading extra books. Finally, students should have a full knowledge of vocabulary because it is a core of learning English language accurately

Keywords : Transfer –Equivalent –Target language – Problems.

المستخلص.

الهدف الأساسي من هذه الدراسة هو بحث الصعوبات التي تواجه طلاب اللغة الانجليزية في الترجمة في المستوى الجامعي إضافة لإلقاء بعض الضوء على أهميتها. استخدم الباحث المنهج التحليلي الوصفي، كما استخدمت الاستبانة أداة لجمع البيانات واستخدم برنامج الحزم الإحصائية للعلوم الاجتماعية لتحليل البيانات. أهم نتائج الدراسة: معظم مشاكل الطلاب في الترجمة ترجع إلي الاستخدام الخاطئ للتراكيب اللغوية، عدم الخلفية الكافية باللغة الإنجليزية وثقافتها كما ترجع أيضاً لمحدودية الذخيرة اللغوية لدى الطلاب. أوصت الدراسة بالآتي: يجب أن يركز المعلمين على التدريس المكثف لقواعد اللغة الإنجليزية كما يجب أن يكون لدى الطلاب خلفية للغة الإنجليزية وثقافتها وهذا يعتمد على القراءة الإضافية لكتب الأدب.

كلمات مفتاحيه: ينقل –المعنى المطابق –اللغة الهدف –مشاكل.

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1.0 Background:

Translation is the communication of the meaning of a source-language text by means of an equivalent target language text. Social communication is the synergistic emergence of social interaction, social cognition, pragmatics receptive and expensive language translation is just a mean of facilitating communication between people who otherwise would not be able to communicate at all. The word translation has many definitions since it deals with translating of a source text language (SL) into author target text (TL). Translation serves a communicative purpose if it delivers a message to someone who needs or wants that message; historically, translation has served a very important communicative purpose. Today the interpreters and translations look on translation as a service in communication, so the translation is the vehicle of the communication.

1.1 Statement Of the Problem

It is noticed that many students translate wrongly change the meaning of the language. Thus, the messages destroyed. This due to lack of cultural background of (EL) and their limited vocabulary. Therefore, the main objective of this study is to investigate the problems that face learners in translation and to highlight the role of translation in improving social communication.

1.2 Objectives Of the Problem

The study objectives are to:

a) Facilitate the process of translation.
b) Widen the awareness about their language.
c) Master their mother tongue and English language.

1.3 Questions Of the Study

Questions of the study are illustrated as such:

a) Why translation is important in our life?
b) How translation serves social communication?

c) How does the translation increase learner vocabulary to meet the social needs?
d) How can social communication be achieved when languages are different?

1.4 Hypotheses Of the Study

1) Translation is important to make communication more easy.
2) Translation helps in social communication to connect many societies with each other.
3) Translation makes real interaction easy between two languages.
4) Translation increases learners vocabulary.

1.5 Significance Of the Study

The study will be of great help for both English language learners and teachers. It will also be addition to syllabus designers.

1.6 Limitation Of the Study

The study will be limited to the graduates of faculty of Education Rufaa, Butana University, Sudan Final year in the academic year 2020 – 2021.

2.0 Meaning of Translation:

Translation is the collective process of transferring meaning of a text and final production of an equivalent text that covers the same text in another language. The text to be translated is called the source text and the language to be translated into is called the target language. The target text is referred to as a final product of a process of translation replacing a text by another one into another language depending as much on the translators understanding and judgment of the source language (SL) as in the target one (TL). New Mark (1995: 25) states that *"translation is not mainly dualistic process it has to take account of five medical factors ethics, really logic, pure language and aesthetics"*.

2.2 Concept of Translation:

The word translation has mainly definitions, since it deals with translating the meaning of a source text language (SL) into another target text (TL). The learn text refers to any stretch of language such as written discourse, which takes place in the process of translation. It means the text to be translated. Text may be a book, a chapter, a paragraph, or two sentences. Translation is a complicated artistic process since it deals with another different language, taking into consideration the differences between two languages.

According to Cat Ford (1965: 20), translation is "The act of replacing text material into the source language (SL) by an equivalent text material in the target language (TL)" another definition provided by Grace (1987), translation is the communication of the meaning of a source language text by means of an equivalent target– language text. Bell, (1991:6) translation is "the representation of a text in one language for representation of an equivalent text in a second language ".

On the other hand, Crystal (2001: 346), emphasizes the impossibility of finding exact equivalent in the translation through the evidence that when someone paraphrase own words,, in the same language there is a usually a loss of information. No words of one language, except highly technical words, ever cover exactly the same area of meaning and use as those of another language.

2.3 Purposes of Translation:

New mark (1993: 51), suggests some purposes and usages for translation;

a) To contribute the understanding between language communities and groups.
b) To promote information and technology transfer, particularly to the third world countries.
c) To explain and clarify ethnic and their differences.

d) To make works of high moral religious importance in the art and the humanities, as well as scientific words, available throughout the world.
e) To facilitate foreign language learning.

2.4 The importance of Translation in Foreign Language Learning:

Translation is a fundamental basis for language learning, it can be used to aid learning, practice what has been learned, diagnose problems and test proficiency. Translation helps create and maintain good relations between teacher and students, facilitates classrooms management also it allows learners to relate new knowledge to exiting knowledge, promote noticing and language awareness and similarities between the new and the existing language.

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, some examples as proposed by New Mark (1988: 68) will be discussed in the following section:

2.5.1 Literary Translation:

In this type, the text is usually translated sentences by sentence. The TL text conforms to its grammar style. The translator tries to purse the author's thought progress. Therefor, this type of (literal translation) is correct and must not be avoided if it secures referential and pragmatic equivalent to the original text.

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 degree of grammatical and lexical abnormality of the (TL) in translation. This method derives its name from the attempt to be faithful to the intention of the SL author and the text under concern. It is mainly used in translating law, treaties and international agreements.

This style is called smart or (intelligent) translation where translators studies the style of the source language (SL) text then tries to rewrite the intended text.

2.6 Literary Text:

Literary texts display many linguistic peculiarities, as well as social and cultural aspects of our life, thus, we can assert that literary translation is one of the main ways of communication across cultures. Translating literary texts, however, is not easy task, since it certainly poses many problems for the translator. One of the problems a translator can face exercise make any real reference to actual experience; they are lifeless, and about as exercise as one can imagine. Smith J.A (1967).

2.7 Translation as a Communicative Purpose:

Translation does serve a communicative purpose if it delivers a message to someone who needs or wants that message; historically, translation has served a very important communicative purpose. Today both interpreters and translators look on translation as a service in communication. Someone needs to know a message that is encoded in a language he does not know or knows only imperfectly, so the translation is the vehicle of the communication, K, (1979), if we take this as our model, then any class translation should attempt to mirror and actual communicative situation. It should deliver a message from one person to another. Essential requirement of any communicative use a translation are:

1) The person who originates the message must have something he / she want to say.
2) The person who receives the message must be receiving new, unknown information.
3) The message must refer to a common background of shared experience.
4) The student must have a certain amount of choice available in making his translation – the teacher must not propose one "standard" version and condemn all others as inaccurate. A

certain freedom of expression is necessary, and in actual experience is always present.

2.8 Translation Of Exercises:

Translation involves four stages or process: (1) perception (2) analysis (3) reformulation, and (4) expression (Smith 1967), perception and analysis (or understanding, the act of interpretation) are activities that occur in any real communication. The peculiar nature of translation lies in the reformulation of the message in another language. Normally, if we do reformulate what we have said or heard, we do so in the same language, as when we repeat the content to another person who was not present at the exchange or paraphrase a passage for the purposes of an essay we are writing in translation, there is a shift in linguistic code, which may seem unnatural at first, but which is actually quite natural for all bilinguals (who do it automatically). In any case, training in these four stages of perception, analysis, reformulation and expression should help the students to become more aware of the language tools they are using, and of the means of expression at their disposal for saying what they too want to say.

Teaching of translation:

One special type of translation occurs in the teaching of literature in the liceo. Here the translation of literary texts is almost obligatory; it may also seem that some of the communicative criteria are violated. But the teacher should make every effort to answer the questions mentioned above and also to make the text as interesting as possible for the students. One intimidating aspect of this kind of translation is the sheer difficulty of the texts, which may be fully understood by the students only after the translation has been made; but every effort should be made clarify the meaning of the text before the translation is made since, logically, one can only translate a text that one understand. Interpretation of the text must come before the translation of it, otherwise, the students are merely translating words blindly, and are not working with meanings at all. To make literary translation communicative, the meaning or message of the test in

question must be emphasize. Even dead authors had something to tell us, and the odd (for us) linguistic forms they used should not be allowed to stand in our way of appreciation of the message. Smith, J. A. (1967) .

2.8 Translation and Modern Language:

Obviously, in translating old authors, modern language will be used, if we really went to get across the meaning of the original text, if contemporary slang is required to bring Shakespeare alive, then so be it.

The language teacher might well ask, though, why do translation at all? All right, he or she says, it is possible to so translation in a communicative way, but we bother? Aren't the other types of language exercise quite sufficient?

They may well not be anyone who travels around the world or has contact with foreigners in any way will probably have to translate sooner or later, even if it is only a sort of rough – and – ready translation aimed at letting a friend or spouse know what someone else is talking about. People use translation far more often than they probably realize or admit. Often people translate mentally for their own use as well. And they may very have to translate a letter to a friend or relative or as part of their business relations in a firm. So perhaps a little training in the art of translation would not be amiss, even as part of a general course, if people are going to do it, they might as well do it right. As New Mark points out. The more people go abroad, the more linguistic can help them to profit from and enjoy their visit. His or vocation is to translate. It would be ironical if the practice of translation were not a component of his training. (New Mark 1988: 181).

Crystal,(2001) gives a number of doing translation. First he quotes Dr. Ian Tudor as stating: Translation, as the process of conveying messages across linguistic and cultural barriers, is an eminently communicative activity, one whose use could will be considered in a wider range of teaching situations than may currently be the case.

2.9 The communicative Approach:

From the fact that some words or phrases denoting objects, facts, phenomena, etc ... are so deeply rooted in their source culture (SC) and so specific (and perhaps executive or unique) to the culture that produced then that they have no equivalent in the target culture (TC) because they are not yet codified in the target language (TL). When discussing the problems of correspondence in translation, "differences between cultures may cause more severe complication for the translator than do differences in language structure".

In all cases, when cultural differences exist between the two languages, it extremely difficult to achieve a successful transfer, if not impossibly (whatever the competence of the translator in the two languages involved).

Methodology

3.0 The Population of the Study:

The descriptive analytical method was adopted to carry out the research for the population of the study which represents students of English language faculty of education Butana University, Final year, students. During g the academic year (2020 – 2021)

3.2 The Sample of the Study:

The data has been collected from the final year student which consist of fifty (50) students at semester eight, University of Butana – Faculty of Education, Rufaa, because they have studied the courses of translation and they have been prepared and trained to translate any texts.

3.3 Tool For Data Collection:

A questionnaire has been used as a tool for data collection which consists of (10) multiple choice questions.

3.4 The Reliability of the Questionnaire:

The reliability of the questionnaire means the consistency of the questionnaire. The split half method is used to measure the reliability of the questionnaire, the reliability obtained was (0.91).

3.5 The Validity of the questionnaire:

The squire root of the reliability of the questionnaire was calculated to obtain the validity of the questionnaire, the validity represents was (0.95).

$$R\,xy = \sqrt{\frac{N\sum X\,Y - \sum X \sum Y}{[N\sum X2 - (\sum X)2]\,[N\sum Y2 - (\sum Y)2]}}$$

Where

r = correlation

R= Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

∑: sum

R = 2*r/1+r

Val = $\sqrt{\text{reliability}}$

Correlation = 0.75

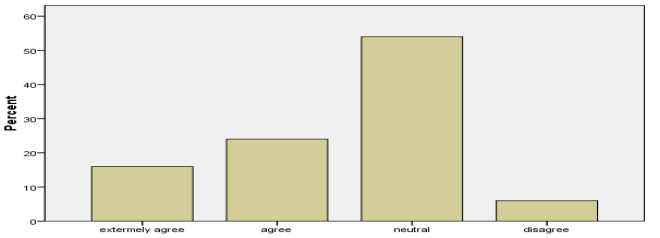
$$R = \frac{2*r}{1+r} = \frac{2(0.75)}{1+0.75} = \frac{1.5}{1.75}$$

Reliability = 0.86

4.1 Data analysis and Discussion:

Table (4.1) most of the students find difficulties in translating English language.

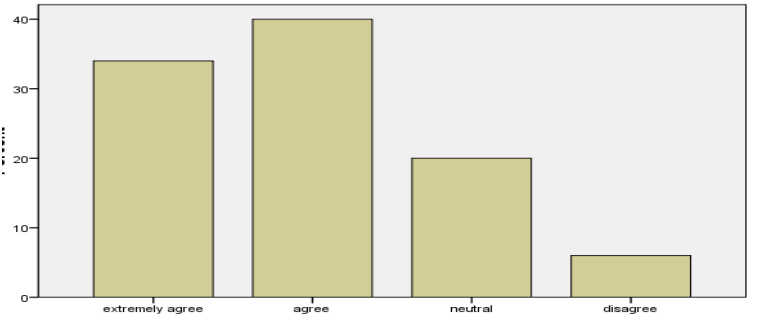
	Frequency	Percent
extremely agree	8	16%
Agree	12	24.%
Neutral	27	54%
Disagree	3	6.%
Total	50	100%



From the above table it is noticed that (30%) of the respondents disagree with statement whereas, (40%) of them agree. This means that the majority of the respondents agree that most of the students find difficulties in translating English language.

Table (4.2) most of student's problems in translation due to the lack of cultural background of English language.

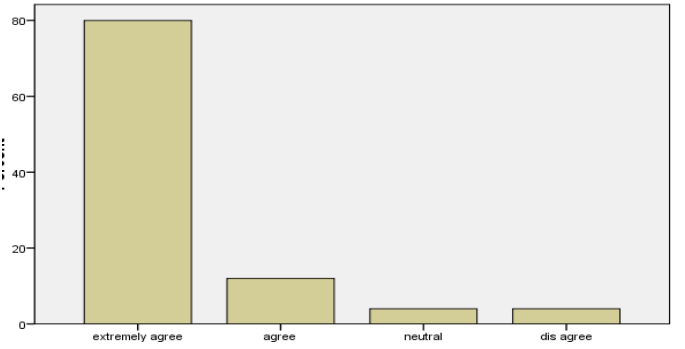
	Frequency	Percent
Extremely agree	17	34%
Agree	20	40%
Neutral	10	20%
Disagree	3	6%
Total	50	100%



It is clear from the above table that (6%) of respondents disagree with statement, whereas, (74%) agree. That means the highest number of the respondents agree that most of the students problems in translating due to the lack of cultural background.

Table (4.3) some problems of translation are caused by the lack of mastery of both languages English and Arabic.

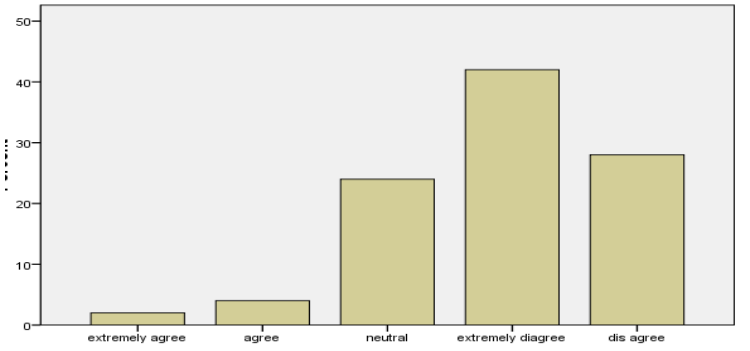
	Frequency	Percent
extremely agree	40	80%
Agree	6	12%
Neutral	2	4%
Disagree	2	4%
Total	50	100%



As it is seen in the above table (4%) of the respondents disagree with the statement, whereas, (92%) the highest number of them agree that some problems of translation are caused by the lack of the mastery of both languages English and Arabic language.

Table (4.4) Most of the students are not aware of the accurate translation.

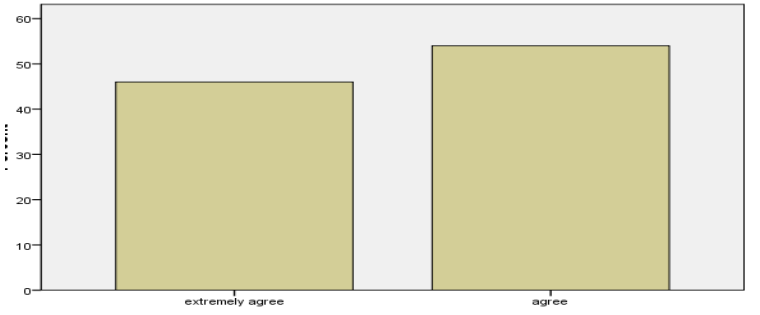
	Frequency	Percent
Extremely agree	1	2%
Agree	2	4%
Neutral	12	24%
Extremely disagree	21	42%
Disagree	14	28%
Total	50	100%



From the above table (6%) only of the respondents disagree with statement whereas, (70%) majority of them agree that most of the students are not aware of the accurate translation.

Table (4.5) An ambiguity and multiplicity of meaning make it difficult to translate correctly.

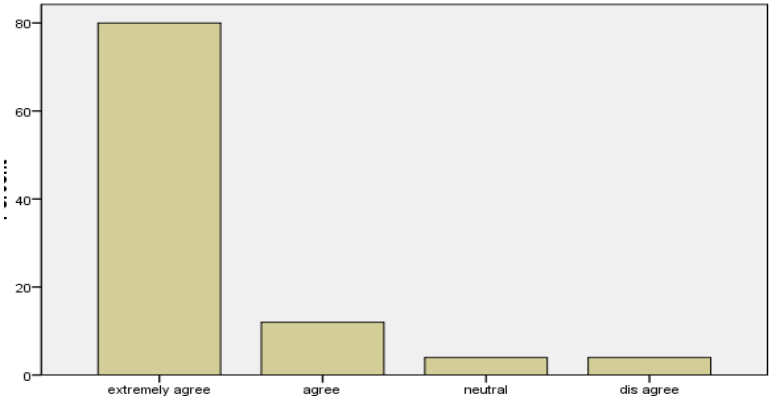
	Frequency	Percent
Extremely agree	23	46%
Agree	27	54%
Total	50	100%



The above table shows (100%) of the respondents agree with the statement means that all the respondents agree that an ambiguity and multiplicity of meaning make it difficult to translate correctly.

Table (4.6) most of the students problems in translation due to the incorrect usage of the structure.

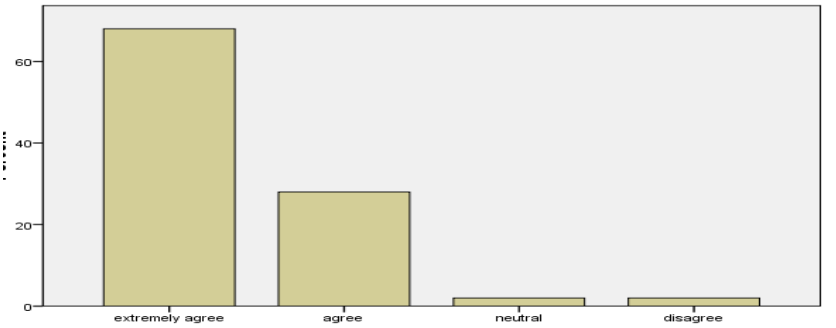
	Frequency	Percent
extremely agree	40	80%
Agree	6	12%
Neutral	2	4%
Disagree	2	4%
Total	50	100%



It is clear from the above table that (4%) of the respondents disagree with the statement, whereas, (92%) the highest number of them agreed that most of the students problems in translation due to the incorrect usage of the structure.

Table (4.7) limited vocabulary is one of the obstacles of accurate translation to the most of the students.

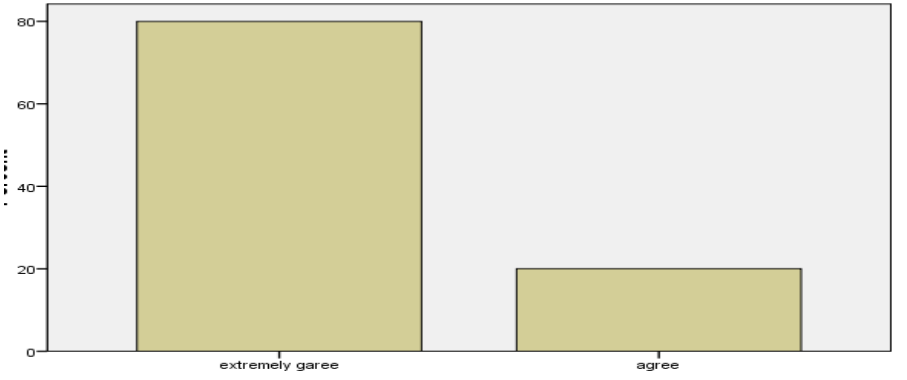
	Frequency	Percent
Extremely agree	34	68%
Agree	14	28%
Neutral	1	2%
Disagree	1	2%
Total	50	100%



It is clear from the above table that (2%) of the teachers disagree with the statement, while (96%) of them agree. this means that the highest number of the respondents agree that. Limited vocabulary is one of the obstacles of accurate translation to the most of the students.

Table (4.8) Neglecting which method to use make students translate incorrectly.

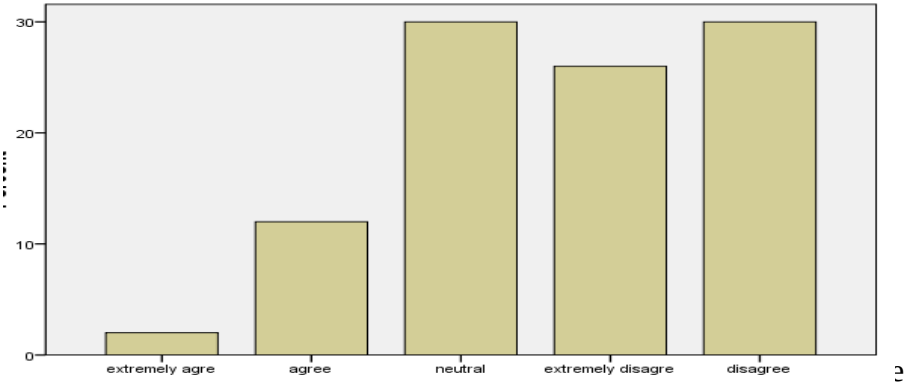
	Frequency	Percent
Extremely agree	40	80.0
Agree	10	20.0
Total	50	100%



According to the above table (100%) a full percent is given to this statement which emphasizes that neglecting which method to use makes students translate incorrectly.

Table (4.9) there is no universal communication without translation.

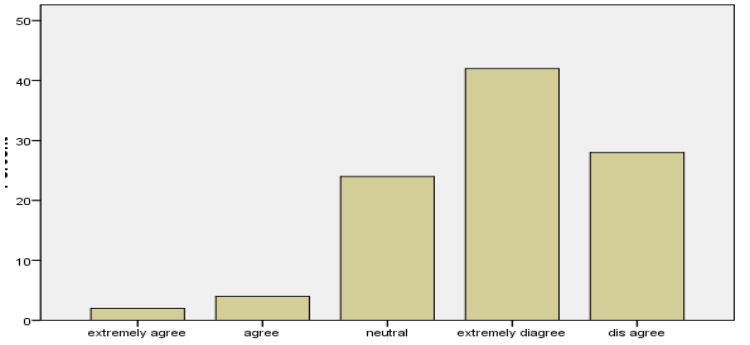
	Frequency	Percent
extremely agree	1	2%
Agree	6	12%
Neutral	15	30%
extremely disagree	13	26%
Disagree	15	30%
Total	50	100%



result obtained in the above table (14%) disagree with statement, while (55%) of them agree which certifies that really there is no universal communication without translation.

Table (4.10) All learners of English language find difficulty in translating idioms and proverbs.

	Frequency	Percent
Extremely agree	1	2%
Agree	2	4%
Neutral	12	24%
Extremely disagree	21	42%
Disagree	14	28%
Total	50	100%



According to the results obtained from the above table (6%) only of the responders disagree with statement, whereas, (70%, the majority of them agree that, all learners of English language find difficulties in translating idioms and proverbs.

5.0 Conclusion:

Translation is one of the most difficult issues in English language teaching and learning. The main goal of translation is communication. Moreover, there is no universal communication without translation, therefore, the main objective of this study to investigate the difficulties that face EFL learners in translation. The researcher used the descriptive analytical method and a questionnaire which was distributed to 50 of undergraduate students. From the most important findings. Most of the students problems in translation due to the lack of the cultural background of English language. The researcher recommended giving students some cultural background about the English language and translation. Thus they can enhance their ability of translation.

5.1 Findings:

The study reached to the following findings:

1) Most of the students' problems in translation due to the incorrect usage of structure.
2) Most of the problems of translation are caused by the lack of cultural background of the language.

3) Some problems of translation are caused by the lack of the mastery of both languages English and Arabic language.
4) Limited vocabulary is one of the severe problems of accurate translation for most of the students.

5.2 Recommendations:

Based on the findings The study reached to the followings recommendations:

1) Teachers should concentrate on teaching intensive structure of English language to students because it is a base of any correct piece of writing.
2) Student's should have a cultural background of English language. This depends of extra reading books.
3) Students should have a full knowledge of both languages English and Arabic language.
4) Students should have a full knowledge of vocabulary because it is a core of learning English language accurately.

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