Analysis of University Staff's Attitudes on MA Students in Grasping Economic Terms

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Abstract

The purpose of this study is to investigate the point of view of teaching staff on difficulties that encountered by MA students in translating economic texts from English into Arabic. The samples were collected from the English Language and Translation teaching staff at the University of Bahri, College of Languages, Sudan University of Science and Technology, Cambridge University, and Mashreq University. Because translating the economic text is challenging for MA students, the university should provide them with an updated syllabus. Furthermore, because knowledge of the economic background facilitates the process of translating the economic text, the university should implement an economic syllabus lecture for students. Correct economic translation, on the other hand, is dependent on translation practice. As a result, MA students must practice more written translation in order to improve their translation skills.

المستخلص:

تهدف هذه الدراسة لتقصي الصعوبات التي يواجهها طلاب ماجستير الترجمة عند ترجمة النصوص الاقتصادية من الإنجليزية إلى العربية من وجهة نظر اساتذة الجامعات. تم جمع العينات من هيئة تدريس اللغة الإنجليزية والترجمة في جامعة بحري ، كلية اللغات ، جامعة السودان للعلوم والتكنولوجيا ، جامعة كامبريدج ، وجامعة المشرق. نظرًا لأن ترجمة النص الاقتصادي تمثّل تحديًا لطلاب الماجستير ، يجب على الجامعة تزويدهم بمنهج دراسي محدث. علاوة على ذلك ، لأن المعرفة بالخلفية الاقتصادية تسهل عملية ترجمة النص الاقتصادي ، يجب على الجامعة تنفيذ محاضرة منهج اقتصادي للطلاب. من ناحية أخرى ، فإن الترجمة الاقتصادية الصحيحة تعتمد على ممارسة الترجمة. نتيجة لذلك ، يجب على طلاب الماجستير ممارسة المزيد من الترجمة الكتابية من أجل تحسين مهارات الترجمة لديهم.

1.0 Introduction

1.1 Statement of the Problems

Economic translation texts problems usually occur when the meaning of the word or the expression in the source language is not understood, or totally were unknown terms to MA students of translation.

This study looks at the economic text problems that may occur due to the different systems of the source and target languages.

These issues are tightly connected to the absence of the applicable equivalence in the target language. Ignorance of these main issues results in producing inappropriate translation.

1.2 Objectives of the Study

This study is intended to achieve the following objectives:

1. To reveal the difficulties and causes of difficulties in translating the economic text.
2. To find out the problems of translating economic terminology and idioms.

1.3 Questions of the Study

This Study attempts to answer the following questions.

1.What are the causes of difficulties in rendering economic text from English into Arabic.

2. What are the difficulties encountered by MA Students in Translating Economic Terminology From English into Arabic.

3.What are the difficulties encountered by MA Students in Translating Economic Idioms From English into Arabic.

1.4 Hypotheses of the study

This Study set out to test the following hypotheses .

1.MA Students of Translation Encountered by Some Difficulties in Rendering Economic Text from English into Arabic.

2.MA Students of Translation Encountered by Some Difficulties in Translating Economic Terminology from English into Arabic.

3.MA Students of Translation Encountered by Some Difficulties in Translating Economic Idioms.

1.5 Significance of the Study

This study investigates the difficulties encountered by MA Students of translation in rendering economic text from English into Arabic.

Many economic terminologies in the source language contain different meanings .this issue means that the MA student could experience difficulties in deciding how the translation context will move towards the target reader.

So this study provides solutions to overcome such obstacles and will lead the MA student and the reader to get a clear meaning of the economic terminology translated.

(House, (2001) Based on the three theoretical concepts, translation is defined a

This study will be beneficial for translators, learners and MA Students of translation.

1.6 Methodology of the Study

The researcher adopts the descriptive analytical methods in this study.

Tools for data collection will be the questionnaire and test (for MA Students) and questionnaire for teachers of translation.

1.7 Limits of the study

This study will take place at University of Bahri - College of Graduate Studies for MA students of Translation in the academic year 2019/2021.

It also includes teacher's translation Staff at Sudan University of science and technology, Bahri university, Cambridge colleage and Almashriq university

2. Literature Review

Translation is defined as process to transfer the logical meanings of the ST into an equivalent TT. This definition indicates some important concepts. First, it refers to translation as a process (Shuttleworth & Cowie, 1997,Bell, 1991; Manfredi, 2008). Here, as a process, it involves some stages for the acquisition of the logical meanings of the ST and their transfer into the TT. Second, it refers to translation as a product of the process of translation (Bell, 1991,Halliday 1992 ,Manfredi, 2008). Here, as a product, it refers to a translation which serves as TT.

It has the function which is the same as the function of the ST (Catford 1965; House, 2001). It functions to provide the logical meanings which are similar the one of the ST. In such a nature and extent, it is viewed as the replacement of the ST.

process of acquiring and transferring the meanings of a ST into an equivalent TL

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from a SL into a TL which is different from the SL.

Translation as a process is a term which is used to differentiate it from translation as a product. Shuttleworth & Cowie (1997) says that translation is divided into process and product. It means that translation as a process is different from the one as a product. Similarly Bell (1991) also differentiates translation as a process from a product. Halliday (1992) says that "In English we use the term "translation" to refer to the total process and relationship of equivalence between two languages; we then distinguish, within translation, between "translating" (written text) and "interpreting" (spoken text)."

It is said that translation is a total process of either a spoken or written text. A clear boundary between a process and a product is given by Manfredi (2008) saying that as a process, translation refers to the activity of turning a ST into a TT in another language. Here it means that translation as a process refers to the activity of a translator to transfer the meaning of the ST into the TT by turning the lexico- gramatical aspect of the ST which represent the logical meaning into the lexico- grammatical feature of the TT, and that of a product is the translated text. So it is defined that translation as a process refers to the activity of a translator to replace the lexico-grammatical features of the ST into TT in order to represented the equivalent meaning.

House (2001) says, "Translation is thought of as a text which is a representation or reproduction of an original one produced in another language." This implies that as a product, translation is the representation of the original one. In addition to that, translation has the function to serve the function of the original one. Catford (1965) says that translation is the replacement of a textual.

Material in another language. It is similar to the type of inter-lingual translation as translation proper from an original language into another language mentioned by Jakobson (1959/2000). Further Nord (1991) says that translation is the production of a functional target text maintaining a relationship with a given source text that is specified according to the intended or demanding function of a target language. It implies that translation as a product functions to serve a specific function according to the demanding function in the TT. So translation as a product is seen as a translated text in the other language which works to serve the equivalent function of the ST in the TT.

According to House (2001), equivalence for non-linguistically persons is a text which is some sort of reproduction of another text, originally written in another language. It means that people in general accept equivalence as the reproduction of a SL text in a TL text. Shuttleworth & Cowie (1997) say that basically equivalence is a concept used by the people in the translation studies to explain the nature and extent of the relationship which exists between the source text and target text. It is said that equivalence is the relationship between the ST and TT. It is based on a specific nature and extent as the criteria of the good translation. This concept is strengthened by Kenny in Baker (1998) saying that usual equivalence as the relationship allows the target text to be considered as a translation of the source text. But It is also said that there could never achieve full equivalence on code unit between the source text and target text ibid.

According to Nida and Taber (1969), translating consists in reproducing in the receptor language the closest natural equivalence of the source language message, the first in term of meaning and secondly in term of style. It implies that the nature and extent of equivalence between the ST and TT refers to the meaning and style. According to Catford (1965), the central problem of translation practice is that finding target language translation equivalence. This means that the central task of a translator is to define the nature and extent of translation equivalence.

In this research equivalence is defined based on the equivalent function of lexico-grammatical features between the ST and TT, which is different from the function of the purpose mentioned by Bell (1991) between the ST and TT, or different from the similar function of register features mentioned by Steiner (2001) between the ST and TT. But the concept of functional equivalence elaborated here is similar to the concept given by Manfredi (2008) saying that functional equivalence refers to the equivalent function of the lexico-grammatical features of the ST which are replaced into the lexico-grammatical features of the TT.

Further the concept is also inspired from the parameter of the functional equivalent mentioned by Halliday (2001) i.e. stratification, meta-function, and rank.

According to Hallidayan SFG (Manfredi, 2008), a clause simple as a lexico-grammatical feature of a lower rank works to make its logical function or logical meaning when it enters together with the other equal rank of lexico-grammatical feature into a clause complex in a text. So theoretically, the concept of functional equivalence in this research refers to the nature and extent of the logical meaning which is created by a clause simple when it enters with the other clause simple of the same rank into a clause complex of a higher rank.

3. Data Analysis and Discussion

Five Liker scales questionnaire Statements are adopted to find out the causes of difficulties in rendering economic text from English into Arabic. Each scale contains five responds points ranging from (agree, strongly agree, disagree, strongly disagree, neutral).

The Frequency Tables

Table No. (1) Shows the relative frequencies and the ranking of the phrases according to the relative weight depending on the mean of value

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	ranking
1.	University syllabus is not updated to recent global economic text which makes MA Students of Translation incompetent.	34.8	52.2	4.3	0	8.7	5
2.	Teachers are not qualified enough to teach economic translation.	34.8	21.7	8.7	26.1	8.7	13
3.	MA Students of translation face difficulties in translating economic	30.4	39.1	8.7	21.7	0	12

No.							
	text because the tools of teaching are traditional.						
4.	Most of Sudanese universities libraries don't have enough economic translation references	43.5	47.8	8.7	0	0	2
5.	Most of Sudanese universities don't have online electronic libraries.	60.9	30.4	4..3	4.3	0	1
6.	MA Students of Translation don't have economic translation background which result in inappropriate translation.	56.5	26.1	0	13	4.3	6
7.	MA Students of Translation aren't capable with economic idioms.	45.3	22.7	13.6	18.2	0	8
8.	Economic translation text has many unfamiliar terms for MA Students of Translation.	40.9	36.4	4.5	18.2	0	7
9.	Economic text has many difficult scientific economic phrases.	47.8	34.8	13	4.3	0	4
10.	Economic text contains some difficult economic statements.	36.4	36.4	12.2	4.5	4.5	8
11.	MA Students who have studied English language before, their translation is more accurate.	45.5	18.2	18.2	18.2	0	9
12.	MA Students should have knowledge with both source and target languages systems.	50	36.4	9.1	0	4.5	3
13.	MA Students can deal with economic text characteristics in translation process.	23.8	47.6	19	9.5	0	11
14.	MA Students are not familiar with translation techniques.	17.4	34.8	21.7	17.4	8.7	14
15.	Economic terms dictionaries are not available for MA Students of translation	34.8	39.1	8.7	13	4.3	10

From the above table we note the following:

Table No. **(1)** the phrase (**MA Students of Translation Who don't have an economic translation background , this result in inappropriate translation**.) came in the first order based on the value of the arithmetic mean, and the relative importance was taken **No. (1)**

While the phrase (**Economic terms dictionaries are not available for MA Students of translation**) came in the last order based on the arithmetic mean value, and the last relative importance was taken based on the respondents' answers.

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Table No. (2) shows the results of the reliability test for the Teachers population questionnaire expressions:

Reliability Statistics	
Cronbach's Alpha	N of Items
.778	15

Table No**. (2)**, note that the value of the alpha test has reached **78%,** which means that there is a very high stability of the expressions of the questionnaire axes of the student population.

Table No. (3) shows the results values of the Scale Mean, Variance and Cronbach's Alpha if Item Deleted

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Statement1	56.5882	55.632	.501	.755
Statement2	57.1176	50.235	.635	.738
Statement3	56.6471	57.243	.448	.760
Ststement4	56.0588	63.059	.259	.775
Statement5	55.9412	63.309	.236	.776
Statement6	56.1765	60.029	.255	.777
Statement7	56.4706	55.265	.523	.752
Statement8	56.4706	54.765	.625	.745
Statement9	56.2941	59.721	.392	.765
Statement10	56.2941	61.096	.291	.772
Statement11	56.7059	56.221	.446	.760
Statement12	56.2353	61.816	.189	.771
Statement13	56.7059	60.971	.279	.773
Statement14	57.1765	54.029	.504	.754
Statement15	56.5294	62.890	.094	.771

Table No**. (3)**, which show the values of the alpha test in the event of deleting any of the phrases, we note that there is no value higher than the total value of the alpha test, and therefore none of the phrases can be deleted and all of them are of high importance.

Steps of the Factor Analysis (Teachings Staff):
Step (1) Descriptive Statistics:
Table (4) Descriptive Statistics

Descriptive Statistics				
	Mean	**Std. Deviation**	**Analysis N**	**Missing N**
Statement1	4.0435	1.10693	23	0
Statement2	3.4783	1.44189	23	0
Statement3	3.7826	1.12640	23	0
Ststement4	4.3478	.64728	23	0
Statement5	4.4783	.79026	23	0
Statement6	4.1739	1.23038	23	0
Statement7	3.9545	1.17422	22	1
Statement8	4.0000	1.11270	22	1
Statement9	4.2609	.86431	23	0
Statement10	3.9545	1.09010	22	1
Statement11	3.9091	1.19160	22	1
Statement12	4.2727	.98473	22	1
Statement13	3.8571	.91026	21	2
Statement14	3.3478	1.22877	23	0
Statement15	3.8696	1.17954	23	0

Table No. **(4)** shows us the results of the descriptive analysis of the data that were entered in the factor analysis, excluding the missing values for the data, and thus this increases the accuracy of the results of the factor analysis.

Step (2) Adequate of Sample Size and Achieving of Variance
Table 4.15 KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.602
Bartlett's Test of Sphericity	Approx. Chi-Square	108.329
	Df	105
	Sig.	.02

Table No. **(5)** regarding the results of the adequacy of the sample size and the achievement of variance, we note that the value of the (KMO and Bartlett's) test shows that the sample size is sufficient and that the variance distribution characteristic has already been achieved

Step (3) the Commonality Coefficients

Table 4.16 the commonality coefficients

Communalities		
	Initial	**Extraction**
Statement1	1.000	.734
Statement2	1.000	.597
Statement3	1.000	.666
Ststement4	1.000	.544
Statement5	1.000	.800
Statement6	1.000	.545
Statement7	1.000	.811
Statement8	1.000	.778
Statement9	1.000	.663
Statement10	1.000	.777
Statement11	1.000	.717
Statement12	1.000	.635
Statement13	1.000	.738
Statement14	1.000	.676
Statement15	1.000	.822

Extraction Method: Principal Component Analysis.

Table No. **(6),** which shows the results of the commonality coefficients for the variables within the factor, as the criterion value is (0.5), but the results of the study population's values are all higher than the criterion value, so it can be said that these results are characterized by a high degree of accuracy.

Step (4) the Calculate of the Total Variance Explained
Table (7) Total Variance Explained
Table No. **(7)** shows us the most important results of the analysis, which is the percentage that

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
A1	3.247	21.649	21.649	3.247	21.649	21.649	2.503	16.688	16.688
A2	2.508	16.717	38.366	2.508	16.717	38.366	2.433	16.219	32.907
A3	2.014	13.424	51.790	2.014	13.424	51.790	2.219	14.795	47.702
A4	1.564	10.424	62.215	1.564	10.424	62.215	1.680	11.199	58.901
A5	1.173	7.820	70.034	1.173	7.820	70.034	1.670	11.133	70.034
A6	.990	6.600	76.634						
A7	.881	5.876	82.510						
A8	.695	4.630	87.140						
A9	.648	4.321	91.461						
A10	.413	2.757	94.218						
A11	.279	1.861	96.079						
A12	.265	1.770	97.848						
A13	.162	1.082	98.931						
A14	.124	.824	99.755						
A15	.037	.245	100.000						

Extraction Method: Principal Component Analysis.

each factor explains from the degree of total variance, which amounted to **(70.03%),** and there are **5** factors for the sample of the student population, and they can be called (phenomenon). Where we note that these factors are sufficient to analyze the phenomenon of obstacles to the translation of economic texts for students.

Step (5) the Calculate of the Component Matrix
Table 4.18 Calculating the Component Matrix

Component Matrix[a]					
	Component				
	1	2	3	4	5
Statement1	.587		-.350	-.491	
Statement2	.712				
Statement3	.531			.407	.464
Ststement4		.630			
Statement5		.502	-.421	.597	
Statement6	.515	-.369	-.326		
Statement7	.722		.314	.364	
Statement8	.735		.384		
Statement9	.460		.588		
Statement10		.712			-.436
Statement11		.746			
Statement12		.386		-.514	.453
Statement13		.549	.520		
Statement14	.671		-.395		
Statement15		.302	.709		-.463

Extraction Method: Principal Component Analysis.

a. 5 components extracted.

Table No. **(8)** it becomes clear to us the distribution of the questionnaire's axis statements on the factors, but since it was one of the conditions of the factor analysis that the variable loading is distributed to one factor and since these results contradict this condition.

Step (6) The Calculate of the Rotated Component Matrix
Table (9) Calculating the Rotated Component Matrix

Rotated Component Matrix[a]						Variables in factor
	Component					
	1	2	3	4	5	
A1	.844					1
A2	.721					1
A3		.673				2
A4			.625			3
A5			.844			3
A6				-.451		4
A7		.780				2
A8		.697				2
A9		.755				2

	1	2	3	4	5	
A10			.770			3
A11			.612			3
A12					.761	5
A13					718	5
A14	.788					1
A15				.878		15

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Table No. **(4.19)** the feature of rotating the factors was used using the orthogonal method and the results of the analysis came Logical, as each variable was loaded on one factor only (note that the criterion value is **40%),** meaning that each variable was loaded on a factor with a value less than the criterion **value (40%)** that was excluded from the factor, and the analysis was repeated for the variable that included Two or more downloads so that it depends on one factor only**.**

Step (8) Component Score Covariance Matrix
Table 4.20 Component Score Covariance Matrix

Component Score Covariance Matrix					
Component	1	2	3	4	5
1	**1.000**	.000	.000	.000	.000
2		**1.000**	.000	.000	.000
3			**1.000**	.000	.000
4				**1.000**	.000
5					**1.000**

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
Component Scores.

Table No. **(10)** Shows the results of the covariance matrix, where it appears that all coefficients of covariance are zero, and thus the condition of independence of the variables is fulfilled.

5.0 Summary, Conclusion and Recommendation
This study focused in essential problem of translating text which is "Investigating the Difficulties Encountered by MA Students in Rendering Economic Text from English into Arabic". So all Sudanese students, translators, teachers and researchers will get benefit from this study. The internal consistency of the questionnaire statements is **77%,** which represents a very high degree of stability.
 The overall approval rate for the questionnaire statements is 70.02%, which is a high degree of approval.
The statement "Most of Sudanese universities do not have electronic libraries."

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In the first order based on the arithmetic mean value, which follows the hypothesis that states"University syllabus is not updated to global economic text which makes MA students translation incompetent".

5.1 Results

1.The teachers population explained the number of five factors as the following:

2. The first factor represents the number of 3 factors, has explained about 78.4% of the difference.

3. The Second factor represents the number of 4 factors, has explained about 72.625% of the difference.

4. The third factor, represents the number of 4 factors, has explained about 71.275% of the difference.

5. The fourth factor represents the number of 2 factors has explained about 21.35% of the difference.

6. The fifth factor represents the number of 2 factors, explained about 73.95%. of the difference.

7. According to the above results, the study concluded that MA Students of Translation face difficulties in Rendering economic text from English into Arabic.

5.2 Recommendation of the Study

1. Since translating economic text is difficult for MA Students, so university should provide them with updated syllabus.

2. Due to the Knowledge of economic background facilitates translation of economic text. University should insert economic lecture for the students. Appropriate economic translation depends on practicing translation. So, MA students need to practice more written translation to improve their translation skills.

3. Having an excellent economic lexical knowledge can produce good translation. So MA student should train their self by acquiring more economic terms.

4. Library books and references help me in translating economic text. In order to that electronic library is so important for MA students.

5. Teaching economic translation should be qualified.

5.3 Suggestions for Further Studies

1. University should provide students with current global syllabus

2. Develop the tools of teaching to attract the learner's attentions.

3. Provide students with online electronic library to get information easily.

Furthermore, I suggest for the other researcher to write about the difficulties of translation the legal, medicine or engineering terminologies.

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