

Cultural Problems Encountered EFL Students in Translation

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Abstract

Language is an expression of culture of speakers. It influences on the way the speakers perceive the world. So focusing on the issue of translation from one language to another, the culture of both languages in the process of translation is influential. The main purpose of the present study is to investigate cultural difficulties that encounter EFL students in translating, it also aims at to find out some strategies and techniques to solve this difficulties. Translation study is surely a natural and obvious means of teaching someone a new language. It has lots of good effects. It can be used to aid learning, practice what has been learned, diagnose problems, and test proficiency. This paper aims at clarify the good benefits of Translation study in teaching and learning processes. Investigate for the role of translation study in enhancing communicative competence of (EFL) learners in developing and promoting English language acquisition. It also aims to help students to practice English skills and increasing their motivations of English language acquisition. Translation study is an academic exercise in practicing English language as the height communicative approach to language learning. The study adopts descriptive analytical method and a questionnaire as a tool for data collected. The sample of the study consists of (50) EFL teachers from ELManagil Locality Secondary Schools. (SPSS) program was used to analyzing collected data. The paper has found that discussion of translation study and linguistic differences and similarities of languages to students can enable students understanding the deepest using of the languages. Translation study motivates students to participate and interact in the lesson effective. It also finds Translation study enhances learners to practice the four skill of language. Translation study is a natural communicative activity for both teachers and students. The paper recommended that the syllabus designers should insert translation study in curriculum effectively in secondary schools.

Keywords: Culture, Translation, Culture-Specific

المستخلص:

اللغة هي تعبير عن ثقافة المتحدثين، فهي تؤثر على طريقة إدراك المتحدث للعالم، لذا كان التركيز على قضية الترجمة من لغة إلى أخرى. تؤثر الثقافة في اللغتين على عملية الترجمة. الغرض الرئيسي من الورقة المقدمة هو التحقق من صعوبات الثقافة التي تواجه طلاب اللغة الانجليزية كلغة أجنبية في الترجمة. كما هدفت أيضا للبحث عن بعض الطرق والاستراتيجيات لحل هذه الصعوبات ومن المؤكد أن علم الترجمة أصبح وسيلة واضحة لتعليم أي فرد للغة جديدة و له كثير من الفوائد الجيدة و يستخدم في التدريس و في ممارسة ما تم تدريسه و كذلك في تحليل المشاكل و اختبار المقدرات. تهدف هذه الدراسة لتوضيح إيجابيات علم الترجمة و أثاره في تطوير و ترقية مهارة اكتساب اللغة الإنجليزية. كذلك التحقق من دوره في مساعدة الطلاب من تطوير مهارة التخاطب و لزيادة دوافع الطلاب لاكتساب اللغة الإنجليزية. يستخدم علم الترجمة كوسيلة أكاديمية لممارسة اللغة الإنجليزية و كطريقة لعملية التواصل والتعلم. اتبعت هذه الدراسة المنهج الوصفي من خلال وسيلة الاستبيان في جمع المعلومات وعينة الدراسة تحتوي (50) معلما في تدريس اللغة الإنجليزية كلغة أجنبية في مرحلة الثانوي في محلية المناق. استخدم برنامج الحزم الاجتماعية الإحصائية للعلوم الاجتماعية لتحليل المعلومات. وقد وجدت أن علم الترجمة يحفز الطلاب على الانتباه. وأن

مناقشة التشابهات والاختلافات اللغوية يساعد في تقليل تدخلات اللغة الأم وتمكن الطلاب من الاستخدامات اللغوية العميقة. يزيد علم الترجمة دوافع الطلاب للمشاركة في سير الدرس بفعالية. ووجدت أيضا أن إعداد أنشطة مناسبة لعلم الترجمة تشجعهم لممارسة المهارات اللغوية الأربعة. يعتبر علم الترجمة كمهارة طبيعية مفيدة ومنشطة لعملية التواصل بين الطلاب والمعلمين. توصي الدراسة مصممي المناهج الدراسية بضرورة إدخال علم الترجمة في المنهج الدراسي بصورة فعالة للمرحلة الثانوية.

Introduction

In studying the language of a society of better to say country, it is not good idea to focus just on the language and the process of communication. Indeed there are other structures that help us better in understanding a country more than language. One of these structures can be regarded as culture. In this way knowing about the culture of a society takes us beyond our purpose. We know that a nation's culture flourishes by interacting with other cultures. Cultural variety opens our eyes to human rights, but cultural variety can only be recognized through discussions. Generally, Language is an expression of culture and individuality of its speakers. It influences the way the speakers perceive the world. So focusing on the issue of translation from one language to another, the culture of both languages in the process of translation is influential. Of course one should consider that to what extent the culture is in the text and to what extent the language is in culture. As a matter of fact, a good translator should be familiar with the culture, customs, and social settings of the source and target language speakers. He should also be familiar with different styles of speaking, and social norms of both languages. This awareness, can improve the quality of the translations to a great extent. According to Hatim and Mason (1990), the social context in translating a text is probably a more important variable than its genre. The act of translating takes place in

the socio-cultural context. Consequently, it is important to judge translating activity only within a social context.

1/ Objective of the Study

- 1- Clarifying good benefits of using translation study in enhancing linguistic communication.
- 2- Investigate for the role of translation study in developing and promoting English language acquisition and formulate learners' language style.
- 3-To investigate the cultural difficulties that encountered EFL students in translation.

2/ Question of the Study

- 1- Is the problem of weakness practicing of English during the lesson as a result of students weakness in cultural difficulties aspect?
- 2- Are there some strategies involving translation study do students in Sudan need to practice English well in an EFL classroom?
- 3.What are the cultural difficulties that encountered EFL students in translation?

3/ Hypotheses of the Study

- 1-The problem of weakness practicing of English during the lesson is as a result of students weakness in cultural difficulties aspect.
- 2-There some strategies involving translation study do students in Sudan need to practice English well in an EFL classroom.
3. Cultural difficulties is encountered EFL students in translation.

LITERATURE REVIEW

2.0 Culture and Language

Wittgenstein once said, "The limits of my language are the limits of my world" (1958, p. (53). Language, as a part of the cultural core, is at the heart of culture. What people do with language – narrative, poetry, songs, plays, etc – are soft expressions of a culture; they are faces of culture. Languages are systems of verbal symbols – vocal and/or written, organized by particular rules (grammar) & used by particular rules (grammar) and used by particular communities in order to develop and communicate their thoughts and affections.

2.1 Activities in CLT

Information gap activities , an important aspect of communication in CLT is the notion of information –gap- This refers to the fact that in real communication people normally communicate in order to get information they do not possess. This is known as an information gap . Harmer (2001):(85) illustrates this point by saying, *"A traditional classroom exchange in which one student asks where 's the library ? and another student answers It 's on Green street ,opposite the bank when they can both see it and both know the answer, is not much like real communication . If ,however ,the first student has a map which does not have the bank listed on it, while the other student has a different map with post office written on the correct building - but which the first student cannot see_ then there is a gap between the knowledge which the two participants have . In order for the first student to locate the bank on*

the map ,that information gap needs to be closed ".

In doing such activities learners will draw available vocabulary, grammar and communication strategies to complete a task .(Richards 2003):(17).

Many other activity types have been popular in CLT , among which are the following:

- Role -plays and simulation activities, in which students are assigned roles, they may simulate a television program or a scene at an airport.

(Harmer:2001 (22).

Richards (2003:18), provides a list of useful activities among which are :

- *Task completion activities* , puzzles, games , map-reading , and other kinds of classroom tasks in which the focus was on using one's language resources to complete the task .

- *Information gathering activities* , students conduct surveys , interviews, and searches in which they are required to use their linguistic resources to collect information .

- *Opinion sharing activities*, activities where students compare values.

The focus on pair work and group work : according to (Richards 2003:(18) pair and small group work activities have several benefits to learners :

- They can learn from hearing the language used by other members of the group.

- They will produce a greater amount of language than they would use in teacher -fronted activities .

- Their motivational level is likely to increase .

- They will have the chance to develop fluency .

2.2 Cultural Awareness

Pulverness (2003(77) claims that the foreign language classroom offers an ideal arena for developing cultural awareness and it should be the responsibility of language teachers to encourage learners to develop awareness of language and a parallel awareness of culture. The term " cultural awareness" is referred to as an important goal in foreign language teaching today (Fenner 2000)However, a question worth asking is what is meant by " *cultural awareness*"? and how can learners be encouraged in moving towards this goal ?. According to Cortazzi and Jin (1999:2(17) cultural awareness means:

"Being aware of members of another cultural group : their expedition, their perspectives and values .It also means attempting to understand their reasons for their actions and beliefs "

On his perspective Byram (1998(:4) stresses the importance of the learners' own culture in developing cultural awareness. According to him " *cultural awareness*" may be seen as an ability to reflect on one's own cultural identity, question taken for granted values and beliefs and compare one's own culture with that of the interlocutor's. This statement highlights the importance of comparison .

Byram thoughts that comparison forms a basis for understanding and helps learners to perceive and cope with the differences .(ibid). The importance of the learners ' own culture in developing " *cultural awareness*" is largely agreed on .Since any comparisons should be build on the learners' background knowledge. Fenner (2000(88) makes the claim that,

" cultural awareness is based on knowledge of the foreign culture, but also on the knowledge of one's own culture. And that any process of comparison or contrasting

has its starting point in the learner' s preknowledge "

She adds that the learner's perception of his or her own culture as well as of the foreign culture are important factors in the development of cultural awareness of the individual.

2.3 Definitions of Translation and Culture

The first definition is presented by Catford (1965, p. (20). He states that translation is the replacement of textual material in one language by equivalent textual material in another language. In this definition, the most important thing is equivalent textual material. Yet, it is still vague in terms of the type of equivalence. Culture is not taken into account. Nida and Taber (1969(54) explains the process of translating as, translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style Translation, involving the transposition of thoughts expressed in one language by one social group into the appropriate expression of another group, entails a process of cultural de-coding, re-coding and en-coding. As cultures are increasingly brought into greater contact with one another, it is the cultural aspect of the text that we should take into account. As translators are faced with an alien culture that requires that its message be conveyed in anything but a strange way.

Sugeng Hariyanto in "The Implication of Culture on Translation Theory and Practice" states: Related to translation, culture manifests in two ways. First, the concept or reference of the vocabulary items is somehow specific for the given culture. Second, the concept or reference is actually general but expressed in a way specific to the source language culture.

In practice, however, it is suggested that a translator should take into account the purpose of the translation in translating the culturally-bound words or expressions. The translation procedures discussed should also be considered. The inclusion of cultural perspective in the definition of translation unfortunately does not continue. The later ones keep on not touching this matter. See the following definition: "Translation involves the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the SL will be preserved as closely as possible, but not so closely that the TL structure will be seriously distorted (McGuire, 1980, p. 2). Alfred Louis Kroeber and Clyde Kluckhohn define culture as: Culture consists of patterns, explicit and implicit of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i.e., historically derived and selected) ideas and especially their attached values. Culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning elements of future action. (cited in Salehi, 2012 (13).

Misiaczek (2005(21) reports from Bell (1991(68):

Apart from an excellent knowledge of both the source and the target language, which comprises vocabulary and word formation, grammar, spelling and pronunciation, the translator also has to possess so-called sociolinguistic competence, which helps him to understand the text within its context, to determine its functions and predict who is going to receive it. (Palusziewicz-Misiaczek, 2005, pp.(243-244).

2.4 Culture and its Role in Translation

According to the mentioned definitions regarding culture and its role in translating a language discusses about the role the importance of these concept by focusing of the following definition of culture as follow: Culture is the product of interacting human minds, and hence a science of culture will be a science of the most complex phenomenon on Earth. It will also be a science that must be built on interdisciplinary foundations including genetics, neuroscience, individual development, ecology and evolutionary biology, psychology and anthropology. In other words, a complete explanation of culture, if such a thing is ever possible, is going to comprise a synthesis of all human science. Such a synthesis poses significant conceptual and methodological problems, but also difficulties of another kind for those contributing to this science. Scholars from different disciplines are going to have to be tolerant of one another, open to ideas from other areas of knowledge. (Plotkin, 2001,(p.91) According to this definition, there are two tendencies in culture-studying considerations. On one hand, the scholars try to find out what exactly is being studied and how it is being studied when a particular approach is applied; and what can possibly be the proper field of study for a general science of culture. This means that culture is not an existing object of study that needs scientific analysis. Peeter Torop (2009(14) focuses on the relationship between culture and translation as, Culture operates largely through translational activity, since only by the inclusion of new texts into culture can the culture undergo innovation as well as perceive its specificity. Hanada Al-Masriin an article titled "Translation and Cultural Equivalences" (2009(15) focuses on cultural translation, especially addressing the issue of cultural in equivalences or losses occurring in the translation of Arabic literary texts.

He investigates the translation strategies that led to cultural losses and to emphasize the important role of the translator as a cultural insider. He analyzes figurative language (metaphors, idiomatic expressions, proverbs) in two texts: Arabic (the source text) and English (the target text). He concludes his article with the implication that a translator has to assume the role of a cultural insider for both texts in order to render a culturally more faithful translation. Mohammad Salehi in an article "Reflections on Culture, Language and Translation" (2012(16), has made an attempt to define the concept of culture from different viewpoints in translation studies and to offer an analysis of researchers' views of the interaction between culture and language and also between culture and translation. He points out that, culture and translation are among the most determining and influential variables in human communication. It is generally believed that culture influences the translational discourse in a number of ways. There are many comments on the relationship between language and culture. Although the majority confirms the language and culture as concepts indispensable, some hypotheses insist on the irrelevancy of these two concepts.

2.5 Translation of Culture-specific Items (CSI)

Every society has its own set of habits, value judgments and classification systems which sometimes are quite different and sometimes overlap. Modern literature on translation draws heavily on the important role of cultural gap between SL and TL communities. As Javier Franco Aixela (1996, (p.54) notes, "cultural asymmetry between two linguistic communities is necessarily reflected in the discourses of their members, with the potential opacity and inaccessibility this may involve in the target culture system".

He considers translation as a means which provides the TL society with a variety of strategies, ranging from conservation to naturalization, against the backdrop of the sense of otherness which conveys this difference with a set of cultural signs capable of questioning or even denying our own culture. The choice between these strategies is a function of the degree of receiving society's tolerance and its own solidity. What is especially important in the translation of culture-specific items is the significant loss and gain in their connotations. The very meaning of the original is at stake. Aixela's attempt to clarify the notion of culture-specific items, therefore, leads him to the following definition of them: " Those textually actualized items whose function and source text involve a translation problem in their transference to a connotation in a target text, whenever this problem is a product of the non-existence of the referred item or of its different intertextual status in the cultural system of the readers of the target text" (ibid, (p.58).

2.6 Translation Strategies for CSIs

Vinay and Darbelnet in their cultural theory of translation, believe that there could be different translation procedures for rendering a word from SL to TL (Munday, 2001, (p.56-60):

- 1) Borrowing.
- 2) Claque (loan shift)
- 3) Literal Translation.
- 4) Transposition (Shift).
- 5) Modulation
- 6) Equivalence.

Newmark (1988(90) believes *Transference and Componential analysis to be two opposing methods for translation of cultural words. According to him, transference gives "local color", keeping cultural names and concepts.*

However, this method may cause problems for the general readership and limits the compensation of certain aspects. He also claims that the strategy of "componential analysis" is the most accurate translation procedure which excludes the culture and highlights the message (Newmark, 1988, (p, 81-103). Pederson (2005(33), the Swedish translation scholar, in his article entitled "How is culture rendered in subtitles?", investigates the translation problem which may be caused by what defines as " an Extralinguistic Culture-bound Reference (ECR)". He defines Extra linguistic Culture-bound Reference as follows: ECR is defined as reference that is attempted by means of any culture-bound linguistic expression, which refers to an extra linguistic entity or process, and which is assumed to have a discourse referent that is identifiable to a relevant audience as this referent is within the encyclopedic knowledge of this audience. His model aims for a "middle-of-the-road point of view, in which some things are intra linguistic and some are not. The study of intra linguistic culture-bound references, such as idioms, proverbs, slang and dialects are not included in Pederson's model even though it is possible to modify for the study of those as well (Pederson, 2005, (p. 2). Pederson's (2005 (33) proposed model, which contains all the strategies available to a sub title, is based on data from investigation of one hundred Anglophone films and TV-programs and their Scandinavian subtitles (Pederson, 2005, (p.2). In his model, the strategies for rendering ECRs into a target language are arranged on a Venutian Scale, ranging from the most foreign zing to the most domesticating strategies. The strategies for rendering ECRs into a target language are listed as Retention, Specification, Direct Translation, Generalization, Substitution, Omission, and the use of an Official Equivalent.

2.7 Translation Difficulties

A general view is that translation is an operation performed both on and in Language. resultantly this operation brings forth translating problems. Kussmaul(1995:(12) states that “

“A person with no experience of the processes of translating may not judge the linguistic and nonlinguistic problems involved in the translation except a translator. As there are different categories of translation, similarly, they have their own requirements of rendering a text which eventually result in certain difficulties for a translator as determined by theorists and scholars with expertise on translation.”

However the difficulties includes translating problems such as linguistic or cultural "untranslatability," being able to manage losses and gains, solutions to lexical ambiguity, etc., through various mechanisms such as compensation, loans, explanatory notes, adaptation, equivalence, paraphrasing, analogies, etc. There are many thorns that can mortify us during the translation process . Whatever the nature of the text we face, and translators should be aware of them. The first problem is related to reading and comprehension ability in the source language. Once the translator has coped with this obstacle, the most frequent translation difficulties are of a semantic and cultural nature (Tricás, 1995(26): "Linguistic untranslatability (cognates, i.e. true and false friends, claue, and other forms of interference; institutional and standardized terms, aphorisms, etc.), and "cultural untranslatability," (idioms, sayings, proverbs, jokes, puns, etc.). One should adopt a very cautious attitude toward these words or expressions so as to avoid interference and/or language misuse.

Similarly, we quite often run into those painful "not found" terms, for which not even the best dictionary, an expert in the topic or a native speaker of the source language can provide us with a solution to convey an accurate meaning. We should always bear in mind that one of the greatest virtues of a good translator is what I have called "contextualized intuition," i.e. the ability to find the nearest common sense interpretation of the "not found" element within its context. In the words of Nida and Taber (1974:(32): argues that " Translating *consists of reproducing, in the target language, the nearest equivalent to the message in the source language, in*

Data Analysis:

Table (4-1)

1.Selection of method of teaching translation depends on the teachers and students interests.

Phrase	Frequency	Percent
Agree	29	94.5
Disagree	1	5.5
To some extent	0	0
Total	30	100

Table shows that (94.5%) of participants agree, while (5.5%) disagree. This reflects that the majority of respondents agree that selection of method of teaching translation depends on the teacher and students interests.

Disagree	5	16.
Total	30	100

shows that (80.5%) agree, while (16%) disagree and (4.5%) accepted it to some extent. This means that the majority of respondents agree that EFL teachers should be aware of translation strategies and theories.

the first place in the semantic aspect and, in the second place, in the stylistic aspect .Whatever the difficulty in the translation process, procedures must aim at the essence of the message and faithfulness to the meaning of the source language text being transferred to the target language text.

3. Methodology:

In this study the author used (40) EFL teachers as a sample of the study to give responses about using translation as strategies in EFL classroom, to identify the strategies of translation that students employ to learn English. To achieve these goals, survey questionnaires was used.

Table (2)

2. Discussion of differences and similarities helps learners to understand the aspect of the two languages

Phrase	Frequency	Percent
Agree	29	93.5
to some extent	1	6.5
Disagree	0	0
Total	30	100

Table proves that (93.5%) agree, while (6.5%) to some extent. This reflects that the majority of respondents are strongly agreed with the statement. Discussion of differences and similarities helps learners to understand the aspects of the two languages.

Table (3)

3. Practicing translation can encourage learners to discuss the meanings and language use

Phrase	Frequency	Percent
Agree	30	100
Disagreed	0	0
To some extent	0	0
Total	30	100

According to statistical results, it is proved that, (100%) replied positively to the statement. So, this result shows that all of respondents agreed that practicing translation in groups can encourage learners to discuss the meaning and use of language.

Table (4)

4. using translation as teaching strategies on EFL class helps students understand the language in context.

Phrase	Frequency	Percent
Agree	29	95.5
Disagree	1	4.5
To some extent	0	0
Total	30	96.8

indicates that, (95.5%) answered agree, (4.5%) disagree. According to the results the majority of the teachers (95.5%) agreed that teaching translation helps students understand the language in context.

Table (5)
5.communicative competences can be developed through teaching translation

Phrase	Frequency	Percent
Agree	29	96.5
to some extent	1	3.5
Total	30	100

The above table and fig (4-11) shows that (96.5%) of participants agree, while (3.5%) to some extent.. This reflects that, the majority of respondents agree that communicative competences can be develop through teaching translation.

Table (6)
6.EFL teachers should be aware of translation strategies and theories

Phrase	Frequency	Percent
Agree	23	80.5
to some extent	2	4.5
Disagree	5	16.
Total	30	100

shows that (80.5%) agree, while (16%) disagree and (4.5%) accepted it to some extent. This means that the majority of respondents agree that EFL teachers should be aware of translation strategies and theories.

The discussion of the Result:

4.2 Verification of the Paper Hypotheses

In this section the results of the questionnaire are discussed in relation to hypotheses of the paper.

Hypothesis One: The problem of weakness practicing of English during the lesson is as a result of students weakness in cultural difficulties aspect .The result has proved that this hypothesis is accepted.

Hypothesis Two: There some strategies involving translation study do students in

Sudan need to practice English well in an EFL classroom. The result has proved that this hypothesis is accepted.

Hypothesis Three: Cultural difficulties is encountered EFL students in translation . The result has proved that this hypothesis is accepted.

5.0 Introduction

This part concludes the paper summering through the findings, conclusion and recommendations.

5.1 The Main Findings of the Study

The results have proved that:

1. Translation rules with good linguistic background considers as a helpful, a useful, a meaningful medium and a natural communicative activity for both teachers and students.
2. Not only teachers but also students should have various cultural, linguistic commands and translation rules aspects of the languages to facilitate second language acquisition.
3. Translation rules with good linguistic background motivates students to participate and interact in the lesson effectively.

Conclusion and Recommendations

The present paper has first made a quick reference to some theoretical aspects concerning cultural and translation terms, mainly to the most important typologies and classifications proposed, as well as the translation procedures or strategies that can be used to translate these terms.

From the linguistic and communicative perspectives, everything conceivable by the human mind must be capable of being expressed in any language. And, since anything that can be said in one language can be expressed in another (Nida and Taber 4), we can infer that everything can be translated from any given language into any other language. Therefore, the translation of any text is objectively possible, even if there are different codifications, historically conditioned, resulting from the fact that not all speech communities are at the same stage of evolution.

To overcome the difficulties and problems that cultural elements pose, the translator can use a wide range of strategies, such as the ones synthesized in section 2. Many translation scholars consider them pivotal in

the translation process, but these strategies are not the universal panacea and studies on translation strategies and procedures have been sometimes criticized.

This paper has also shown the results of an empirical study, in which students translated culture-bound literary texts, in order to find out the problems they faced in translating some cultural terms and the strategies used to solve them.

The findings suggested that “learners used a variety of strategies involving translation, including cognitive, memory, compensation, social and affective strategies,” and that “more proficient learners tended to report negative beliefs about translation and less use of translation, compared with their less-proficient peers” the authors identified some negative aspects of using translation in English. Among them is that “translation can be erroneous because of multiple meanings of certain terms”. EFL students use translation for memorizing and retrieving English, language comprehension, self-assessment, and as a social strategy to interact with other people in English. The paper recommended that: teacher should used some techniques and strategies to solve the cultural problems like dictionary. Education ministry should develop police that responsive to cultural diversity.

Articles and reading materials in English in an EFL context. The study recommended that:

Students should be encouraged to enrich their language by practicing translation in and outside. Teachers draw the learners' attention to cultural conceptual, idiomatic and grammatical features. The selection of the materials should be based on learners' linguistic competence and interest.

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The Appendix

Sudan University of Science and Technology
College of Graduate Studies
College of Education
 Department of Foreign languages
 Questionnaire for teachers

Dear teachers:

Indeed, I would be grateful if you response for the statements which are used for collecting data under the title: (Cultural Problems Encountered EFL Students in Translation)

Read the following statements then tick () on your choice.

No	Statements	agree	To some extent	disagree
1	Selection of method of teaching Translation depends on teachers and students interests			
2	Discussion of differences and similarities of two languages helps students to understand their aspects			
3	Practicing Translation can encourage students to discuss meanings and language use			
4	Using Translation as teaching strategies helps learners to understand language in context			
5	Communicative competences can be developed through Translation			
6	EFL teachers should be aware of translation strategies and theories			