

## An Analytical Study of the Responses of Advanced Students of Translation to \*Different Translation Problems

Suzan Mohammed Qasim  
University of Misan

Kadhim Al-Ali  
University of Basrah

### Abstract

The present study aims to evaluate the students' theoretical background knowledge about translation which they have developed throughout their academic study as well as exploring the most difficult translation problems for the students. The study consists of a set of important preliminaries. Review of related literature, methodology followed and finally the conclusions which are based on the results in addition to the recommendations and suggestions for further studies.

**Key words:** translation response, evaluating students' responses, Arabic-English-Arabic translation, translation background knowledge

### 1. Preliminaries

#### 1.1 Introduction

According to Vermeer (Vermeer 1986:33, cited in Trosborg, 1997:46), "Translation is not the transcoding of words or sentences from one language to another, but a complex form of action, whereby someone provides information on a text (source language material) in a new situation under changed functional, cultural

and linguistic conditions, preserving formal aspects as closely as possible". Translation is not a simple exercise of transferring linguistic items from one language into another ; a lot of important aspects are encompassed in this process. The translator's mission is to consider further aspects rather than words such as cultural, contextual and structural differences between the two languages. However, transferring such aspects can stand as a translation problem to novice translators due to their little experience.

\* The present study is extracted from A.M. thesis written by the first author and supervised by the second one.

A translation problem is defined by Palumbo (2009) as " any element or aspects found in the ST or related to the translation task for which the translator does not readily find a TL solution or rendering judged to be adequate on the basis of the translation norms s/he is adhering"(P.129). Nord (2007) distinguishes translation problem from translation difficulties as "Contrary to the translation difficulties encountered by an

individual translator in their specific translation situation (for example, an unfamiliar word which is not in the dictionary), translation problems are regarded as the problems which have to be solved by the translator in the translation process in order to produce a functionally adequate target text and which are verified objectively or at least intersubjectively" (p.141).

Translation problems can arise from several perspectives such as cultural, linguistic and textual. Nord (2007:64) categorizes translation problems as pragmatic, cultural, linguistic or text specific. Pragmatic translation problems are caused by the differences between the ST and TT situations and can be diagnosed from extratextual elements such as sender, receiver, medium, time, place, motive and text function. Cultural translation problems arise from the fact that each culture has its own habits, norms and conventions that govern verbal and non-verbal behaviour in the two cultures concerned (ibid:66). Translation problems can also be caused by structural differences in the vocabulary, syntax and supra segmental features of the two languages. Some problems can be associated with the source text type such as certain figures of speech, neologism or puns (ibid:67). The present study represents an attempt to figure out which problems stand as a challenge to translation students and how they tackle such problems by checking their responses to different translation situations.

## 1.2 Problem

Translation is a complex process demanding translators to deal with different situations and contexts in both the source and target languages and thus they must be competent in both languages and cultures. The problem with student translators is that their translation competence and background knowledge have not been comprehensively measured before. The present study attempts to explore the scope of the students' competence and background knowledge about selected group of translation problems.

### 1.3 Aims of the Study

The present study aims at investigating the students' theoretical background knowledge (and hence their theoretical competence) about translation as well as exploring the most difficult translation problems for the students.

### 1.4 Hypotheses of the Study

This study hypothesizes that:

1. Students fail to choose the suitable solutions (translations) for the translation problems they face.
2. Although students choose the suitable solutions, they are unable to give the suitable explanations (reasons).
3. Student background knowledge about translation is not sufficient and this may be attributed to the fewness of the courses which deal with the theoretical facets of translation.

### 1.5 Limits of the Study

The current study is concerned with investigating the capability of advanced translation students doing their BA in the Iraqi universities in solving translation problems . It is limited to evaluating the responses of fourth year students at Iraqi universities (the Translation Department, College of Arts, University of Basrah, the academic year 2019/2020 as a sample of the study) to different translation problems as to check their translation competence and background knowledge.

### 1.6 Data of the Study

The data used for this study consists of translation students responses to a questionnaire consisting of forty items introducing various English and Arabic texts of different types. Each item is introduced with two different translations where the students have to respond to the right one in addition to justify their choices by choosing from among the theoretical reasons provided to them. The reasons are to be selected from a list of 42 reasons included in the questionnaire.

### 1.7 Procedures of the Study

The present Study follows the following procedures:

1. Introducing the questionnaire to the subjects and asking them to respond the questionnaire's items as well justifying their responses via the available reasons according to their theoretical background knowledge about translation.

2. Analyzing students responses to the questionnaire's items by using the suitable statistical means.

3. Checking the validity of the responses against the justifications given by the students.

4. Discussing the results of the statistical analysis to the students' responses.

4. In the light of the statistical analysis results, conclusions are drawn and recommendations are offered as well as suggestions for further studies.

### 1.8 Significance of the Study

The present study analyzes and examines the responses of students to certain translation problems with the aim of acquiring knowledge about students' translation competence and background knowledge. It is significant in the sense that it is the first response study with regards to different translation problems. The justifications required from the students to provide add much to the authenticity of the responses.

## 2. Review of Related Literature

### 2.1 Requirements of a Successful Translation and Translators

Translation training and learning require students to build specific cognitive faculties and skills termed as translation competence that enable them to deal with the variable tasks encountered during the translation process (Schaffner and Adab, 2000:3). In order to define this special competence, scholars go to break it down into a set of sub-competences. One of the most important studies dealing with the matter of translation competence and its sub-competences is that of the PACTE

group (2000). PACTE model of translation competence, first presented in 1988, proposes six sub-competences (PACTE, 2000 & 2001 in Albir, 2017:36-37):

**1. communicative (bilingual) competence in two languages,**

**2. Extra-linguistic competence,**

**3. Instrumental-professional competence,**

**4. psych-physiological competence,**

**5. Transfer competence,**

**6. Strategic competence,**

For the creation of a successful translation, a number of principles have been established by scholars including Dolet (1540), Tytler (1797) and Nida (1964). Etienne Dolet was the first among writers who focused on a prescriptive mode of translation (how translation must to be). He proposed five principles for that purpose:

1. The translator must perfectly understand the sense and material of the original author, although he should feel free to clarify obscurities.

2. The translator should have a perfect knowledge of both SL and TL so as not to lessen the majesty of the language.

3. The translator should avoid word-for-word renderings.

4. The translator should avoid Latinate and unusual forms.

5. The translator should assemble and liaise words eloquently to avoid clumsiness (Munday, 2008:27).

Similar to Dolet's principles, Tytler (1797:15) sets three general laws or rules :

1. The translation should give a complete transcript of the ideas of the original work.

2. The style and manner of writing should be the same character with that of the original.

3. The translation should have all the ease of the original composition (cited in Munday, 2008:27).

For Nida, successful translation depends on creating equivalent response. He points that "the relationship between the receptor and message should be substantially the same as that which existed between the original receptors and the message" (Nida, 1964:159). Nida summarizes his viewpoints to successful translation in terms of three principles (ibid:164):

1. Making sense;

2. Conveying the spirit and manner of the original;

3. Having a natural and easy form of expression;

4. Producing a similar response.

## **2.2 Literal, Free and Functional Translation**

The debate of literal vs. free translation has dominated translation theory over the ages. Free translation focuses on transferring the meaning of the original text while overriding both the form and structure of the source text. Literal

translation, on the other hand, is a form of translation that is as close as possible to the original form (Palumbo, 2009:49).

Literal and free translation have been discussed by scholars and thinkers under variable terminologies. They are called word-for-word translation versus sense-for-sense translation by St Jerome, direct translation versus oblique translation (by Vinay and Darbelnet), formal equivalence versus dynamic equivalence (by Eugene Nida), semantic translation versus communicative translation (by Peter Newmark), overt translation versus covert translation (by Juliane House), and so on (Chapelle, 2013, 5408).

Functional equivalence which is the basis of functional translation is defined as "a type of equivalence reflected in a TT which seeks to adapt the function of the original to suit the specific context in and for which it was produced" (Shuttleworth and Cowie, 2017:64). Similarly, Hassan (2019:9) states that functional equivalence is the complete disregard for the form (not the message) of the original language. It focuses on the function of the text". It can be concluded that functional equivalence is a form of translation which aims at achieving the same purpose of the original text, that is, why the original text was produced.

### 2.3 Idiomatic Translation

Larson (1998) states that idiomatic translation focuses on using the target language natural forms regarding both grammatical and lexical choices. Idiomatic

translation should aim at making the target text as it was originally produced in the receptor language rather than as a translated text. By this, Larson affirms that idiomatic translation is the ultimate goal of a good translator. The Translator goal is to produce a target language text that expresses the original text message while using the natural forms of grammatical and lexical choices of the target language (ibid:18-19).

Shuttleworth and Cowie (1997:72) explains that idiomatic translation corresponds to Nida's dynamic equivalence in that it represents a receptor oriented approach (having the same effect as the original on the target readers). The main principle of idiomatic translation coincides with what Dryden (1992:26, cited in Munday, 2008:26) says about his translation of Virgil's *Aeneid* (1697) "I may presume to say.....I have endeavoured to make Virgil speak such English as he would himself have spoken, if he had born in English, and in this present age". The other aspect of idiomatic translation is the translation of idioms with the same or similar effect of the original as in translating the Arabic idiom 'يزيد الطين بلة' into '**to add insult to injury**'. As we see, the translated text comprises non equivalent words, yet it could be understood naturally in the target language and having similar impact and message as that of the original.

### 2.4 Inaccuracies

Traditionally, translation evaluation went with the notion of translation 'errors'. Different types of errors have been

recognized such as distortion of sense, omission and minor errors such as stylistic infelicity and orthographic errors. A number of scholars have diagnosed translation errors and classify them into various types. Nord (1997:75) defines translation errors as "a failure to carry out the instructions implied in the translation brief and as an inadequate solution to a translation problem", and as a result, she proposes the following classification of translation errors:

1. **Pragmatic Translation Errors**
2. **Cultural Translation Errors**
3. **Linguistic Translation Errors:**
4. **Text-Specific Translation Errors**

Newmark(1981:189) defines translation errors as consisting of two main types: referential errors and linguistic errors. He states that "referential errors are about facts, the real world, propositions not words". Linguistic errors symbolize the translator's lack of the target language competence. They may be grammatical or lexical such as use of words, collocations, and idioms.

## 2.5 Domestication & Foreignization

Domestication and foreignization are two translation strategies proposed by Venuti(1995:49) but originally proposed by Schleiermacher under the terms naturalizing and alienating. Domestication is the act of making the TT acceptable in the target culture where "the foreign text is imprinted with values specific to the target-language culture" (ibid). It aims to make

the foreign text look like familiar in the target culture. Foreignization, on the other hand, maintains the ST aspects in the form that it "resists dominant target-language culture values so as to signify the linguistic and cultural difference of the foreign text" (ibid, cited in Lahlali& Abu Hatab,2014:37).

## 2.6 Translation and Culture

Toury (2000) defines translation as "a kind of activity which inevitably involves at least two languages and two cultural traditions"(P.200). Lotman&Uspensky (1978:212) state that language and culture are inseparable concepts and must be regarded together by translators "no language can exist unless it steeped in the context of culture; and no culture can exist which does not have at its centre, the structure of natural language". Similarly, Nida believes that linguistic and cultural differences between the SL and the TL are equally important "differences between cultures may cause more severe complications for the translator than do differences in language structure" (1964,cited in Venuti,2000:130).

However, transferring cultural aspects is not such an easy task. Newmark (1988) states that cultural problems in translation arise where the expression to be transferred is specific to a particular culture. A problem arises when cultures have their own lexical terms for particular topics which are unfamiliar to other cultures such as French expressions for cheese and perfumes, Eskimos for snow, and Arabs for camels and swords and so on (p.95). Such specific terms are identified by most

scholars as cultural specific items or culture-bound terms.

### 3. Methodology

#### 3.2 Subjects

The subjects who participated in this study were forty six undergraduate translation students. The students recruited were randomly selected from the total number of final fourth year students of translation studying for their 2019-2020 academic year in the department of translation, College of Arts, University of Basrah. The selected group includes both male and female students. Because of circumstances forced by coronavirus-19, the students were recruited through the individual research groups run by the instructors of the Department of Translation via telegram .

#### 3.2 The Questionnaire

In order to investigate the students background knowledge about translation and assess the amount of competence which they have developed throughout their academic study , a questionnaire of forty items was designed to extract students' responses to different translation problems. The number of the problems (40) was decided and approved by the jury. It has been decided that problems of English into Arabic translation (24) should be higher than the number of problems in Arabic into English translation (16) since most translators translate into their native language because it is easier and faster in one's native language (Al-Ali,2018:12).The

total percentage is 60% for the first category and 40% for the second category.

It has been decided that the problems should cover a wide range of text types and styles similar to that which the students have been exposed to in the various courses they studied in the departments of translation. As such, the problems include common prose style and literary style, and of genres such as poetry, drama, and Holy Quraan in addition to idiomatic expressions ,proverbial statements and media news. It is worth pointing out that while some of the problems are authentic and are well-sourced, the other some is fabricated by the researcher and the supervisor and in consonance with facts of the two linguistic systems. In order to make students respond to the questionnaire items more objectively, (42) variable reasons were given in the questionnaire for the students to choose from in order to state the reason for their choice of translation. Such a procedure is followed to ensure that the students give more reasoned responses and not act haphazardly.

#### 3.3 Statistical Means

In order to find out the results of the students questionnaire, the researcher has adopted the statistical package for social sciences(SPSS), the following statistical means:

1.alphacronbach formula:

$$\alpha = \frac{n r_{ii}}{1 + (n-1) r_{ii}}$$

where n=the number of items in the questionnaire,  $r_{ii}$ = the average of all the

inter-item correlations (Cohen et al,2018:774).

2.Spearman-Brown formula: to test the questionnaire reliability:  $R = \frac{2r}{1+r}$  ( where R=actual correlation between the halves of the questionnaire) (Cohen et al,2018:269).

3.Stanard Deviation:  $SD = \sqrt{\frac{\sum(X-\bar{X})^2}{N-1}}$  (Lowie &Seton,2013:29)

4.Pearson Coefficient Correlation: it was used to estimate the relationship among the questionnaire items.  $r_s = 1 - \left[ \frac{6\sum d_i^2}{n(n^2-1)} \right]$

$d_i$  = difference between ranks of a pair of items

n= numbers of pairs of items  
(Kothari,2004:139)

5. Mean:  $\bar{X} = \frac{\sum X_i}{n} = \frac{X_1+X_2+\dots+X_n}{n}$

$\bar{X}$  = the mean (pronounced as X bar)

$\sum$  = sum (or add)

$X_i$  = scores

N=number of scores  
(Kothari,2004:132)

#### 4. Data Analysis and Discussion

In order to find the results, the researcher has used the software package for social sciences(SPSS). The questionnaire items (40) are analyzed according to their frequencies, percentages and their mean. There are three possibilities (zero,1, 2) for each item. The correct choice with the correct reason has got (2),the correct choice with the wrong reason has got (1) while the wrong choice has given (0) score. The frequencies,

percentages, the means and the standard deviations have been calculated depending on these possibilities.

The researcher has depended on a cut point to determine the students' awareness and ability to deal with each item as well as the level of difficulty represented in each item. The cut point is represented by the mean value of the possibilities (zero,1,2) of each item which is (1). As such ,the items which have got a mean which is (1) or more represent problems of low difficulty level and easy for the students to deal with. Whereas those items which have got a mean which is less than (1) reflect the students' poor awareness of them and representing the more difficult problems. Depending on that, the statistical findings show that (24) items stand as a sever translation problems for the students, while (16) of the items do not represent a big difficulty for them. Hereunder, the statistical analysis results of the students responses to the questionnaire's items:

**Table(1): Statistical Analysis Results of All of the Questionnaire Items**

N	The	0	%	1	%	2	%	Me	St.
o.	Questio							an	dev
	nnaire								iati
	items								on
1	Cambri	3	8	5	1	3	6.	0.2	0.56
	dge	8	2.	0.		5	39		
	Univers		6	9			1		
	ity is								
	the								
	second								
	oldest								



	universi ty in the world.								
2	John went fishing with his friends.	2	4. 3	2 4	5 2.	2 0	4 3.	1.3 91	0.57 651
3	Basra is a great city.	1	2. 2	3 6	7 8.	9 3	1 9.	1.1 73	0.43 738
4	He lived first in Hull	4	8. 7	2 6	5 6.	1 6	3 4.	1.2 60	0.61 227
5	John and Marry were in the sitting- room. They were playing cards.	7	1 5. 2	3 5	7 6.	4 1	8. 7	0.9 34	0.49 000
6	The boy bought pencils, sharpen ers, erasers and copybo oks.	1 7	3 7. 0	1 9	4 1.	1 0	2 1.	0.8 47	0.75 916

7	Poetry took numero us forms in mediev al Europe.			3 8	8 2.	8 6	1 3	1.1 73	
8	The translat or needs to be bilingu al, s/he also needs to be bicultur al.			3 5	6 7.	1 1	2 3.	1.2 39	0.43 127
9	Our team shall meet them in Februar y.	2 0	4 3.	2 5	4 3.	4 5	6 3	0.6 95	0.69 505
10	I will go to Fatoota rest to buy a humbur ger.	2 9	6 3.	1 0	3 6	1 8	1 4.	0.3 91	0.53 658
11	The Persian	1 7	3 7.	1 8	3 9.	1 1	2 3.	0.8 69	0.77 771

	Gulf is located in the southwestern Asia.		0		1		9	6	
1	He played an important role.	2	6	1	2	6	1	0.5	0.72
2		9	3.	1	3.		3.	00	265
			0		9		1	0	
1	Carrying coal to Newcastle.	2	5	1	3	6	1	0.6	0.71
3		4	2.	6	4.		3	08	424
			2		8			7	
1	Birds of a feather flock together.	1	3	2	4	1	2	0.9	0.72
4		4	0.	2	7.	0	1.	13	499
			4		8		8	0	
1	Charlie kicked the pocket today.	9	1	2	4	1	3	1.1	0.72
5		9.	1	5.	6	4.	52	930	
			6		7		7	2	
1	He thought of men who feared going to the sea.	2	5	1	3	3	6.	0.5	0.62
6		6	6.	7	7		5	00	361
			5					0	
1	He looked			4	8	6	1	1.1	0.34
7				0	7		3	30	050

	for the bird now because he would have liked him for company.								4
1	Les Misérables a French historical novel by Victor Hugo.	4	1	0	0	0	0	0	0
8		6	0						
			0						
1	My heart still loves the people of the house of Amir.	2	4	2	5	0	0	0.5	0.50
9		0	3.	6	6.			65	121
			4		5			2	
2	Where are my Switzers?			4	8	5	1	1.1	0.31
0				1	9.		0.	08	470
					1		9	7	
2	Shall I compare thee			2	5	2	4	1.4	
1				6	6.	0	3.	34	
					5		4	7	

	to a summer's day?								
2	I saw	9	1	3	7	1	2.	0.8	0.43
2	the one-eyed merchant.	9.	6	8.			1	26	738
		6		3				1	
2	My hair	3	7	1	2	0	0	0.2	
3	turned grey.	4	3.	2	6.			60	
		9		6				9	
2	You are			2	5	2	4	1.4	
4	a liar then.			6	6.	0	3.	34	
				5		4	7		
2	تريد مونا	7	1	2	5	1	3	1.1	0.66
5	أن تصبح مترجمة.	5.	5	4.	4	0.	52	558	
		2		3		5	2		
2	الأسلام	1	2.	2	5		4	1.3	0.53
6	دين ينتشر بسرعة كبيرة.	2	6	6.	1	1.	91	658	
				5	9	3	3		
2	وصل آية	1	2	2	5		1	0.9	0.69
7	الله العليا السيد علي السيستاني مدينة النجف بعد رحلة علاجية.	3	8.	4	2.	9	9.	13	366
		3		2		5	0		
2	التقى وزير الخارجية الأمريكية نظيره الروسي.	1	2	2	5		1	0.9	0.69
8	أصدرت	3	8.	4	2.	9	9	13	366
		3		2				0	

9	العمادة كتابا رسميا جديدا.	4	0.	8	0.		7	82	304
		4		9				6	
3	يقع قصر الحمراء في غرناطة.	2	5	1	2	7	1	0.5	0.74
0		7	8.	2	6.		5.	65	988
		7		1		2	2		
3	أشكو اليك قلة الفئران في بيتي.	1	2	2	5	1	2	0.9	0.71
1		2	6.	3	0	1	3.	78	458
		1					9	3	
3	انه كلبي	2	6	5	1	1	2	0.6	0.89
2	بلاكي ، وهو صديقي الحميم.	8	0.	0.	3	8.	73	578	
		9		9		2	9		
3	انها تمطر كافواه القرب	1	2	2	5	6	1	0.8	0.63
3		3	8.	7	8.		3	47	131
		3		7			8		
3	لَتَبْلُؤُنَ فِي أَمْوَالِكُمْ وَأَنْفُسِكُمْ لِعَمْرَانِ/ (١٨٦)	1	2	2	5	9	1	0.9	0.69
4		3	8.	4	2.		9.	13	366
		3		2			5	0	
3	أَوْ لَأَمْسُتُمْ النِّسَاءَ (الذ (ساء ٤٣	2	4	6	1	1	4	0.9	0.94
5		1	5.		3	9	1.	56	178
		7				3	5		
3	إِنِّي وَجَدْتُ امْرَأَةً تَمْلِكُهُمْ (الذ (مل/٢٤	1	2	2	5	1	2	1.0	0.66
6		0	1.	6	6.	0	1.	00	667
		7		5		8	0		
3	الله نور السموات والأرض) (النور/٣٥	4	8.	3	7	9	1	1.1	0.52
7			7	3	1.		9.	08	613
				7		6	7		

3	وَاسْتَفْرَزَ			2	5	2	4	1.4	0.50
8	مَنْ اسْتَطَعَتْ مِنْهُمْ بِصَوْنِكَ (الأسراء/ ٦٤)			6	6	0	3	34	121
				5		5		8	
3	قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفَكَ (الذم/ ٤٠)			3	6	1	3	1.3	0.46
9				2	9	4	0	04	522
				6		4		3	
4	أَمَّنْ يُجِيبُ الْمُضْطَرَّ إِذَا دَعَاهُ (النم/ ٦٢)	2	5	1	3	3	6	0.5	0.62
0		5	4	8	9		6	21	322
		3		1				7	

From the table above, items which aim to investigate the students' linguistic knowledge of the English language which include (1,2,3,4,5,6,7,16,17,18) items have got (1) scores as the most among other scores; (52.1%) for the (1) scores, (30.6 %) for the (0) scores and (15 %) for the (2) scores. That means that the students are able to give the right solution to the problem they face, yet they are unable to realize the reason for that translation due to their limited background linguistic knowledge of the English language and that which the research hypothesis (2) states.

**Table (2): Statistical Analysis Results of Linguistic Items of English Translation**

	0	%	1	%	2	%	Mean
--	---	---	---	---	---	---	------

Englis	14	30.	24	52.	6	1	0.821
h	1	6	0	1	9	5	73
linguis							
tic							
proble							
ms							

Items (9,10,13,14,15,19,20) which focus on examining the students' cultural knowledge of the English language have got (1) scores as the highest percentage (44.7%); (36%) for the (0) scores and (13.6%) for the (2) scores and that affirms the research hypothesis (2) .

**Table (3) : Statistical Analysis Results of Cultural Items of English Translation**

	0	%	1	%	2	%	Mean
Englis	11	3	14	44.	4	13.	0.720
h	6	6	4	7	4	6	49
cultura							
l							
proble							
ms							

Concerning items that aim to examine the students' political and ideological knowledge of the English language which include the (11) item only, it has got (1) scores in a percentage of (39.1%) and then (0) scores of ( 36.9%) and (2) scores in a percentage of (23.9%).It is clear that the (0) and (1) scores are the highest with a very little difference between them and that goes in line with both the research hypotheses(1) and (2), i.e. students fail to

choose the suitable solutions (translations) for the translation problems they face or they are unable to give the suitable explanations (reasons) although they choose the suitable solutions.

**Table (4) : Statistical Analysis Results of Political and Ideological Items of English Translation**

	0	%	1	%	2	%	Mean
political and ideological problems of English translation	1	36.	1	39.	1	23.	0.869
	7	9	8	1	1	9	56

Gender-related items of English language including the (8) item has got (35) students who have stated their opinions from the English gender problem yet they were unable to state the reason which reflects their poor background knowledge. Only (11) students were aware of the right reason and that is a small number compared to (35) students of a limited background knowledge. That goes in line with the research hypotheses (2) and (3).

**Table (5) : Statistical Analysis Results of Gender Items of English Translation**

	0	%	1	%	2	%	Mean
English gender related			35	76	11	23.9	1.23913

problem				
---------	--	--	--	--

In reference to literal translation problems of English language which include (12,21,22) , they have got (1) scores more than (0) and (2) scores; (52.8%) for the (1) scores, (27.5%) for the (0) scores and ( 19.5%) for the (2) scores and that affirms the research hypothesis (2).

**Table(6):Statistical Analysis Results of English Literal translation Items**

	0	%	1	%	2	%	Mean
English Literal translation problems	3	27.	7	52.	2	19.	0.920
	8	5	3	8	7	5	28

In terms of investigating the students preferable style in translation, items (23,24) aim to reveal the students followed style concerning English translation problems. They have got (36.9%) for the (0) scores,(41.3 %) for the (1) scores and (21.7%) for the (2) scores. As it is clear that big proportion (41.3%) of the students are unable to explain the reason for their choice correctly as the hypothesis (2) states besides the number of students who failed to choose the right translation is the second highest proportion (36.9 %) as the hypothesis (1) denotes.

**Table(7):Statistical Analysis Results of Stylistic items of English Translation**

	0	%	1	%	2	%	Mean
English Stylistic translation problems	3	36.	3	41.	2	21.	0.847
	4	9	8	3	0	7	82

As for problems in the Arabic into English phase of translation, items which focus on the students' linguistic knowledge of the Arabic language are (32,34,40). These items have got (0) scores more than other scores in a percentage of (47.8%) ; (1) scores as (34%) and (2) scores as (18.1%). That means the larger number of students fails to respond to the right translation as the hypothesis (1) implies.

**Table (8) : Statistical Analysis Results of Linguistic Items of Arabic Translation**

	0	%	1	%	2	%	Mean
Arabic linguistic problems	6	47.	4	3	2	18.	0.702
	6	8	7	4	5	1	89

Concerning items that focus on the students Arabic cultural background knowledge which are (28, 30,33,35), they have got (74) (40.2%) students failed to respond to the right translation and it was the highest proportion ; (37.5%) for the (1) score and (22.2 %) for the (2) scores.

Students' failure to choose the right translation as well as their disability to state the reason expresses their poor cultural background knowledge of the Arabic language as the research hypotheses (1,2,3) denotes.

**Table (9): Statistical Analysis Results of Cultural Items of Arabic Translation**

	0	%	1	%	2	%	Mean
Arabic cultural problems	7	40.	6	37.	4	22.	0.820
	4	2	9	0	1	2	65

In reference to items that aim to reveal the students' political and ideological knowledge of the Arabic language which include (26, 37), students who responded to the right translation yet were unable to state the reason constitute the larger proportion (64.1%) ,(5.9%) of them could not realize the right translation and (30.4%) were able to respond to the right translation besides stating the right reason. Anyhow, that result reflects the students limited theoretical background knowledge of the Arabic language.

**Table (10): Statistical Analysis Results of Political and ideological Items of Arabic Translation**

	0	%	1	%	2	%	Mean
Political and ideological	5	5.	5	64.	2	30.	1.891
	9	9	1	8	4	30	

problems of Arabic translation							
--------------------------------	--	--	--	--	--	--	--

Gender-related item of the Arabic language including the (25) item only and it has got (1) scores as the highest percentage (54.3%); (0) scores as (15.2%) and (2) scores as (30.4%). As it is clear, the larger number of students were able to respond to the right translation but unable to show the theoretical reason which reflects their limited theoretical background knowledge of the Arabic gender related problems in translation (hypotheses 2 and 3).

**Table (11) : Statistical Analysis Results of Gender Related Items of Arabic Translation**

	0	%	1	%	2	%	Mean
Arabic gender related problems	7	15.2	2	54.3	1	30.4	1.152
	2	5	3	4	4	4	17

Concerning items of literal translation problems of the Arabic language which are (31,29,36), the larger number of students was unaware of the theoretical reason of their choice although they have responded to the right translation (hypothesis 2) ; (55.7%) for the (1) scores as the most, (26%) for the (0) scores and (18.1%) for the (2) scores. That result reflects the students limited background knowledge of

literal translation problems of the Arabic language (hypothesis 3).

**Table (12) : Statistical Analysis Results of Literal Translation Items of Arabic Translation**

	0	%	1	%	2	%	Mean
Arabic Literal translation problems	3	2	7	55.7	2	18.1	0.920
	6	6	7	7	5	1	28

Items which aim to reveal the students' preferable style in translation when dealing with Arabic texts are (38,39). The number of students who could state the right reason for their style was (34) (36.9%) whereas those who could not state the exact reason were (58) (63%) . It is clear that the larger number of students lack the sufficient theoretical knowledge which make them able to explain their translation (hypotheses 2 and 3).

**Table (13) : Statistical Analysis Results of Stylistic Items of Arabic Translation**

	0	%	1	%	2	%	Mean
Stylistic items of Arabic language			5	6	3	36.9	1.3695
			8	3	4	9	6

In order to find out which translation problems represent the most difficult for the students, a comparison is carried out between the mean values of the questionnaire items and the result is as follows ( from the most difficult to the less):

1. Linguistic problems of Arabic translation
2. Cultural Problems of English translation
3. Linguistic Problem of English translation
4. Cultural Problems of Arabic translation
5. Stylistic Problems of English translation
6. Political and ideological problems of English translation
7. Literal translation problems of English translation & literal translation problems of Arabic translation (equal)
8. Gender related problems of Arabic translation
9. Gender related problems of English translation
10. Stylistic problems of Arabic translation
11. Political and ideological problems of Arabic translation

#### 4. Conclusions, Recommendations and Suggestions or further Studies

The study has come up with the following conclusions:

1. Students' theoretical background knowledge about translation is very limited which make them unable to solve many of the translation problems they face.
2. Students' ability to realize the right translation beside realizing the theoretical reason of that translation is very poor.

3. Although students sometimes are aware of the right translation to the particular problem they face, yet they fail to show the theoretical reason behind that translation.

4. Linguistic and cultural problems of translation constitute the most difficult problems for the students in both Arabic and English languages.

5. Students' background knowledge about political problems in Arabic translation is rich compared to their in English translation.

6. Students background knowledge about literal and gender translation problems in both Arabic and English languages are the same.

6. Students' ability to state the reason behind their preferable style in Arabic translation is stronger than their in English translation.

#### 5.2 Recommendations

In light of the conclusions mentioned, a number of recommendations are offered:

1. Paying more attention to the theoretical side of translation learning to make students' dealing with translation problems based on a right background knowledge.

2. Increasing the linguistic and cultural theoretical courses in both languages ( Arabic and English) given to the students as they represent the most difficult translation problems for them.

#### 5.3 Suggestions for Further Studies

1. The present study focuses on the students' responses to different translation



problems, a further study could be conducted to investigate students' responses to pragmatic translation problems from English into Arabic (or vice versa).

2. A further study could be carried out to examine the students' responses to electronic translational problems from English into Arabic (or vice versa).

3. A comparative study could be carried out to investigate the students' performance in Arabic and English Translation.

#### دراسة تحليلية لاستجابات طلبة المراحل المتقدمة في الترجمة لمشاكل ترجمية مختلفة

##### الخلاصة :

تهدف الدراسة الحالية الى تقييم الخلفية النظرية العلمية للطلبة عن الترجمة والتي اكتسبوها خلال مسيرتهم الدراسية وكذلك استكشاف اهم المشاكل التي تمثل الجانب الأصعب للطلبة تتكون الدراسة من خمسة فصول : المقدمات (والتي تظم أساسيات البحث) والجانب النظري (ويعرض الأساسيات النظرية التي بنيت عليها الدراسة) وكذلك منهجية البحث (والتي تبين أهم الإجراءات المتبعة لأجراء الدراسة) بالإضافة الى التحليل الإحصائي للبيانات ومناقشة النتائج وأخيرا استعراض أهم النتائج التي توصلت اليها الدراسة وبعض التوصيات ومقترحات لمزيد من الدراسات.

#### References

- Al-Ali, K.(2018). *Reading Comprehension for Students of Translation*. Beirut: University Book House.
- Albir, A (Ed) . (2017). *Researching Translation Competence by PACTE Group*. Amsterdam & Philadelphia: Benjamins Publishing.

Baker, M (1992). *In Other Words* . London and New York : Routledge

Baker,M.(2001).*Routledge Encyclopedia of Translation Studies*. London and New York: Routledge.

Bell, R.(1991).*Translation and Translating: Theory and Practice*.London & New York: Longman.

Catford. J (1965). *A Linguistic Theory of Translation*. Oxford : Oxford University Press.

Chapelle,C (2013). *Encyclopedia of Applied Linguistics* .USA:Blackwell.

Cohen, L et al(2018). *Research Methods in Education*(8 ed.). London & New York: Routledge.

Hassan, B. (2019). *Working with Different Text Types in English and Arabic: Translation in Practice*. Newcastle : Cambridge Scholars Publishing.

Harvey, M(2000).*A Beginner's Course in Legal Translation: The Case of Culture Bound Terms*.2-6.

Kothari, C . (2004). *Research Methodology : Methods and Techniques* . New Delhi: New Age.

Lahlali,E&Abu Hatab, W.(2014).*Advanced English–Arabic translation*.

Edinburgh: Edinburgh University Press.

Larson , M. (1998). *Meaning-Based Translation*. London & New York: Routledge.

Lotman,Y&Uspensky,B.(1978).*On the Semiotic Mechanism of Culture*. New Literary History.9.212.

Lowie, W & Seton, B. (2013). *Essential Statistics for Applied Linguistics*. London: Palgrave Macmillan

Munday, J. (2008). *Introducing Translation Studies*. London & New York: Routledge.

Newmark, P. (1981). *Approaches to Translation*. Oxford and New York: Pergamon.

\_\_\_\_\_. (1988). *A Textbook of Translation Studies* London, New York, Toronto, Sidney Tokyo: Prentice Hall.

Nida, E. (1964). *Toward a Science of Translating*. Leiden: E. J. Brill.

Nord, C. (1997). *Translating as a Purposeful Activity: Functionalist Approaches Explained*. Manchester: ST Jerome Publishing.

Palumbo, G. (2009). *Key Terms in Translation Studies*. London and New York: Continuum International Publishing.

Panuo, D. (2013). *Equivalence in Translation Theories: A Critical evaluation*. Theory and Practice in Language Studies. Vol.(3).(1-6). Finland: Academy Publisher.

Sager, J. (1994). *Language Engineering and Translation*. Amsterdam

Schaffner, C & Adab, B (2000). *Developing Translation Competence*. Amsterdam & Philadelphia: Benjamins Publishing

Shuttle, M & Cowie, M. (1997). *Dictionary of Translation Studies*. London & New York.

Toury, G. (2000). *The Nature and Role of Norm in Translation*. Amsterdam & Philadelphia: Benjamins Publishing.

Trosborg, A. (1997). *Text Typology and Translation*. Amsterdam & Philadelphia: John Benjamins Publishing.

Venuti, L. (2000). *Translation Studies Reader*. London and New York: Routledge.

Vinay, J & Darbelnet, J. (1995). *Comparative Stylistics of French and English*. Amsterdam & Philadelphia: John Benjamins Publishing.

## Appendices

### The Students' Questionnaire Problem Clues

No	Clue	Code
١	Multiple equivalents are more emphatic	R 1
٢	Prefer local words to non-local words	R2
٣	Formally more correct	R 3
٤	Prefer non-literal to literal translation	R4
٥	Prefer naturally derived to non-naturally derived words	R 5
٦	Prefer feminine to non-feminine words	R 6
٧	Single equivalents is more correct	R 7
٨	Functional equivalents are better than literal equivalents	R 8
٩	This equivalent has Islamic overtones	R 9
١٠	Prefer to use the Arabic punctuation system	R 10

١١	This equivalent does not differ from the other	R 11
١٢	No difference between feminine and non-feminine words	R 12
١٣	Literal equivalents are better than functional equivalents	R13
١٤	This translation agrees with my political position	R 14
١٥	Prefer to follow the punctuation of the original	R 15
١٦	Prefer neologisms to sexual terms	R 16
١٧	Prefer old forms of words in literary style	R 17
١٨	Pronoun back reference should be observed	R 18
١٩	Capital letters signify difference	R 19
٢٠	This translation shows more honour and respect	R 20
٢١	Prefer modern forms of words to old forms	R 21
٢٢	This translation is more accurate than the other one	R 22
٢٣	No much difference between the two translations	R 23
٢٤	Femininity must be visible	R 24
٢٥	Prefers this equivalent because it agrees with my religious views	R 25
٢٦	Agree with the translation because I like bets	R 26
٢٧	Agree with the translation because animals cannot be given human pronouns	R 27
٢٨	Prefer this translation because it is more emphatic	R 28
٢٩	Correct historical fact	R 29
٣٠	Prefer Quraanic style	R 30
٣١	Do not prefer Quraanic style	R 31
٣٢	Like translator's expansion of meaning	R 32
٣٣	Do not like translator's expansion of meaning	R 33
٣٤	Is more correct because it	R 34

	agrees with the article system	
٣٥	The equivalent is more (natural (domestication	R 35
٣٦	The foreignized equivalent is more expressing	R 36
٣٧	Although incorrect, it is more common	R 37
٣٨	More accurate equivalent	R 38
٣٩	More correct phonetically	R 39
٤٠	The subject- verb agreement is correct	R 40
٤١	Is more correct Islamically	R 41
٤٢	Culturally correct translation	R 42

Dear student: kindly choose the translation you find most appropriate by attaching the (✓) symbol together with indicating the code for the clue you find as the appropriate reason. Please notice that the clues are arranged randomly.

عزيزي الطالب : أختار الترجمة المناسبة لك بتأشيرها بالعلامة (✓) مع بيان رقم الإشارة التي تراها سببا مناسباً لاختيارك ، و ملاحظة أن الإشارات اعلاه مرتبة بصورة عشوائية

No	Problems and Translations
١	Cambridge University is the second .oldest university in the world - جامعة كامبردج هي ثاني اقدم جامعة في العالم. - جامعة كيمبرج هي ثاني اقدم جامعة في العالم. .....:Reason .....

2	.John went fishing with his friends - جون ذهب للصيد مع اصدقائه. - ذهب جون للصيد مع اصدقائه. .....:Reason .....	- اتخذ الشعر اشكالا متعددة في اوربا القروسطية .....:Reason .....
3	.Basra is a great city - بصرة مدينة عظيمة. - البصرة مدينة عظيمة. .....:Reason .....	8 The translator needs to bilingual, .s/he also needs to be bicultural - يحتاج المترجم أن يكون ثنائي اللغة والثقافة. .....:Reason .....
4	.He lived first in Hull -وسكن اولاً في بدن سفينة -وسكن اولاً في مدينة هل .....:Reason .....	- يحتاج المترجم / تحتاج المترجمة أن يكون / أن تكون ثنائي / ثنائية اللغة، ويحتاج /تحتاج الى أن يكون ثنائي الثقافة. .....:Reason .....
5	John and Marry were in the sitting- room. They were playing cards - كان جون وماري في غرفة الجلوس ، وكانوا يلعبون الورق. - كان جون وماري في غرفة المعيشة وكانا يلعبان الورق. .....:Reason .....	9 Our team Shall meet them in .February - سيواجههم فريقنا في شهر فبراير. - سيواجههم فريقنا في شهر شباط. .....:Reason .....
6	s and copybooks - اشترى الصبي أقلاما ، مبرايات ، مماحايات ودفاتر. - اشترى الصبي أقلاما و مبرايات ومماحي ودفاتر. .....:Reason .....	10 I will go to Fatoota rest to buy a .hamburger - سأذهب إلى مطعم فطوطة لأشتري همبرغر. - سأذهب إلى مطعم فطوطة لأشتري شطيرة لحم. .....:Reason .....
7	Poetry took numerous forms in .medieval Europe - اتخذ الشعر أشكالاً متعددة في أوربا القرون الوسطى	11 The Persian Gulf is located in .southwestern Asia - يقع الخليج الفارسي في جنوب غرب اسيا.

	<p>- يقع الخليج العربي في جنوب غرب اسيا.</p> <p>.....:Reason</p> <p>.....</p>	١٧	<p>He looked for the bird now because he would have liked him for .company</p> <p>- وجمال طرفه في ما حوله باحثا عن الطير، إذ كان يجد في رفقة عزاء وسلوى.</p> <p>- وجمال طرفه في ما حوله باحثا عن الطير، إذ كان يجد في رفقة عزاء.</p> <p>.....:Reason</p> <p>.....</p>
12	<p>.He played an important role</p> <p>- لعب دورا مهما.</p> <p>- قام بدور مهم.</p> <p>.....:Reason</p> <p>.....</p>	١٨	<p>Les Miserables is a French historical .novel by Victor Hugo</p> <p>- البائسون رواية تاريخية فرنسية للكاتب فكتور هوغو.</p> <p>- البؤساء رواية تاريخية فرنسية للكاتب فكتور هوغو .</p> <p>.....:Reason</p> <p>.....</p>
13	<p>.Carrying coal to Newcastle</p> <p>- كبايع الماء الى حارة السقاينين.</p> <p>- كبايع الفحم الى نيوكاسل.</p> <p>.....:Reason</p> <p>.....</p>	١٩	<p>My heart still loves the people of the .house of Amir</p> <p>- وقلبي بحب آل البيت عامر.</p> <p>- وقلبي لازال يحب آل عامر.</p> <p>.....:Reason</p> <p>.....</p>
14	<p>.Birds of a feather flock together</p> <p>- وافق شن طبقة.</p> <p>- تتجمع الطيور مع بعضها البعض.</p> <p>.....:Reason</p> <p>.....</p>	٢٠	<p>Where are my Switzers (from .?(Switzerland</p> <p>- أين سويسريوي؟</p> <p>- أين حربي الخاص؟</p> <p>.....:Reason</p> <p>.....</p>
15	<p>.Charlie kicked the pocket Yesterday</p> <p>- توفي جارلي أمس.</p> <p>- رفس جارلي الدلو أمس.</p> <p>.....:Reason</p> <p>.....</p>	٢١	<p>Shall I compare thee to a summer's .?day</p> <p>- أبيض من ايام الصيف أشبهك؟</p> <p>- أبيض من أيام الربيع أشبهك؟</p>
16	<p>He thought of men who feared going to sea.</p> <p>- وفكر في اولئك الذين يخشون الخروج للبحر.</p> <p>- وفكر في اولئك الذين خشوا الخروج للبحر.</p> <p>.....:Reason</p> <p>.....</p>		

	.....:Reason .....	٢٧	وصل آية الله العليا السيد علي السيستاني مدينة النجف بعد رحلة علاجية. -Ali As-Sistani reached Najaf after a medical trip. -Grand Ayotollah Sayyid Ali As-Sistani reached Najaf after a medical trip. .....:Reason .....
٢٢	.I saw the one –eyed merchant - رأيت التاجر أحادي العين. - رأيت التاجر كريم العين. .....:Reason .....	٢٨	التقى وزير الخارجية الأمريكي نظيره الروسي - The American minister of Affairs met with his Russian counterpart. - The American Secretary of State met with his Russian counterpart. .....:Reason .....
٢٣	.My hair turned grey - أصبح شعري أشيبا. - أشتعل رأسي شيبا. .....:Reason .....	٢٩	اصدرت العمادة كتابا رسميا جديدا - The deanery issued a new formal book. - The deanery issued a new formal letter. .....:Reason .....
٢٤	.You are a liar then - أنت كاذب إذن. - أنك إذن لمن الكاذبين. .....:Reason .....	٣٠	يقع قصر الحمراء في غرناطة. -Al-Hambra Palace is located in Granada. -Al-Hamra Palace is located in Granada
٢٥	تريد مونا أن تصبح مترجمة -Mona wants to be a female-translator - Mona wants to be a translator .....:Reason .....		
٢٦	الإسلام دين ينتشر بسرعة كبيرة. -Mohammedism is a quickly growing religion. .....:Reason .....		

	Reason:..... .....		.....
٣١	أشكو اليك قلة الفئران في بيتي. -I complain to you the fewness of mice in my house. -I complain to you my poverty. Reason:.....	٣٦	إِنِّي وَجَدْتُ امْرَأَةً تَمْلِكُهُمْ (النمل/ ٢٤) - I found a woman owning them. - I found a woman ruling over them. .....:Reason .....
٣٢	إنه كلابي بلاكي ، و هو صديقي الحميم -This is my dog Blackie, and he's my close friend. - This is my dog Blackie, and it is my close friend. .....:Reason .....	٣٧	الله نور السموات و الأرض (النور/ ٣٥) - God is the Light of the Earth and Heavens. - Allah is the Light of the Earth and Heavens. .....:Reason .....
٣٣	انها تمطر كأفواه القرب - It is raining cats and dogs. - It is raining heavily. .....:Reason .....	٣٨	وَاسْتَفْزِرْ مَنْ اسْتَطَعْتَ مِنْهُمْ بِصَوْتِكَ (الأسراء/ ٦٤) And incite whoever you can among - them with your voice And incite those whoever you can - among them with your voice (i.e. songs, music, and any other call for Allah's disobedience .....:Reason - ..... .....
٣٤	لَتُبْلَوْنَ فِي أَمْوَالِكُمْ وَأَنْفُسِكُمْ (آل عمران / ١٨٦) - You shall be tested in your wealth and in yourselves. - You shall surely be tested in your wealth and in yourselves. .....:Reason .....	٣٩	قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفُكَ (النمل / ٤٠) - before your glance returns to you.
٣٥	أَوْ لَامَسْتُمُ النِّسَاءَ (النساء/ ٤٣) - or you have touched the women. - or you have had sex with women. .....:Reason		

	<p>- before thy glance returnth unto thee.</p> <p>.....:Reason</p> <p>.....</p>
٤٠	<p>أَمَّنْ يُجِيبُ الْمُضْطَرَّ إِذَا دَعَاهُ (النمل / ٦٢)</p> <p>- Who listens to the distressed person when he calls on Him</p> <p>- Who listens to the distressed ones when he calls on Him</p> <p>.....:Reason</p> <p>.....</p>