A contrastive analysis of English and Arabic Translation Problems

Waleed Abd Elwahab Abd Elmajid1, Mahmoud Ali Ahmed2
1,2Sudan University of Science and Technology

ABSTRACT:
The objective of study is mainly to distinguish the problems of translation for EFL learners and translators as well. To verify the research assumption, the study implements an experimental method in order to find out the problems of translation. To assess the data, the researcher used (SPSS ) program. The researcher reach to a number of results: Most of translation learners face some difficulties when dealing with cultural varieties, conceptual, and idiomatic expressions. Translation students do not have sufficient training on how to translate different kinds of subjects such as tenses and proverbs from English to Arabic. Translation students are not aware of how to use specialized English-English dictionaries. The syllabuses do not contain adequate materials on teaching and introducing all translation difficulties and problems in details. The study also recommended giving further concentration to the differences between English style and Arabic style.

Keywords: English varieties, Environmental Differences, semantics, Classical Arabic Idioms

INTRODUCTION:
In recent eras, the importance of translation has been increased dramatically. No wonder that translation serves as an access to science in the West, which we need in our way towards the promotion of technological and scientific development. Translation, on the other hand has great significance experiments in the history of Arab culture. Most of nation’s heritage that
proceeded the Arab era has been transferred during the seventh and eighth centuries into Arabic language, and then directly from Greek. Arabs at that time began to learn foreign languages after the stability of Islam in the occupied countries and succeeded to translate a lot of knowledge and sciences into Arabic.

It is well known that any intellectual or scientific renaissance must be preceded by the energetic movement of translation. Consequently, translation has a serious role to play, especially in recent times, where the scope of intellectual movement in any country must keep pace with the rapid developments in various social sciences, and this will be done only through the transfer of ideas of the developed countries to guide the developing countries on their way towards the comprehensive scientific progress.

Students and translators usually face some certain problems in the translation process such as ambiguous terms, due to cultural variety, and problems that originate from structural and lexical differences between languages and multiword units like idioms and collocations. Additional problematic area would be the grammar because there are several differences between English and Arabic language. Some kinds of vocabularies are actually hard to translate, that is the small common words, whose precise meaning depends mainly on context. Moreover, various words are untranslatable between languages especially when using the same grammatical category. These kinds of problems normally exist when learners and translators do not have a sufficient knowledge of target language. Furthermore, the difficulties in English-Arabic translation also come from differences in word order between the syntax of the two languages.

The characteristics of good translator:
Translation must be a complete transcript of the same ideas found in the original text and must reflect all the elements and clarity in the original text. A good translator must have a great deal of information and knowledgeable that will enable him/her to retain the same method and the original characteristics of writing that found in the original text. The translator also must have a complete knowledge of the rules of the target language and the source language as well. Besides, he/she must have fully aware of the cultural background of both languages. Then the translator must have adequate aware of the topic to be translated and has the ability to correct less important or unclear expressions that present in the original text. In addition to, the translator must have a literary sense that will enable him/her to critique and judge the validity of the method and evaluated the literary text. Hence, translation process is divided into two main phases: The first phase deals with analyzing the written text in the source language (SL), in order to reach the real meaning which is embedded in the text. Then begin the process of rethink which leads to enter into the second phase, that is, the synthesis which concentrates on wording the meaning of the translated text of the target language (TL) in order to reach absolutely similar methods to that exists in the target language (TL).

Parts of speech (word classes) in Arabic and English language:
Word classes in Arabic language are divided into three parts: noun, verb and
article, whereas in English language there are eight parts:
Nouns (n.): France, book, Ali, etc.; Pronouns (pro.): you, we, they, he, himself, etc.; Adjectives (adj.): happy, long, small, etc.; Verbs: drink, learn, watch, etc.; Adverbs (adv.): slowly, always, next to, etc.; Prepositions (prep.): at, on, of, etc.; Conjunctions (conj.): although, therefore, so, etc.; Interjections (interj.): oh, wow, aha, etc.

Language problems which represent difficulties for the translator:
Taking few examples for this part, the researcher will refer to the story "Zein's Wedding" which written by the Sudanese famous writer, Al Taybe Salih (1962) and translated into English by: Denys Davies.
The following Arabic text in the story:
وُسَقط حَنْكِ الْمَنَاظِرُ مِنَ الْدُّهْشَةِ وَنَجَّى الْطَرْفِي
Translated to:
The headmaster's lower jaw dropped in astonishment and Tureifi escaped punishment.
The translator added the word 'lower' before 'jaw', as well as the word 'punishment' after the word 'escape', to the English text in order to remove any ambiguity that may arise if these words remained as it is in the Arabic text.
Another example is:
الحَنِينُ رِجُلٌ مُبَرَّكٌ
The translation is: Haneen is a man blessed of God
In the above example, the translator added the word 'God' to the English expression to refer to the religious concern and righteous of the man, which somehow expressed in the Arabic text.
Other expression used by the writer:
والحَنِينُ وَلَيّ صَالِحٌ، وَهُوَ لَا يِصَادَقُ أَحَدًا إِلَّا إِذَا أَحِسَّ فِي قَبْسٍ مِّنْ نُورٍ.
The direct translation is:
and that Haneen was a holy man who would not frequent the company of someone unless he had perceived in him a glimmering of spiritual light.
In this example, the translator dropped out the word 'good' and replaces it with 'holy' in order to conform it to the context of the text. The translator also added word 'spiritual' to 'light' to clarify the intended meaning. Here it is important to note that the phrase "QaBas of Light" is a Koranic term, which refers to the spirit of a person.

Translation problems and difficulties
There are some difficulties and problems that translators faced during the translation process between Arabic and English language.
Basically, these difficulties and problems are due to the fact that most of translators find it difficult to transfer some semantic equivalent in the source language to their equivalent in the target language. Other reason is that the linguistic template that displays the message in the source language is different or is not sufficient for that asset in the language they transferred to, especially if the shared information assumptions between the reader and carrier are slightly different from each other.

Selecting the Proper Meaning:
From the perspective of translation, there are some words that do not accept one to one equivalent when translating certain vocabularies. In other words, there are some vocabularies in English language that do not have a single Arabic equivalent. When translating the word 'privatization', for example, translators have suggested numerous of translations for this vocabulary in Arabic language, such as: "الخصخصة" or "التخصيص" or "الخصخصية".
All these translations of this word are inaccurate. Thus, English language tends to add affixes - whether used initially as prefixes or at the end of the original word, that is, suffixes. Therefore, in the above example, it is considered to be more than one word although it appeared otherwise.

Thus, the accurate translation to this word is: "التحول للقطاع الخاص".

Other example is the word 'Islamization', which translated to "إسلامة" which is not an accurate translation. Therefore, it can be translated to: "تطبيق الشريعة الإسلامية"

The same could be true for other vocabularies in other words, such as:

seaside holiday maker \( \rightarrow \) المصطفى

the complicated nature of \( \rightarrow \) إشكالية

great love \( \rightarrow \) عشق - وله - هواي

to brief mention \( \rightarrow \) ينوه

dehesa بالغة \( \rightarrow \)astonishment

Cultural or Environmental Differences:

Cultural differences represent another problematic area translators usually face during translation process between languages, namely how to find the meanings of some words that do not exist in a particular culture or environment, what is so-called the untranslatability. For example, in the European culture, the concept of boy friend and girl friend does not exist in the Arab culture. On other hand, some types of dishes in the Arabic environment, such as 'المعكروسة' and 'المعكروسة', and some kinds of clothing, such as: 'الزيجية' and 'العقلية' and 'البوليسيه', which do not exist in a foreign environment.

Similarly, in the European Environment there are some dishes such as porridge and pork, besides other kinds of clothing such as dinner-jacket, pullover and sari and kimono, which has no equivalent in Arabic language. Other vocabularies in Islamic religion, for example: 'مزات' and 'زكاة' and ' محل' and 'مفتى' and 'سلطان' which does not exist in English language. One of the practical suggested solutions for this issue is use the so-called transliteration that means to write a word or letter in a different alphabet, for example the word 'عدة' can be translated into 'iddat', which means ‘the period during which a divorced or widowed woman cannot be married (according to Islam)’. Again with referring to the story "The Wedding of Zein ", the following expression, وقال الحاج عابد الصبح: "علي بالطلاق الزين عرس عروس صح مو كدب".

, Denys Davies translated this into ‘And Hajj Abdul Samad said: I'll divorce my wife if Zein hasn't got himself married – and a real proper marriage it is too’. The translator here faces some difficulties when translating expressions like: 'His "Lila" this time was a young girl from among the Bedouin'.

The translator faces a problem when translating this expression to:

'His "Lila" this time was a young girl from among the Bedouin'.

The problem is that he uses the word 'Lila' because he could not find the equivalent for 'لياله' in English language, thus he prefers to use this word as it is in the original text. In Arabic culture this word is used when talking about a man who falls in love
with a any woman in general without mentioning her name.

**Different varieties of English:**

There three basic different varieties of English:

US    American English
AUS    Australian and New Zealand English
UK     British English

<table>
<thead>
<tr>
<th>BRITISH</th>
<th>AMERICAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>bank holiday</td>
<td>legal holiday</td>
</tr>
<tr>
<td>petrol</td>
<td>gas</td>
</tr>
<tr>
<td>sweets</td>
<td>candy</td>
</tr>
<tr>
<td>tap</td>
<td>faucet</td>
</tr>
<tr>
<td>pavement</td>
<td>side walk</td>
</tr>
<tr>
<td>chemist</td>
<td>druggist</td>
</tr>
<tr>
<td>underground</td>
<td>subway</td>
</tr>
<tr>
<td>receptionist</td>
<td>desk clerk</td>
</tr>
</tbody>
</table>

**Differences in words**

Differences between varieties of English are clearly marked in most of English dictionaries. These differences between American and British English represent another slightly difficulties translators usually face. Following are some examples.

**The shop is open from Monday to Saturday.**  
The shop is open Monday through Saturday.

It’s a quarter past seven.  
It’s a quarter after seven.

**Differences in spelling**

In American English, words tend to be spelt more simply or more like the way they are pronounced. Compare the following British and American spellings:

<table>
<thead>
<tr>
<th>UK</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>equalled</td>
<td>equalled</td>
</tr>
<tr>
<td>litre</td>
<td>liter</td>
</tr>
<tr>
<td>plough</td>
<td>plow</td>
</tr>
<tr>
<td>honour</td>
<td>honor</td>
</tr>
</tbody>
</table>

Australian English usually follows British spellings, although there are some American spellings that are also acceptable.

**Translation of Proper nouns**

Some Arabic proper nouns have got a meaning in English. Translators should not translate its meaning, but only change their letters into English or vice versa. The Arabic proper noun: علي النجار, for example, should be translated into:
Ali Al-Naggar and not Ali the carpenter. The following table shows more examples.

<table>
<thead>
<tr>
<th>noun</th>
<th>Correct translation</th>
<th>Direct translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>الحداد</td>
<td>Al- Haddad</td>
<td>Blacksmith</td>
</tr>
<tr>
<td>بركات</td>
<td>Barakat</td>
<td>Blessing</td>
</tr>
<tr>
<td>Green</td>
<td>جرين</td>
<td>الأخضر</td>
</tr>
<tr>
<td>Bush</td>
<td>يوش</td>
<td>شجرة</td>
</tr>
</tbody>
</table>

Margret Thatcher, the ex-British prime minister, said playing with words in one of her elections’ address: “My name is Thatcher and I am going to thatch the economy of this country”

"اسمي ثاتشر (أي الشخص الذي يغطي أو يصلح سقف البيت بالقص) وسوف أصلح (سقف) اقتصاد هذه البلاد.

Different meaning of vocabularies
Translators should deal carefully with English vocabulary cause of the variety of English words’ meaning. Only context determine those meanings. The word “right”, for example, has got various meanings. The following text shows this clearly:

“The teacher asked the student to draw a right angle, but insisted that the student draw it with his right hand while student was left-handed. Of course he did not draw it right مضبوطة and the teacher gave him low marks. Right away the student went to the head master and complained that it was his right من حقه with whichever hand he liked. The teacher who was an up right man رجل عادل agree that he was right مذهب and that the teacher did not treat him right يمكن لي بعده أو كما ينبغي and order the teacher to right يصحح the students marks.

Abstract nouns
Arabic culture is completely different from English and European ones. Islam and Bedwin environment formulate Arabic culture whereas European culture is based on Christian and green environment. Natural environment, on the other hand, has a recognizable effect on sentence structure as well. Arabic would say:

"أتلق صدري كما وكد " , but English say: “It warmed my heart”. Colors, on the other hand, are slightly different from one culture to another. English people, for instance, usually connect envy with the green color, whereas in Arabic culture, this meaning is associated with black color. Thus, the right translation for the English expression: ‘Green With envy’ is: أسود وجهه حسدا.

White color in English indicates fear and frightened, however in Arabic this color reflect win and joyfulness. Therefore, translators should be careful when translating the meaning of these colors, for example the Aya in Holy Quran (يَوُمُ يَذْهَبُ ﻛُرُونُ وَيَذْهَبُ ﺧُوُرُ ﻭَيَذْهَبُ ﺧُوُراً) which indicates win and joyfulness in Arabic culture.

In compound names, sometimes there is disagreement with plural and singular, That is to say plural sometimes changed to be singular when translated from one language into another. Matchbox, for instant, translate into: علبة ثقب; الصيد كلاب = مروب أسود; تالردو = مسكن; بلاردو = مسكن; بلياردو = مسكن;lodgings = مسكن

Sentence structure
In English language, word function is determined by its place in the sentence, that is the subject always comes first. The meaning of a sentence like: ‘The cat kill the rat’ is completely different if the sentence is changed to be ‘the rat kill The cat’. The meaning of the same sentence will not change, in Arabic language, if the beginning of the sentence is changed:

"قتل القطة الجرذ" "الجرذ قتل القطة" "قتل الجرذ القطة" "قتل القطة الجرذ" "القطة قتل الجرذ"

Tenses in English and Arabic

In his M.A thesis, Musa Abu Zurga (1995, 45-46) observes that forms of verb “to be” are important part of English grammar whereas their present forms (is, are) does not exist in Arabic. Arabic language also has no fixed verb forms for “present perfect”. It uses the past simple to express the present perfect: for example:

This is the letter I wrote

In English this meaning would be expressed by the present perfect: This is the letter I have written.

Idioms’ translation:

Idioms are words, phrases, or expressions that cannot be taken literally. In other words, when used in everyday language, they have a meaning other than the basic one would be found in the dictionary; they have, however, a hidden meaning. An idiom (also called idiomatic expression) is an expression, word, or phrase that has a symbolic meaning usually understood by native speakers.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Literal meaning</th>
<th>Idiomatic meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>break a leg</td>
<td>I command you to break a bone in your leg</td>
<td>Do your best and do well</td>
</tr>
<tr>
<td>He looks blue</td>
<td>He has blue skin</td>
<td>He seems sad</td>
</tr>
<tr>
<td>I will go banana</td>
<td>I am going to be banana</td>
<td>I will lose my mind</td>
</tr>
</tbody>
</table>

The most significance point is to differentiate between grammatical idioms and extra grammatical idioms. The former seem to follow the rules of grammar, while the latter tends to dislocate them like in ‘happy go lucky’ which means a person who does not plan much and accepts what happens without becoming worried. Whether grammatical or not, idioms are problematic in translation, because often there is no equivalent idiom in the target language; and, thus, translators cannot translate it literally, because then the idiomatic meaning would not come across.

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beat swords into ploughshares</td>
<td>من السيف إلى المنبال</td>
<td>With flying colors</td>
<td>منتصرًا</td>
</tr>
</tbody>
</table>
Some idioms with same form and different meaning

There are cases where Arabic and English use similar words and structures to express slightly or completely different meanings. Transfer from Arabic, in this case, leads to formally correct but semantically incorrect use of idioms. The following are examples of idioms that were contextually incorrect.

Most of them were related to the parts of the body.

Source: The Internet TESL Journal, Vol. VIII, No. 12, December 2002

<table>
<thead>
<tr>
<th>English Idiom</th>
<th>Arabic Idiom</th>
<th>Meaning in English</th>
<th>Meaning in Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>day after day</td>
<td>بعد يوم</td>
<td>every day</td>
<td>يوم كل يوم</td>
</tr>
<tr>
<td>red-faced</td>
<td>مصبوغ في الوجه</td>
<td>Embarrassed</td>
<td>مزعج</td>
</tr>
<tr>
<td>pull one's leg</td>
<td>يطير من الصدر</td>
<td>(jokingly) say something untrue</td>
<td>خذ صدراً</td>
</tr>
<tr>
<td>stretch one's legs</td>
<td>ارتفع على ذراعه</td>
<td>take a walk</td>
<td>استيقظ</td>
</tr>
<tr>
<td>head over heels</td>
<td>ارتدت اتجاهها</td>
<td>completely (in love)</td>
<td>عكسًا</td>
</tr>
</tbody>
</table>

Source: The Internet TESL Journal, Vol. VIII, No. 12, December 2002

Direct Idiom Translation (Arabic into English)

Following are some of Arabic idioms from ‘A learners Dictionary of Classical Arabic Idioms’ is intended for both Arab students of English

<table>
<thead>
<tr>
<th>English Idiom</th>
<th>Arabic Idiom</th>
<th>Translation</th>
<th>Arabic Idiom</th>
</tr>
</thead>
<tbody>
<tr>
<td>He knows how to go about things</td>
<td>يعرف من اين شكل الكتف</td>
<td>He shot off into the blue</td>
<td>أطلق ساقيه للريح</td>
</tr>
</tbody>
</table>
Following are some examples of translation errors that learners of translation have committed when they translate idioms directly from one language into another.

<table>
<thead>
<tr>
<th>Arabic Idiom</th>
<th>Direct Translation</th>
<th>Correct Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>على رأسي</td>
<td>On my head</td>
<td>It's my pleasure</td>
</tr>
<tr>
<td>صحة</td>
<td>Health</td>
<td>bless you</td>
</tr>
<tr>
<td>تعبك راهه</td>
<td>Your tiredness is comfort [to me]</td>
<td>no problem</td>
</tr>
<tr>
<td>مبروك</td>
<td>Blessed</td>
<td>congratulations</td>
</tr>
</tbody>
</table>

Source: The Internet TESL Journal, Vol. VIII, No. 12, December 2002

Basically, the best thing to do when translating idioms is to apply the overall translation process at micro-level; in the sense that first translators must decode the idiom in the analysis process. When they have decoded it, they end up with the semantic representation of its content – that is, what it actually means. Then they can start the synthesis process, translating the semantic representation into the target language.

Sometimes, there is a similar idiom in the target language, or another idiom expressing more or less the same meaning, but often translators will find that there is no idiom in the target language, and they will have to use an ordinary universal term.

**Headlines and Titles**

Normally headlines in English are written in a little different way than other kinds of news text. Thus, headline translations have to notice the following distinctive guidelines. To begin with, content words in English translation of headlines/titles should be capitalized. Function words such as of, the, and is should not be capitalized when used in headlines/titles. For instance:

- **Belgian Mayor Bans Display of Artwork Depicting Saddam Hussein**

Furthermore, translators should follow the style of the original source text when formatting titles. If there are two titles or
headings exist in source text, for instance, the translation must reveal the same; in case no titles presented in the original text, the translation supposed not to have titles either.

English headlines follow some special stylistic rules, shortened as follows:
• The present tense should be used when replacing sentences.
• The passive voice has to be avoided.
• Limited usage of punctuation within headlines. Punctuations at the end of sentences are not required.
• Most of Helping and "to be" verbs must be omitted.

For instance, the sentence: Road Improvements Planned for Belvedere Avenue Southwest
Should be used instead of:
Road Improvements are planned for Belvedere Avenue Southwest
• Articles (a, an, the) have be deleted.
School District Schedules Open House on Proposed Curriculum Changes
Instead of
School District has Scheduled an Open House on the Proposed Curriculum Changes.
• Infinitive must be used instead of future tense:
City Council to Consider Budget Recommendation
Instead of
The City Council will consider the Budget Recommendation
Translation Techniques
One of the basic problems of translation is that the translators always trying to look for the equivalents and not to find the Formal Correspondent. There are various methods that can be performed by vocabulary translation:
1. Transliteration which means to transfer the vocabularies according to their pronunciation in the source language:
Examples from Arabic into English:
Intifada انفجات
Jihad الجهاد
And from English to Arabic:
technology تكنولوجيا
democracy ديمقراطية
The latter process is called Arabicization (i.e. from English to Arabic).
Translation Equivalent:
Examples of such translation are:
candid camera الكاميرا الخفية
contact lenses العدسات اللاصقة
The local sayings and wisdoms also goes under this part such as:
Haste makes waste في التأني السلمة وفي العجلة الندامة
Still water runs deep ميه من تحت تبن

Formal Correspondent:
For example:
to float currency تعويم العملة
the first lady السيدة الأولى
to launder money غسل الأموال
(إضفاء غسيل الأموال الشرعية على تحويلات النقدود)
cold war حرب باردة
the premier الوزير الأول (رئيس الوزراء)
black market السوق السوداء

Functional Shift:
Functional Shift is a translation procedure involving a change in the grammatical structure from SL to TL. Translators usually resort to this method when there is no direct equivalent - with the same function in the source language SL - to the meaning of the target language. This method can be implemented only to the content words, such as nouns, verbs, adjectives or adverbs.
Following are some of the techniques in
First, the possibility of converting the adverbs to one of the following formulas:

(1) He admires her greatly.

 arabic: ﺑﺸﺪة ﺱﯿﻌﺠﺐ ﺑﮭﺎ / إﻋﺠﺎبﺎ ﺑﺸﺪه 

(2) The situation has deteriorated very sharply.

 arabic: ﺗﺪھﻮر اﻟﻤﻮﻗﻒ ﺗﺪھﻮرا ﺣﺎداً. ﻟﺸﺪ ﻣﺎ ﺗﺪھﻮر اﻟﻤﻮﻗﻒ.

Second: To convert the adjectives to nouns, such as:

(1) The decision was made for the good management of the company.

 arabic: إدارة اﻟﺸﺮﻛﺔ ﻓﯿﮫ اُﺗﺨﺬ اﻟﻘﺮار ﻟﻤﺎ ﻓﯿﮫ

(2) The conference recommended the early implementation and speedy operation of the project.

 arabic: اﻹﺳﺮاع ﻓﻲ ﺗﻨﻔﯿﺬ أو ﺑﺎﻟﺘﺒﻜﯿﺮ ﻣﻨﻬﺎ ﻓﻲ ﺗﻨﻔﯿﺬاً ﻓﯿﻤﺎ ﺗﺤﻘﻖ اﺳﺘﻌﺮض اﻟﻤﺆﺗﻤﺮ أو ﻓﻲ ﺗﻨﻔﯿﺬه او ﻓﻲ ﺗﻨﻔﯿﺬه

Third, the verb form can be converted to adjectives or past participle form, such as:

The conference reviewed the achieved progress (progress achieved) in the projects being implemented.

 arabic: ﻓﻲ ﺗﻘﺪم ﻓﯿﻤﺎ ﺗﺤﻘﻖ اﺳﺘﻌﺮض اﻟﻤﺆﺗﻤﺮ ﻣﺎ ﻓﻲ ﺗﻘﺪم ﻓﯿﻤﺎ ﺗﺤﻘﻖ اﺳﺘﻌﺮض اﻟﻤﺆﺗﻤﺮ ﻣﺎ ﻓﻲ ﺗﻘﺪم ﻓﯿﻤﺎ ﺗﺤﻘﻖ اﺳﺘﻌﺮض اﻟﻤﺆﺗﻤﺮ ﻣﺎ ﻓﻲ ﺗﻘﺪم ﻓﯿﻤﺎ ﺗﺤﻘﻖ اﺳﺘﻌﺮض اﻟﻤﺆﺗﻤﺮ ﻓﯿﮫ

Fourth: The conversion of nouns to verbs, such as:

The President recommended that a committee should be formed for handling that matter.

 arabic: أوصى الرئيس ب ﺑﺸﺪه ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﺳﺮاع ( أو ﺑﺎﻟﺘﺒﻜﯿﺮ ) ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﺳﺮاع ( أو ﺑﺎﻟﺘﺒﻜﯿﺮ ) ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﺳﺮاع ( أو ﺑﺎﻟﺘﺒﻜﯿﺮ ) ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﺳﺮاع ( أو ﺑﺎﻟﺘﺒﻜﯿﺮ ) ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﺳﺮاع ( أو ﺑﺎﻟﺘﺒﻜﯿﺮ ) ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﺳﺮاع ( أو ﺑﺎﻟﺘﺒﻜﯿﺮ ) ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﺳﺮاع ( أو ﺑﺎﻟﺘﺒﻜﯿﺮ ) ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﺳﺮاع ( أو ﺑﺎﻟﺘﺒﻜﯿﺮ ) ﻓﻲ 

Fifth: converting the adjectives or nouns to verbs, for example:

(1) I should like to make a slight reference that the University has lavishly given out insignificant prizes to all graduates.

 arabic: أريد أن أُفرط ﻓﻲ ﺗﻮزﯾﻊ اﻟﺠﻮاﺋﺰ ﺑﻠﻐﯿن ﺑﮭﺎ ﻓﻲ ﺗﻮزﯾﻊ اﻟﺠﻮاﺋﺰ ﺑﻠﻐﯿن ﺑﮭﺎ ﻓﻲ ﺗﻮزﯾﻊ اﻟﺠﻮاﺋﺰ ﺑﻠﻐﯿن ﺑﮭﺎ ﻓﻲ ﺗﻮزﯾﻊ اﻟﺠﻮاﺋﺰ ﺑﻠﻐﯿن ﺑﮭﺎ 

(2) Brutal as he is, sometimes he betrays signs of unequalled delicacy.

 arabic: ﻋﻠﻰ اﻟﺮﻏﻢ ﻣﻤﺎ ﯾﺘﺴﻢ ﻣﻦ وﺣﺸﯿﺔ، إﻻ أن ﻓﻲ ﺑﻌﺾ اﻷﺣﯿﺎن ﻓﻲ ﺑﻌﺾ اﻷﺣﯿﺎن 

Sixth: changing the form of prepositions, for example:

(1) The achievements of the past decades

 arabic: ﺛﺤﻘﺖ ﻓﻲ ﺗﻨﻔﯿﺬ ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﻣﯿرات ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﻣﯿرات ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﻣﯿرات ﻓﻲ ﺗﻨﻔﯿﺬ اﻹﻣﯿرات ﻓﻲ 

(2) The lady in black

 arabic: ﻣﺒﺎرك رﺋﯿﺲ مﺼﺮ

(3) Mubarak of Egypt

From all the above mentioned problems, it is impossible to obtain unexceptionally and exhaustively determined translational rules. Therefore, the translator may add to or delete from the translated text with sound discretion. Nevertheless, untranslatability occurs when it is impossible to build functionally relevant features of the situation into the contextual meaning of the TL text. Broadly speaking, this falls into two inter-related categories:

Cases where the difficulty is linguistic,

Cases where the difficulty is cultural.

Study design

The researcher adopts two study designs. Primarily, a questionnaire has been designed for both learners and lecturers along with assessing test. A questionnaire was implemented by the researcher to measure the students’ opinion towards the problems of translation. Besides, pre- and post-test which is designed to find out the impact of the experimental factor (translation problems) on students’ performance on translating skills (English-Arabic). As a
The researcher compares the pre- and post-tests results to see if there is a progress in the students’ conduct.

**Sample**
The subjects are EFL students, fourth year at Majmaah University. A number of 30 of EFL students (males) have been selected randomly out of 40 students who represent the target population. The subject’s ages range between (19 - 22) years.

**Materials**
A special course for extensive translation skills was taught. The materials are extracted from *Principles of Translation*, Fifth Edition, by Ezedeen Mohammed Najeeb. During this course the students are provided with carefully selected materials which enable them to practice translation skills. Different modern techniques are used in the class such as audio-visual aids such as projectors, smart board and CDs to enhance the students’ performance. On the other hand, some of language items are pointed out and briefly explained where necessary such as grammatical rules and sentence structures. In addition to, train the students on how to use dictionaries effectively and how to select the appropriate words when translating. To evaluate the students’ performance in translation skills, pre- and post-tests were used. The pre-test measure the students’ previous knowledge, whereas post-test evaluates the change that takes place after the course.

### Table (1) Questionnaire’s items (pre- and post-test)

<table>
<thead>
<tr>
<th>No</th>
<th>Version</th>
<th>Means</th>
<th>S.D</th>
<th>T. value</th>
<th>Difference</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>10.9</td>
<td>9.5</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Post-test</td>
<td>23.2</td>
<td>6.9</td>
<td>19.38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher calculated the means of pre- and post-test results (10.9 and 23.2) from a full mark (100) respectively and the standard deviation (9.5 and 6.9) respectively. The calculation shows that there is a significant difference in the students’ performance.

**Reliability of the test**
The reliability of the test is calculated using the following ranks:  
Reliability = $1 - \frac{6 \sum D^2}{N(N-1)}$ = .98

The calculation resulted in (1.3) for the reliability of linguistic knowledge element test. Thus, (1.3) emphasizes that the test is reliable. The calculation resulted in (1.2) for the reliability of translating skills test, and also emphasizes that the test is reliable.

**Validity of the test**
The test is valid and reasonable. The researcher has consulted four judges, and it has been corrected according to their suggestions. The translating skill and language competence test has been made to measure students’ performance after being exposed to course material.

**Tools of data collection**
The tools that have been used in the experimental study are pre- and post-test. The later was given after teaching the programme.

The pre-test “diagnostic” is designed to find out the students’ ability to translate English to Arabic and vice versa. The course aims at investigating translation problems as one hinder factor for the students’ development in translation skills and English language learning in general. The course items included how to translate from English to Arabic and
vice versa. Besides, explaining the grammatical rules and differences between the two languages. The subjects are exposed to a pre-test to measure the candidates’ previous knowledge, then a post-test takes place after teaching course in which the researcher uses the translation techniques and activities to teach language course, extended for three weeks during which three lectures per week were taught (15 hours). In the end, the researcher co-relates the pre- and post-tests results to see whether there is a difference in students’ performance or not. If the scores of the post-test are higher than that of the pre-test then progress has taken place. The test has been designed in a way that suits the teaching and testing purposes. The aim of this test is to help the researcher to find out the weakness and strength of the candidates; and to evaluate their performance. The researcher also uses what is so called “dicto – comp” methodology which uses dictation as means of testing students skills in translation. Dictation is quite useful in a translation classroom to test the receptive skills of listening and recognition and use of terminology. After students are familiar to the text to be translated or read parallel texts, they can benefit from dictation taken from one or more of the texts.

Data analysis

For calculation of data analysis, the researcher uses the following procedures:

A- Mean = \[ \frac{\sum f}{N} \]

For the standard deviation:

S.D = \[ \sqrt{\frac{\sum d^2}{N}} \]

For the testing significance:

\[ t = \frac{X_1 - X_2}{\sqrt{\frac{\delta_1^2}{n_1} + \frac{\delta_2^2}{n_2}}} \]

\( \delta = \) population standard deviation  
\( \delta_2 = \) population variance  
\( \sum = \) the sum of  
\( X = \) the random variable X  
\( f = \) function of  
\( d = \) standard deviation

Conclusion

This study has investigated the area of problems of translation for EFL learners and translators as well. Translation in general, was and is still serves as a bridge from which the cultures cross to the rest of communities around the world, in other words, cultural exchanges are a way of building bridges between countries. Most of translation learners and sometimes translators face some difficulties when dealing with certain aspects of the target language such as cultural varieties, conceptual, and idiomatic expressions. Selecting the proper meaning and grammar differences between American and British English also are among the common problems that learners might face when translating between English and Arabic language. To overcome all these problems, learners in general and translation students in particular should be aware of the differences between English and Arabic language in terms of grammatical rules and sentences structure. Besides, learners should have a sufficient training on how to translate different kinds of subjects such as tenses and proverbs from English to Arabic and vice versa. Consequently, translation can be utilized not only as a tool for developing language skills, but also as a
resource for the progression of second language acquisition.

**Recommendations**

1. Translation learners should have adequate training on all kinds of techniques of translation.

2. In translation classes, students should be trained basically on how to guess the meaning from context first and then how to use dictionaries to get the appropriate equivalent words.

3. EFL Students should be trained exclusively on the differences between English and Arabic language in terms of sentence structure and phonology in order to overcome the grammatical mistakes.

4. Encouraging and boosting the learners to master both target and source languages by writing essays and paragraphs in both languages (Arabic and English). Such skill will not only improve the students’ writing but also translation skills.

5. Teachers should pay more attention to such areas that represent difficulties for learners, for instance, cultural variety, idiomatic expressions and grammatical structure.

**References**


المراجع العربية:

1. صالح، الطبيب. عرس الزين. بيروت: دار العودة (١٩٩٧).

2. يوسف، محمد حسن. كيف تترجم؟! (١٩٩٧).

3. رمضان، عبدالمحسن اسماعيل. فن الترجمة. مكتبة جزيرة الورد (٢٠٠٩).

4. د. نجيب، عزالدين محمد. أسس الترجمة. القاهرة: مطبع العبور الحديثة (٢٠٠٥).