

## A contrastive analysis of English and Arabic Translation Problems

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### 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*

### المستخلص :

هدفت الدراسة إلى التعرف على مشاكل الترجمة لدى المترجمين وطلاب اللغة الإنجليزية. ولإثبات فرضيه البحث إتبعت الدراسة المنهج التجريبي للتعرف علي اهم المشاكل التي يواجهها المترجمين ودارسي اللغة الإنجليزية . تم تحليل البيانات بإستخدام برنامج التحليل الاحصائي(SPSS). توصلَ الباحث إلى عدد من النتائج أهمها:معظم الدارسين يواجهون صعوبات كبيرة في ترجمة العبارات الاصطلاحية والعبارات التي تحمل دلالات ثقافية. إن الترجمة بين اللغة الانجليزية و اللغة العربية وبالعكس تتطلب معرفة تامه بأسس الترجمة ودرايه كامله بخواص وأساليب كل من اللغتين العربيه والانجليزية. أهم التوصيات: ضرورة تدريب طلاب الترجمة تدريباً كافياً على ترجمة الانواع المختلفه من النصوص مع التركيز علي النواحي اللغويه والنحويه. يجب ان تحتوي المناهج علي مواد اكثر تفصيلا في مشاكل الترجمة والفروقات المختلفه بين اللغتين. ينبغي علي المعلمين التركيز علي الجوانب التي تمثل صعوبات لدي الدارسين مثل ترجمة العبارات الاصطلاحية والعبارات التي تحمل دلالات ثقافية. كما توصي الدراسة علي اهمية التركيز علي اختلاف الاساليب اللغويه في اللغتين الانجليزية و العربية.

**الكلمات المفتاحية:** *التنوع في اللغة الانجليزية - التنوع الثقافي - علم المعاني - العبارات الاصطلاحية في اللغة*

*العربية الفصي*

### 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:  
وسقط حنك الناظر من الدهشة ونجا الطرفي

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: الحنين رجل مبروك

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:

والحنين ولي صالح، وهو لا يصادق أحدا إلا إذا أحس فيه قيس من نور.

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: "التخصيص" or "الخصخصة" or "التخصيصية"

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 "أسلمة", 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 ← مصطاف

the complicated nature of ← إشكالية

long experience ⇒ باع

great love ⇒ عشق - وله - هيام

to brief mention ⇒ ينوه

astonishment ⇒ دهشة بالغة

### 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 'الملوخية' and 'العرقسوس', and some kinds of clothing, such as: عمامة and جلابية and عقالة, 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 "مفتي" and "زكاة" and "عدة" and "محلل" 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 عبد الصمد: "علي بالطلاق الزين عرس عرس صح مو كذب".

, 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: علي بالطلاق, usually said by Muslims when intend to divorce his wife, such traditions do not exist in European culture. When describing Zein's ready to fall in love with every beautiful woman he meets, Al-Taybe Salih used the expression:

وكانت ليلاه هذه المرة فتاة من البدو

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 'ليلاه' 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

#### BRITISH

bank holiday

petrol

sweets

tap

pavement

chemist

underground

receptionist

#### AMERICAN

legal holiday

gas

candy

faucet

side walk

druggist

subway

desk clerk

عطلة البنوك

بنزين

حلويات

حنفية – صنوبر

رصيف

كيميائي – صيدلي

مترو الأنفاق

موظف الاستقبال

### 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.

### Grammar differences

The grammars of American and British English are basically quite similar, but here are some important ways in which American English differs from British English:

#### The past forms of some verbs

In American English some irregular verbs can have a form of the past simple or past participle that is not used in British English.

*He **dived** / (US also) **dove** into the pool.*

*Jake has **got** / (US usually) **gotten** really fat.*

#### The past simple

In many situations where British English uses the present perfect form of the verb, American English uses the past simple:

UK US

*I think I've lost my camera. I think I lost my camera.*

*Thanks, but I've already eaten. Thanks, but I already ate.*

### Different prepositions

UK US

*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:

UK US

*equalled equalled*

*litre liter*

*plough plow*

*honour honor*

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. examples.  
The following table shows more  
Table: 1, proper nouns

noun	Correct translation	Direct translation
الحداد	Al- Haddad	Blacksmith
بركات	Barakat	Blessing
Green	جرين	الأخضر
Bush	بوش	شجيره

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 تاتشر (أي الشخص الذي يغطي او يصلح سقف البيت بالقش) 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** زاوية قائمة , but insisted that the student draw it with his **right hand** يده اليمنى while student was left-handed. Of course he did not draw it **right** مضبوطة and the teacher gave him low marks. **Right away** فوراً على الفور 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** على حق and that the teacher did not treat him **right** كما ينبغي يعامله بالعدل او 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:

" , 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 حسداً.

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* (يَوْمَ تَبْيَضُّ وُجُوهٌُ وَتَسْوَدُّ وُجُوهٌُ) 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. Match-box, for instant, translate into: علبه ثقاب; dog catcher = صياد كلاب; lion-tamer = محب للقطط = cat lover = مروض أسود; Billiards = بلياردو; 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 القط الجرد " " القط، قتل الجرد " " الجرد قتله القط " " قتل الجرد القط "

### 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

Table: 2, idiomatic expressions

Idiom	Literal meaning	Idiomatic meaning
break a leg	I command you to break a bone in your leg	Do your best and do well
He looks blue	He has blue skin	He seems sad
I will go banana	I am going to be banana	I will lose my mind

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

Table: 2, idiomatic meaning

Term	Translation	Term	Translation
Beat swords into ploughshares	من السيوف إلى المناجل	With flying colors	منتصراً
Beauty is skin deep	الجمال جمال الروح/النفس	At loose end	لا يجد ما يشغله (فاضي)

past simple to express the present perfect: for example:

This is the letter I كتبت الذي الخطاب الذي كتبتة 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.

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.

die was cast	سبق السيف العذل	On edge	عصبي ، متوتر
big shot	شخصية كبيرة	Rub shoulders with	يخالط
blaze the trails	يأخذ بزمام المبادرة	Yellow livered	جبان
Burn one's bridges	يقطع طريق التراجع - بحرق خط الرجعة	I got the better of him	غلبته ، انتصرت عليه
In cold blood	مع سبق الاصرار والترصد	Snowed under by	مغلوب علي امره ، مقهور
Bury the hatchet	ينسي الخلافات السابقه	In the cart (basket)	في موقف حرج

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

### 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

Table: 3, idioms with different meaning

Idiom	Meaning in English	Meaning in Arabic
day after day	every day	every other day
red-faced	Embarrassed	Furious
pull one's leg	(jokingly) say something untrue	let him talk
stretch one's legs	take a walk	lie down
head over heels	completely (in love)	upside down

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

### Direct Idiom Translation (Arabic into English)

Table: 4 Translation of Arabic Idiom

Translation	Arabic Idiom	Translation	Arabic Idiom
He knows how to go about things	يُعرف من اين تُؤكل الكتف	He shot off into the blue	اطلق ساقيه للريح

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.

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



God, may He be	الله، سبحانه وتعالى!	Beyond me	فوق طاقتي
A decent chap	ابن حلال	The late....	المعذور له
He did me credit	بيّض وجهي	to beat about the bush	يُدور حول الموضوع
Be it as it may	اذا سلمنا بهذا جدلا	to catch on	يُذرك او يفهم الفكرة
Black on white	جبر علي ورق	to stand up for	يُدافع عن، يساند
Head over heels	رأساً علي عقب	No problem	تعبك راحه
A storm in a tea-cup	زوبعه في فنجان	It was (all) in vain	ذهب سدى

Following are some examples of translation errors that learners of translation have committed when they translate idioms directly from one language into another.

Arabic Idiom	Direct Translation	Correct Translation
على راسي	On my head	It's my pleasure
صحه	Health	bless you
تعبك راحه	Your tiredness is comfort [to me]	no problem
مبروك	Blessed	congratulations

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 انتفاضة

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 التأنى

السلامة وفي العجلة الندامة

Still water runs deep ميه من تحت

تين

### Formal Correspondent:

For example:

to float currency تعويم العملة

the first lady السيدة الأولى

to launder money

(إضفاء غسيل الأموال

الشرعية على تحويلات

(النقود)

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

this procedure:  
First, the possibility of converting the adverbs to one of the following formulas:

(1) He

*admires her greatly.*

يعجب / يعجب بها إعجاباً شديداً / يعجب بها بشدة.  
بها أيما إعجاباً.

(2) *The situation has deteriorated very sharply.*

- تدهور الموقف بشدة.
- تدهور الموقف تدهوراً حاداً.
- تدهور الموقف أيما تدهور.
- إن تدهور الموقف لشديد.
- لشد ما تدهور الموقف.

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

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

أُتخذ القرار لما فيه حسن إدارة الشركة.

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

أوصى المؤتمر بالتبكير ( أو الإسراع ) في تنفيذ المشروع و التعجيل بتنشغيله.

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.*

استعرض المؤتمر ما تحقق من تقدم فيما يجري تنفيذه من برامج.

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

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

أوصى الرئيس بوجوب ( أو بضرورة ) تشكيل لجنة لبحث ذلك الأمر.

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.*

أريد أن أنوه أن الجامعة قد أفرطت في توزيع الجوائز على الخريجين كافة.

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

على الرغم مما يتسم به من وحشية، إلا أنه يبدي في بعض الأحيان ما ينم عن رقة منقطعة النظير.

Sixth: changing the form of prepositions, for example:

(1) *The achievements of the past decades*

الإنجازات التي تحققت في العهود الماضية

(2) *The lady in black*

المرأة التي تنشج بالسواد

(3) *Mubarak of Egypt*

مبارك رئيس مصر

From all the above mentioned problems, it is impossible to obtain unexceptionably 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

final point, 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

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

No	Version	Means	S.D	T. value	Difference
1	Pre-test	10.9	9.5	6.5	Significance
2	Post-test	23.2	6.9	19.38	

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:

$$\text{Reliability} = 1 - \frac{6 \sum D^2}{N(N-1)} = .98$$

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

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.

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

### 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

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:

$$A\text{-Mean} = \frac{\sum \times f}{N}$$

For the standard deviation:

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

For the testing significance:

$$t. \text{ Value} = \frac{\frac{X_1 - X_2}{\sqrt{\frac{\delta_1^2}{n_1} + \frac{\delta_2^2}{n_2}}}}$$

$\delta$  = population standard deviation

$\delta^2$  = population variance

$\sum$  = the sum of

$X$  = the random variable  $X$

$f$  = function of

$d$  = standard deviation

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.

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