Beyond Translation: Students' Problems and Some Solutions

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Abstract: Translation is transmit a text from one language to another language without lose the meaning of the original. During translation process, there are many problem that could happen; especially if the person who dii translation is not professional. The problems that could happen are: problems regard to culture, as translator when has no idea about the culture of the original text, he would commit mistakes while translating. Another problem is idiomatic expression; some expressions are found in one language but there are no relevant expressions in the language that are translated to. As result, a translator may choose to illustrate that expression in some other ways. Moreover, verbs with two words could cause many problems. English is full of verbs that are followed with prepositions and which give different meanings from the same verb used separately. Thus the translator with no background knowledge about this, could do horrible mistakes in translating. Furthermore, translating texts literally affect the quality of the translation, as not all the words have to be translated. These problems could be solved when followed the following instructions. Specialize in one field and get technical knowledge in it, as it is hard to be professional in all the fields. Try to paraphrase using related and unrelated words. When it comes to words that have no correspondent in the target language, you can illustrate it by using loan words or loan words plus explanation. Try to be bilingual and use monolingual dictionary. Also, using grammar checker could be useful in translation process. During translation process, problems always occur but solutions are always there.

Keywords: Translation, Problem, Solution, Target Language

1. Introduction

Translation is thought transmission in a language to another language. It is a process which guides from written source language text into target language [15]. It is also a bridge to understand the knowledge, textual material, science and others [5]. Many learners do translation to understand text. However, there are difficulties that students do have in translation process. Translation not always could be easy to be achieved [16]. It needs some awareness of language and the subject that translation occurs in. To explain, vocabularies are varied and some of do have more than one meaning (homonymy). Knowledge of the subject of the text could lead to the right meaning of the translated text.

2. Translations' Problems

As a learner of English as a Foreign Language (EFL), there are some difficulties in translating from English to Arabic and vice versa even though software application to do translation are available. Translating English text to Arabic or trying to write Arabic moral in English could be tricky and not always work even the right words are chosen. Through this article, some translation problems would be mentioned, beside some solutions will provided.

2.1. Lack of Materials of Translation

Translators should acquire the mandatory mastery of the linguistic systems of English and Arabic as well as the pragmatic competence. Some EFL students are not experts in linguistic. They lack the appropriate knowledge of linguistic that could qualify them to master translation. They may do mistakes in translating some words and idioms which are not familiar with their native language because the culture influences gauge's expressions [6]. Each discipline in translation has its own jargon and vocabulary that the translator

should be familiar with. As it is said by Al-Darawish "general difficulties in doing translation are no two languages are exactly the same in term of phonological, morphological, lexical, syntactic, and semantic features. They are divergent in arrangement of sentences or syntax" [15]. That is why students find it difficult to translate from English into the target language. Al Buwaheid, Hamza, Hajimmaming, and AlKhawaja indicated that students who lack knowledge and awareness of linguistic and pragmatic affect their quality of translating collocation which affect their translated text as they could not meet the intended meaning of the original text [2].

Translating any field of provided texts requests competence, accuracy in selecting the lexical terms, as well as necessary pragmatic and linguistic knowledge in that field. If these demands are not available, then the usage of the dictionary would be just waste of time for the translators [16].

Jabak, Abdullah, and Mustapha [18] suggested the reasons that make students unable to give corresponding, natural translations and close meaning for the colocations are adopting the literal renderings for them, improper use of the dictionaries, having little knowledge about concept of collocation and the best ways to deal with them during the process of translation. Similarly, Tammneh [18] has found that lexical items make many problems in translation as the students have difficulty in finding the right words for the items or the expressions. It could be due to the misunderstanding of the item needed to be translated, the wrong usage of the dictionary and lack of vocabulary store.

2.2. Culture

Before translating the intended text, the original of that written text should be clear for you. Culture plays crucial rule in the translation process. The culture practised by the speakers of each language may be widely different; for example, the British are known for their dry, biting sarcasm, which is their brand of humour. However, this kind of sarcasm may not be appreciated in not just a country speaking a different language, but even another country speak the same language. Then the problem arises as to how to translate accurately without hurting sentiments or angering the target audience [16]. Mares [18] has revealed that the cultural and religious differences between the two languages should be taken into account to create the appropriate close and equivalent translations. Similarly, Taamneh [18] also suggested that students should be sensitive to religious and social terms as having a good knowledge between the differences of the two cultures will definitely facilitate the process of translation.

Each population has its way of communicating and expressing its own messages, as well as its own code when it comes to language, symbols, understanding, shorthand, etc. These factors generate a big potential for misunderstanding; cultural factors are therefore another important challenge translators; to be precise students that are intend to be a translators, are faced with daily. The problems that caused by the cultural prism and the decoding of the recipient, that a message can be altered due to cultural differences that interfere

in the communication between two people from different cultural backgrounds when interacting [17]. Then, a whole different interpretation can come out of a message which actually has another meaning. Certain gestures, for example, are considered impolite in some countries and cultures while they are frequently used in others, which can cause offense when actually there is no such intention behind it [6].

This is something students while translating process have to consider as well. Indeed, the translated work is not going to be effective if not interpreted correctly. The cultural context of the country each language comes from has to be taken into account. In some cultures, people communicate very implicitly and reading between the lines are required, while in some others people are much more direct and explicit. This can also be a source of misunderstandings. Some cultures are rather neutral, some are much more emotional and expressive, which can make communication more difficult to understand [6].

The culture play significant rule in translating process, thus student should be familiar with the culture they are translating to, so they will react, encode and transmit the entire message correctly. To explain, when the translator does not acquire knowledge about author's background, nor understand his/her style, it is supposed to do major translation problems [18]. In the results of Dweik and Abu Helwah [18] study, the students faced many cultural and linguistic problems such as misunderstand of cultural terms, stylistic, structural, lexical, and punctuation errors. They suggested that these problems accused due to lack of awareness to the importance of the context in the process of translation, lack of students' awareness to the cultural differences and also due to the differences in the linguistic systems between the two languages.

2.3. Technical Knowledge

Translators (in future, students who intend to become translators) usually specialized in one certain field as be aware of all fields this is somehow difficult. Despite they are familiar with certain subjects in all fields, they are usually not experts in all of them. Pym [4] pointed out that errors could make because of lack of knowledge of the specific field concerned. Translators usually get specialised in certain field, and gain the knowledge needed. However, sometimes this may not be enough for some types of specialized translation; in that, some documents may be full of technical terminology, or talk about specific activities or procedures in detail.

In order to translate a document, the translator should have specific knowledge and experience in the field he/she translated in. As a result, he would give accurate and reliable translation. To illustrate, to translate marketing document, translator has to translate but also to correspond the right message to the target market's culture, society and lifestyle. For example, when translating a simple catchphrase, the sentences have to be adapted in another language where the rhymes will not necessarily be the same if translated literally. This is therefore a major difficulty for the translator and only creative translators are able to complete such tasks [4].

To solve problems in regard to technical knowledge of the

field translated to, Alrishan [3] suggested to set more specialized training courses in legal translation in order to enhance students' competency in translating legal texts and to raise their familiarity with the collocations technical terms and to improve their linguistic and pragmatic knowledge.

2.4. Limited Time

Time could be not enough to achieve the required task. If the task is a straightforward and not the complicated, then work may be translated on time. But when it is a technical or legal task and it is full of technical terms or if there is a lot of dialect and colloquialism involved, it could take longer time. This can be very stressful for a student, as the time could be finished and did nothing in the task. Taamneh [18] has found the time could be an issue to achieve the translation mission. One of the participants pointed out that the time was not enough as he wastes most of the time in searching for the words that he did not know. Alrishan and Samadi [1] have revealed the time pressure affected the translation process as the students could be afraid of finishing time without completing the translation of the required text.

2.5. Problems in Regard to Language Structure

For every language, there is a unique structure attached to it. The simpler the language, the easier it becomes when translating. The following paragraphs show the structures problems that occur when translating.

2.5.1. Idiomatic Expression

Translate idiomatic expressions from English into the target language is difficult for the EFL students. As it is stated by Baker [15] there are two factors affecting negatively on idiomatic expression translation. First of all, the absence of equivalence of the target language; the translators do not know the right translation of some words into target language since different languages express different linguistic features in different styles. The culture and specific idioms are also not easy for the students to translate into the target language. They may refer to specific items to that particular culture of the language, but not to the original text culture. The culture accomplished by the speakers of each language may also be widely different. In many languages, certain terms may be completely vague. Alrishan and Samadi [1] noticed that EFL students experience difficulties in translating idioms into Arabic. They illustrated that these difficulties appears from the truth that idioms are culture-bound which cannot be translated literally.

However, Komissarov [15] stated that there are five parts that should be considered in idiomatic expressions translation such as, literal meaning, stylistic register, emotive character, figurative meaning and national colouring. To illustrate, figurative meaning means to give meaning which is not based on the basic meaning of the words but imaginative meaning. The translators should be able to evaluate the figurative meaning in the sentences. Find a figurative meaning is difficult to be obtained as literal meaning; which is the basic meaning or original meaning of the words. Following up with

motive character that means whether the sentences providing neutral, positive and negative meanings, whereas stylistic register is to notice whether the sentences are very informal, formal, slang or taboo. Last, national colouring means proper nouns of something using nationality. Those five aspects cause difficulty for students in translating in general and especially idiomatic.

Some studies related to translation have been reported that majority of students are struggling in translating idiomatic expressions [15].

2.5.2. Compound Words

Compound words means a combination of two or three nouns and adjectives connected together to make compound words. They could be appear in three forms, closed form like classroom; hyphenated like long-term, or open form like cool down. Some compound words are pretty straightforward, and mean exactly what they say, like afternoon; some mean only half of the term, like bellboy, and some mean nothing of their original words; for example deadline. In such cases, it can get very tricky for the translator [13].

2.5.3. Homonyms and Homophones

English language has many words with multiple meanings; homonyms and homophones. Homonym is word that is both spelled and pronounced the same way as another word but mean different things, depending on the context. For instance, the word "date" could mean a particular day, a fruit, or a meeting with someone you love. There are also homophone, which is word that is pronounced the same as another word but differ in spellings or meanings or origin. Examples of homophobes include "bye/by/buy" or "show/shore" [12].

Most of the languages have homonyms and homophones, knowing when to use the correct homonyms and homophones when translating context can be a challenge. To avoid this problem, the translator must be well-aware with the vocabulary of both languages [13].

2.5.4. Prefixes and Suffixes

Prefix in English language is a morpheme added at the beginning of the word to modify its meaning; for example, pre- in word prefix, re- in reheat. However, suffix is a morpheme added at the end of the word to modify its meaning; for instance, suffix- "able" changes the word "sink" into sinkable. There many of prefixes and suffixes in English. They could turn nouns into adjectives or verbs into nouns, which could become s a challenge to the translator, especially when the target language does not have the same system of creating new words.

Most languages use prefixes and suffixes to generate new words, but each one has different rules when it comes to empowering words and preserving meanings [3].

2.5.5. Words with No Correspondent in the Target Language

Every language has words that are difficult and could be impossible to translate into some other languages, such as "serendipity" or "procrastination". When one language has a specific word to describe a condition or feeling, finding an

alternative expression in another language is challenging for a translator. For instance, Asian languages have many words to describe sensations and feelings that are difficult to translate into other languages using a single word [13].

2.5.6. Verbs Made up of Two Words

In English language there are variety of verbs that are made up of two words; commonly, a combination of a verb and a preposition. To illustrate: break up, break down, break into, break in, break off, break apart, break away; these all have different meaning of the common verb "break". The preposition that follows instantly after the verb gives it a totally different meaning. It is highly suggested that translating the verbs mad up of two words into the target language will give you the same meaning. Kohil [15] found that students confront problems in translating idiomatic phrasal verbs from English into the target language [4].

2.5.7. Layout

The layout features are of great importance as they have significant functions in translation. Thus, their misuse in translation process could result issues which, in turn, leads to poor translation. Some features are occurred in English but does not exist in Arabic. For example, capitalization to write the proper names, names of people, organizations, institutions and places; however, Arabic language has no capitalization features. Moreover, punctuation made a problem in translation process [16]. It was found by Alrishan [2] that students do a big mistake when they were asked to translate the text which is only one single long sentence with only one full stop at the end of it from English to Arabic. Majority of the students split up the long sentence into many sentences in rendering the text into the target language that affects the linguistic information and the coherence of the target text.

2.5.8. Grammatical Problems in Translation

English and Arabic belong to two different languages families, their grammar is completely different. Several grammatical features are found in English but do not exist in Arabic. This creates variable problems in translation process [7]. Translation process is not a straightforward way. To illustrate, verbs-to-be not always translated whether it is the main verb or used as an auxiliary verb. Literary translation could generate several problems and result in poor translation. Therefore students should be aware of the difference between the language structure in both the language of the original text and the language of the text that is going to be translated into [16].

3. Tips to Take into Consideration

There are some tips that should be taken into a students' consideration during translating process. Firstly, translating such as fictions and stories is quite tricky and enquire the translator to have a general idea about context, culture and environment of that piece of work. It needs creativity to transfer cultural values and traditions and to make them understandable and adapted without altering them: the translator has to remain true to the original piece. Another point to be mentioned is when translating films; for example, the right words and expressions should be chosen to fit each scene and build a certain coherence. In addition, translators should be careful while translating books and poetry especially when transmitting feelings, emotions and transcribing metaphors and rhyme as well to make the work travel in an adapted accurate way. It is often hard to keep the writing style [5].

4. Strategies to Make Translation as Successful as Possible

To turn translation challenges into opportunities and make accurate and efficient translations, students need to:

1) Avoid literally translation: try to understand the whole context, then start translation.
2) Try to have knowledge about one or more fields, its technical vocabulary and procedures.
3) As doubt occurs during translation process, immediately do some research and be sure of your work.
4) Try to have good communication skills whenever you transcribe a message without altering its purpose and keep its actual meaning.
5) Try to be bilingual as translation depends on how you can find the right words to depict the right message into the target language.
6) When dealing with idioms you can try one or both of them. The first is to try to relate them as a single unit in the monolingual dictionaries. The second is to deal them with special rules that change the idiomatic source structure into an appropriate target structure.
7) Use grammar cheekers, translation memory tools to ensure that you have maintained the correct structure in the target language without changing the meaning or the sense of the source document.
8) Understand the culture: search on the internet to learn about the most popular colloquialism used in that language, and familiarise yourself with most commonly used dialect. Soak in culture as you can through TV shows, movies, newspapers magazines and books in that language [17].
9) Try to learn the meaning of a compound words as much as you could. There are some dictionaries and Apps that are created especially for this purpose [5].

In Addition to the previous strategies, Mona Beker [19] listed seven strategies, which have been used by professional translators, to deal with the problematic issues while doing a translation task:

1) Start translation with a more general word.
2) Translation by a more less expressive/ neutral word.
3) Use cultural substitution in translating process: this involves replacing a culture-specific item or expression with a target language item considering its impact on the target reader. This strategy could power the translated text and make it more familiar, more natural and more understandable to the target reader.

4) Use a loan word or loan word plus explanation: this strategy is usually useful when dealing with modern concepts, culture-specific items, and buzz words. When a word is repeated several times in the text, then using the loan word with an explanation is very useful. At the first time the word is mentioned by the explanation and in the next times the word can be used by its own.

5) Paraphrase using a related and unrelated word: related word is used when the source item is lexicalized in the target language but in a different form, and also when the frequency used in the source text is clearly higher than it would be natural in the target language. However, unrelated word is used when the word is not lexicalized in the target language. To illustrate, it is used when the meaning of the source item is complex in the target language, so you could paraphrase to modify a super-ordinate or simply on making clear the meaning of the source item.

6) Translation by omission: sometimes omitting some expressions; especially when the meaning is get from the rest of the words, there is no need to translate each single word in the work. As a result, a lengthy explanation could be avoided.

7) Translation by illustration: when the target equivalent item does not cover some aspects of the source item and this item refers to a physical entity which can be illustrated, you could use this strategy to avoid over-explanation and to be concise and precise.

5. How Teacher Could Enhance Students' Quality to Translate

As a teacher, most of the time is spent in order to make teaching process as effective as possible. Each subject has its own way of teaching. However, teaching translation needs special effort to be achieved:

1) Cooperative learning: divide students into group and each group has its own text to translate not only could lead to better translated test but also students could improve their ability to translate [11]. To support, Tsay and Brady [14] suggested that cooperative learning improved students' academic performance. Moreover, Group work encouraged discussion and exchange of ideas; moreover, helped students to have better understanding and give them the ability to correct their friends' mistakes. Also, it was found that students have positive attitude towards group work, as they could exchange ideas and the translation get easier [14]. Moreover, Zainudin and Awal pointed out that cooperative work motivated students to speak up and exchange their ideas [14].

Gerding-Salas [14] suggested that cooperative work need some procedure to be followed by the teacher to make a translation process more effective and sufficient. The following procedures were followed by her in the translation class:

a. The teacher select materials to be translated according to the objectives of the class, taking into account the degree of difficulty of the texts.

b. Students need to read the text and identify important aspects of translation; for instance, the text type, readership and others.

c. Students need to read the text at least two times.

d. The second reading should be read deeply.

e. The teacher has to divide the text into as many parts as students in the group.

f. The students has to do a preliminary translation if they area familiar with the topic.

g. If the topic is new, students has to consult complementary literature or use some other means.

h. Whenever the first version is accomplished, the students edit their translation.

i. Students read out their translation.

j. The students verify their translation against the source text.

k. Students check the coherence and cohesion of the translated text.

l. Students discuss about their translation.

m. As a thinking activity, the students would be assisted by the teacher, by analysing the translation strategies and procedures used.

n. The students hand in the final version of their translated texts, get typed, double spaced and paged according to the original text.

o. The teacher makes a final revision and evaluate students' work by giving productive feedbacks [14].

It was found that those cooperative work procedures have great impact on students' motivation, productivity as well as the quality of their work [14].

2. Translation Training: it is necessary to train students, so they acquire necessary linguistic skills and maintain a 'delicate balance' when interacting with a language and culture [10]. The process of students' training is about preparing them to become a mediator of language and culture, a computer expert, as well as the ability to market and promote one's language services. Davis [14] points out that translation training and language learning are closely related. As a result, it is suggested to select, integrate and adapt approaches and ideas from the language learning to a translation classroom.

It was revealed by the study that was done by Tammneh [18] that of translation courses and practice affect the students' capacity to translate effectively. Moreover, Tammneh recommended to increase the number of the translation courses that are presented to the students in their studying to have more practice in the process of translation. Similarly, it was revealed by Dweik and Othman that insufficient lexical knowledge, inadequate knowledge and practice of grammar affect students' performance in translation class [8].

Dweik and Abu Helwah [18] the lack of experience in dealing with dictionaries while translating make students have problems during translation process as it could take more time, and did not distinguish the appropriate meaning in the context.

2) Discuss the translated work: doing a conference after the operation of the translation was done have some advantages on students' performance [9]. It was revealed by Zainudin and Awal ([14] that students enjoy discussing their work with classmates after translation. Pym [4] stated that translation class should spent most of its time creating and discussing errors. In addition, Pym mentioned that correction should be oral as the whole class could get benefits of that.

3) Motivate students to read as much as possible and make sure that they have comprehended text.

6. Conclusion

In conclusion, each text; whether it is literature, legal or medical content, are came with different difficulties and requires specific language skills to be achieved and translated in right way. Delivering the same message in different language can not be done without acquiring some specific skills. Thus students face several problems during translation process such as lack of linguistic competence, idiomatic expression, layout features, influence of culture and some more other problems. Students most of the time are asked to comprehend the research or small context and transfer it in another language with same quality of the original, so they have to deliver it in a perfect format as well as in-depth knowledge of the language pair, to keep the meaning as same as the original content.

Using strategies like paraphrasing, omission, illustrating could lead you to guess the right meaning of the source and interpret the writer's idea correctly. Beyond those strategies, cooperative work and training course influence students' ability to translate the source in accurate, appropriate way. Committing mistakes in translation, leads to lose the meaning of the text and make mismatch between the source and the translated text.

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