

**Problems and Difficulties that Encounter English Students of
Al Quds Open University in the Translation Process from
English to Arabic and their solutions**

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Abstract

**Difficulties and Problems that Face English Students of Al Quds
Open University in Translation process from English to
Arabic and the solutions for that**

The study aims at exploring the difficulties that face the students of Al Quds Open University in translation process from English to Arabic. The researcher attempted to find suitable solutions for such difficulties and problems. The researcher followed an experimental descriptive method in the study. He also designed a test in order to explore the difficulties and problems that face such students. The test composed of seven questions and 58 items. Such study was applied on English students of Al Quds Open University in Gaza Region during the summer course of the academic year 2009/2010 . The researcher chose and selected a random sample of students . The researcher followed a suitable statistical methods for such study. The results showed that the students to some extent face some difficulties in translation process. At the end of the study ,the researcher adopted a group recommendations and suggestion.

مستخلص الدراسة:

الصعوبات والمشاكل التي تواجه طلاب اللغة الإنجليزية في جامعة القدس المفتوحة أثناء عملية الترجمة من اللغة الإنجليزية إلى اللغة العربية وإيجاد الحلول المناسبة لها تهدف هذه الدراسة إلى كشف والتعرف على الصعوبات والمشاكل التي يواجهها طلاب اللغة الإنجليزية إلى اللغة العربية وإيجاد الحلول المناسبة لها. لقد اتبع الباحث المنهج الوصفي التجريبي في دراسته. قام الباحث بتصميم اختبار أسئلة وعلى لصعوبات والمشكلات التي تواجه طلاب اللغة الإنجليزية. أحتوى الامتحان علي سبعة أسئلة وعلى 58 بنداً. تم تطبيق الدراسة على طلاب اللغة الإنجليزية في منطقة غزة التعليمية في

الفصل الصيفي للعام الدراسي ٢٠٠٩/٢٠١٠م. لقد قام الباحث باختيار عينة عشوائية. هذا وقام الباحث باتباع الطرق الإحصائية ما يواجهون للوصول إلى النتائج المناسبة. لقد أظهرت النتائج أن الطلاب إلى حد ما يواجهون مشاكل في عملية الترجمة . وفي نهاية البحث قام الباحث باتخاذ وتبني التوصيات والاقتراحات المناسبة لتحقيق الهدف المرجو من الدراسة.

Introduction

Every translation activity has one or more specific purposes and whichever they may be; the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among peoples. In the past few decades, this activity has developed because of rising international trade, increased migration, globalization, the recognition of linguistic minorities, and the expansion of the mass media and technology. For this reason, the translator plays an important role as a bilingual or multi-lingual cross-cultural transmitter of culture and truths by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible. (Hajaj, 1997).

Most translation theorists agree that translation is understood as a transfer process from a foreign language or a second language to the mother tongue. However, market requirements are increasingly demanding that translators transfer texts to a target language that is not their mother tongue, but a foreign language. This is what Newmark calls "service translation." (Newmark 1995).

There are some particular problems in the translation process: problems of ambiguity, problems that originate from structural

and lexical differences between languages and multiword units like idioms and collocations. Another problem would be the grammar because there are several constructions of grammar poorly understood, in the sense that it isn't clear how they should be represented, or what rules should be used to describe them. (Newmark 1995).

The words that are really hard to translate are frequently the small, common words, whose precise meaning depends heavily on context. Besides, some words are untranslatable when one wishes to remain in the same grammatical category. The question of whether particular words are untranslatable is frequently debated. For example, it isn't easily to translate a poetry because you need to analyze the words and meaning and after the flow and rhythm (or rhyme). Poetry's most translations are bad. This is principally because the translator knows the foreign language too well and his or her native language too poorly. Some English poetry translations are robotic, do a great disservice to the originals.

English-Arabic translation difficulties also result from differences in word order between the syntax of the two languages. (Hajaj, 1997).

The Problem of Study:

The researcher discusses the difficulties and problems that encounter English students of Al Quds Open University in the translation process from English to Arabic and their solutions .

The Questions of the Study:

The study will answer the main questions: 1)What are the difficulties and problems that encounter the students of English at

Al Quds Open University in the translation process from English to Arabic? 2) What are the suitable solutions?

The following sub-questions arise from the main questions:-

- 1- What is the most difficult kind of translation?
- 2- Are there any statistical significant differences at ($\alpha \leq 0.05$) in the level of application of translation process from English to Arabic activity skills in Gaza Region based on gender variable ?
- 3- What are the suitable solutions for translation difficulties?

The Objective of the Research

The main objectives of the research the difficulties and problems that encounter the students of Al Quds Open University in the translation process from English to Arabic and their solutions are:-

- Improving and developing students by using the skills, techniques and procedures of translation that may enrich and assist the student's ability of translation.
- Adopting suitable translation strategies for different kinds of translation such as cultural translation, proverbs, legal translation.
- To enable students to learn a range of linguistic and translation skills, including how to deal with the cultural dimension of translation, account for the differences between the English and Arabic languages and to handle translated texts in specialized areas (e.g. law, business, public administration and/or media).

- To bring students to a level of practical proficiency that will enable them to be linguistically and analytically equipped to complete extended translation assignments and deal with linguistically and culturally-related problems in translation, increasing their confidence as practicing language professionals.

The importance of the study:

The researcher noticed during his career and teaching the course of translation at Al Quds Open University that the students face some difficulties and problems in the translation process from English to Arabic .The importance of such study lies in the following points:

1-The research formulates a list of useful techniques and procedures for translation to overcome such problems.

2-The study will upgrade the level of translation process from English to Arabic by adopting suitable techniques and procedures for accurate translation.

3-The research shall draw the attention of the concerned parties to the importance of providing suitable procedures and requirements to improve translation process from English language to Arabic language.

4-The study will draw the attention of persons in charge and the officials to the importance of student's role in achieving and carrying out effective procedures and techniques translation from English to Arabic for the purposes to create and produce accurate and perfect translation.

Limitations of the Study:

The study has three limitations:-

1. **Limitation of time:** The study was carried out and applied in the summer course of the academic year 2009/2010.
2. **Limitation of place:** The study was applied and carried out in Al Quds Open University in Gaza City Region.
3. **Subject Limitation:** The study will deal with and discuss the difficulties and problems that face the students of Al Quds Open University in the translation process from English to Arabic and their solutions in Al Quds Open University in Gaza City Region

Definition of Terms:

- **Translation:** It is an activity comprising the interpretation of the meaning of a text in one language – the source- to the other language the - target. (Hajaj, 1997).
- **Translation Difficulties:** (individual) are difficulties that individual translators could have when dealing with the translation process. (Shaheen, 1990).
- **Translation Problems:**
(general) are linguistic phenomena known to be problematic in translation independent from the individual translator for example ambiguous words. (Hajaj, 1997)
- **Translation strategies :** plans to solve problems that occur when reaching a particular translation goal –Open University.(Shaheen, 1990).

The Method of Study:

The researcher followed the analytical descriptive method in this study.

- A. **The population of study:** is from English students who study English Language at Al Quds Open University in the Region of Gaza for the academic year 2009/2010
- B. **Sample of Study:** The researcher chose a random sample from the population of study composed of (48) students who study English Language.
- C. **The instrument of Study:** The researcher designed an exam composed of seven questions and 58 items. Each question represents and deals with a kind of translation to show the level of difficulty of each kind.

(1)Table No.

Shows the number of questions, items and the kind of translation of each question.

No. of items	Questions
8	Q1- literal, metaphorical, descriptive translation, Naturalization and Arabization.
9	Q2- stative, non-stative, compound, definite, indefinite, dual, gender noun.
5	Q3-Tenses

No. of items	Questions
12	Q4-Modals.
10	Q5-Adjectives and Adverbs
7	Q6-Clauses
7	Q7-Proverbs, block language and newspaper headlines
58 items	Seven questions

The Validity of the exam

1-Agreement of referees

The exam was introduced for a group of specialized linguistics university tutors and lecturers at Gaza Governorate. They provided their recommendations and suggestions about the validity of the items of the exam .The researcher amended and modified such exam upon the suggestions and recommendations of the referees.

2-The Stability and Reliability of exam Internal Consistency

The stability of the exam was estimated by using Person method. The coefficient correlation of each item is (0.01) and (0.05) (as shown in table 2). The exam is proved to be reliable. The researcher use two methods: 1/ Alpha Cronbach coefficient is (0.916) 2/ split-half coefficient is (0.738) before amendment and (0.849) after the amendment. The amendment

calculated according to Spearman-Beown coefficient. Such thing indicates that the exam can be applied in the study. This indicates that the exam is highly enjoyed with high stability and liability which may give the researcher confidence to apply the exam on the subjects of study.

Table (2)

Table 2 show the Stability and Reliability of exam Internal Consistency

Correlations	Total	First	Second	Third	Fourth	Fifth	Sixth	Seventh
Question	1							
First	0.700	1.000						
Second	0.804	0.526	1.000					
Third	0.189	0.105	0.065	1				
Fourth	0.909	0.706	0.645	0.177	1			
Fifth	0.843	0.522	0.592	-0.039	0.767	1		
Sixth	0.862	0.490	0.614	0.233	0.745	0.609	1	
Seventh	0.674	0.127	0.646	0.101	0.402	0.516	0.657	1

"R" table value at (18) D F. at (0.01) Sig. Level equals 0.561

"R" table value at (18) D F. at (0.05) Sig. Level equals 0.444

Statistical Method Used in the Study

The researcher discharged and analyzed the test by using (SPSS) program .The following statistical methods used in the study:

1. Repetitions, mathematical calculations and percentages.
2. Pearson coefficient used to show the stability of the test.
3. Spearman-Brown equal split-half coefficient, unequal Jetman split-half coefficient and Alpha Cronbach coefficient.
4. T Test.

Previous Studies

Many researches dealt and studied difficulties and problems that face the translators and the students in the translation process from the source language to the target language (English to Arabic) and their solutions.

1-Isabel Negro Alousque -2009

Much of the lexis of a language has a cultural referent and is thus specific to a speech community. The meaning of culturally marked words is often difficult to grasp without some cultural knowledge and poses translation problems, particularly when the words are associated with cultural domains (Nida, 2001). In the present paper Cultural Domains: Translation problems we focus on the French cultural domain of cooking. After outlining the elements of the domain, we analyze the difficulties in translating the lexical units from the

domain and the range of translation procedures which try to account for their meaning.

2-HE Hui Apr. 2007

The Problems in Trademark Translation and Their Solutions paper probes two main problematic aspects in trademark translation: the problems in the aspect of the culture and the problems in the aspect of the language. Based on the main translating rule of “equivalence principle”, it attempts to focus on the solutions to tackle the problems.

3-Ahmed Al-Nakhlah-2007

The study aims to explore the difficulties that face Palestinian students of English at Al-Quds Open University in Gaza Strip while translating tenses from English to Arabic .The study includes the following tenses :- 1)simple present , present continuous, present perfect and present perfect continuous 2) simple past , past continuous ,past perfect and past perfect continuous . 3) Simple future (will, going to, present continuous & simple present), future continuous, future perfect and future perfect continuous.

The study was carried out on a random sample composed of 185 students (male & female) of Al-Quds Open University at Gaza Strip in the first term of the academic year 2006/2007.

The researcher designed one test .The test was introduced to a group of referees to determine their validity and stability. They all ratified the test. The researcher followed the analytical and statistical techniques, measures and procedures including the result of the study.

After correcting and checking the three tests , the researcher found that the most difficult tenses are as follows :-

1) past perfect continuous. 2) future perfect continuous. 3) future perfect. 4) present perfect continuous. 5) future continuous. 6) simple future (present continuous). 7) past perfect. 8)present perfect. 9) simple future (going to). 10) future simple (in simple present form). 11) simple past. 12) present continuous. 13) simple present. 14) past continuous. 15) simple future(will) .

4-Michal Boleslav Měchura-2005

Czech-English translation difficulties arising from differences in word order deals with Czech-English translation difficulties that result from differences in word order between the syntax of the two languages. A functional framework is used to interpret the implications of the syntactical differences. Both English and Czech have a tendency to present given information at the beginning of a clause and new information at the end, but the flexibility of Czech word order makes it

Possible to observe this principle more consistently than English syntax makes possible. Additionally, Czech, unlike English, does not observe the end-weight principle and therefore long stretches of circumstantial information do not prefer to be placed at the end of a clause. Both these differences result in significant mismatches in word order between Czech clauses and their English translation equivalents. For reasons of length and simplicity, this work deals only with declarative clauses.

5-Renad Abbadi -2004

Translation Problems faced by Professionals translating from English into Arabic: A corpus based study proposes to explore

translation problems in English-Arabic translations empirically and add find tangible evidence on the areas that pose real problems for professional translators. Further, not many studies have attempted to account for the translation difficulties encountered by English-Arabic translation practitioners by empirically investigating real life translations produced by professional translators. The same is true to some extent about studies of translator strategies. This study hopes to contribute to the study of translation difficulties and strategies by providing empirical evidence on translators' lexical and grammatical difficulties and errors and proposing ways of dealing with them. The study will explore a corpus of English-Arabic political translations done by professional translators in Jordan and therefore is expected to provide evidence on a selection of scholarly proposed taxonomies of translation problems, where applicable.

6-Rami Al-Hamdallah -1996

Problems and Approaches to Translation with Special Reference to Arabic addresses the issue of translation in terms of the following: Translation and interpretation, translation and EFL, the skills of the professional translators, the difficulties of translation from and into Arabic, translation and Arabization and translators and the job market. Suggestions are offered for the teaching of translation. The paper presents the reader with practical examples of translation problems facing Arabic-speaking translator trainees at the college level. The role of using translation in EFL classrooms is discussed and the merits of this approach in EFL teaching are explained.

Comments

In comparison with the studies carried out on difficulties and problems that face the translators and the students in the translation process from the source language to the target language (English to Arabic) and their solutions , these studies deal only with one topic and one kind such as with sentences , word order , tenses ,trademarks ...etc. , but such study deals with different types of translations such as literal , metaphorical translation, sentences. dual , gender ,modals, adjectives, adverbs ,clauses , proverbs ... etc. The study will show the most difficult kind of translation and the percentage of difficulty for each kind. Consequently, the researcher designed a test with different types of topics and translations to show the difficulties of each kind of the translation that face and encounter the students and the translators during translation process .

Theoretical Framework

Definition of Translation

Translation is any transfer of any text from one language code to another language code .It is believed that a text is not only a paper, a poem, or a story, but it can be a single exchange of greetings or single sentences inserted in a clear nonverbal context .Full mastery of L2 is not necessary in order to use a bilingual dictionary and translate a single word in a known context on the contrary, this procedure is useful for understanding a text and is a tool for mastery L2. (Hajaj. 1997)

Translation is often regarded as a project for transferring meaning from one language to another .Translation is a form of

interlingual communication that involves a Source language and a Target language.

Translators are concerned to capture and convey meaning in interlingual communication. Meaning is a complex notion. Meaning is divided into denotation and connotation. So some translation experts often talk about translation as a project for transferring messages from one language to another. (Shaheen1990).

Translation is an art which requires appropriate knowledge of both source and target language. As far as translation from English to Arabic is concerned, there is a need for systematic study of the difference between the two languages as well as of the two societies, due to the fact that there are certain terms, metaphors etc., that are culture bound. Translation of such semantics requires real understanding of the culture of the societies concerned. There are many differences between Arab and European societies, and there are also cultural and historical .In addition to that, there are also lexical and grammatical differences between the respective languages .Because of these differences, it might sometimes be difficult to relay an exact equivalent of certain collocations, idioms or metaphors. Therefore, one has to provide a semi-equivalent to clarify the meaning to the reader. (Hajaj, 1997)

Theories of translation

1-Nida's theory, 1979

Nida classifies theories of translation into three main categories:-

1. Philological (pre-linguistic): Evolved before WW1 and before the development of modern linguistics.
2. Sociolinguistic theories of translating: They emerged with the growing interest in communication. They relate linguistic structure to their function in communication.
3. Linguistic theories of translating: It is based on a comparison of linguistic structure of SL and TL rather than a comparison of literary genres and stylistic features.

2-Chau's classification of theories of translation

The Grammatical theory of translation: This approach of translating and translation teaching is based on translation theories, which regard translating as a solely linguistic operation. Its distinctive feature is its association of translating with grammatical transfer. Language is viewed as grammar, and translating is no longer than substituting the grammar and vocabulary of one language for the grammar and vocabulary of another. This theory focuses on grammar leaving meaning out of account.

Contrastive grammar is the only method adopted here.

There are two methods of translation based on this theory:-

1. The traditional grammar method.
2. The formal linguistic method. (Shaheen1990)

Problems face translators from English to Arabic

It is a difficult task to teach Arab students to produce adequate English because:-

1. The complex contrast between Arabic and English with regard to logic in the popular sense.
2. The over use of the connector (WA) و
3. The absence of paper punctuation as far as written Arabic is concerned.

Problematic areas

1. Connectivity: Connectors have a major role in binding semantic units and sentences together.
2. Punctuation:-Because the English punctuation differs from that of Arabic, Kharma (1985) states that all classical Arabic writings are devoid of punctuation.
3. Paragraph organization .
4. Argumentation in Arabic and English. (Alan Duff-1989-Translations).

Making information explicit because the linguistic structure of the receptor language requires this, differences in linguistic structure may be either: 1) In the grammatical structure or, 2) In the lexical structure.

A. Differences in Grammatical Form: - As we have noticed, the form of each language is different. Some languages have distinctions between grammatical categories sentence patterns occur in some languages. Certain kinds of sentence patterns occur in some languages but not in others. These areas of "miss-match" have implications for translation.

1. Differences in pronoun categories: Modern English has one pronoun "you" which both singular and plural references. But many languages have different forms for singular and plural.

2. Differences in transitivity patterns.
3. Differences in active and passive constructions.
4. Differences in pattern of "short cuts" (ellipsis).

B. Differences in lexical form. (Katharine Branwell-1974)

Problems with the source text:

- Text difficult to read or illegible text.
- Spelled incorrectly or printed incorrectly.
- Unfinished text.
- Badly written text.

Language problems:

- Idiom terms and neologisms.
- Unsolved acronyms and abbreviations.
- Proper name of people, organizations, and places.
- Slang difficult to understand.
- Respect to punctuation conventions.

Translation problems

Translation problems can be divided into linguistic problems and cultural problems. the linguistic problems include grammatical differences, lexical ambiguity and meaning ambiguity; the cultural problems refer to different situational features. This classification coincides with that of El Zeini (1994) when she identified six main problems in translating from Arabic to English and vice versa; these are lexicon, morphology, syntax, textual differences, rhetorical differences, and pragmatic factors. Another level of difficulty in translation work is what As-Sayyd (1995) found when she conducted a study to compare and assess some problems in translating the fair names of Allah in the Qur'an. She pointed out that some of the major problems of

translation are over-translation, under-translation, and untranslatability .

Culture constitutes another major problem that faces translators. A bad model of translated pieces of literature may give misconceptions about the original. That is why Fionty (2001) thought that poorly translated texts distort the original in its tone and cultural references, while Zidan (1994) wondered about the possible role of the target culture content as a motivating variable in enhancing or hindering the attainment of linguistic, communicative and, more importantly, cultural objectives of EFL (English as a Foreign Language) education. Hassan (1997) emphasized this notion when he pointed out the importance of paying attention to the translation of irony in the source language context. He clarified that this will not only transfer the features of the language translated but also its cultural characteristics.

Strategies of Translation

Krings (1986:18) defines translation strategy as "translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task," and Seguinot (1989) believes that there are at least three global strategies employed by the translators: (i) translating without interruption for as long as possible; (ii) correcting surface errors immediately; (iii) leaving the monitoring for qualitative or stylistic errors in the text to the revision stage. Moreover, Loescher (1991:8) defines translation strategy as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it." As it is stated in this definition, the notion of consciousness is significant in distinguishing strategies which are used by the learners or

translators. In this regard, Cohen (1998:4) asserts that "the element of consciousness is what distinguishes strategies from these processes that are not strategic."

Furthermore, Bell (1998:188) differentiates between global (those dealing with whole texts) and local (those dealing with text segments) strategies and confirms that this distinction results from various kinds of translation problems. Venuti (1998:240) indicates that translation strategies "involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it."

He employs the concepts of domesticating and foreignizing to refer to translation strategies. Jaaskelainen (1999:71) considers strategy as, "a series of competencies, a set of steps or processes that favor the acquisition, storage, and/or utilization of information." He maintains that strategies are "heuristic and flexible in nature, and their adoption implies a decision influenced by amendments in the translator's objectives."

Taking into account the process and product of translation, Jaaskelainen (2005) divides strategies into two major categories: some strategies relate to what happens to texts, while other strategies relate to what happens in the process. Product-related strategies, as Jaaskelainen (2005:15) writes, involves the basic tasks of choosing the SL text and developing a method to translate it. However, she maintains that process-related strategies "are a set of (loosely formulated) rules or principles which a translator uses to reach the goals determined by the translating situation" (p.16). Moreover, Jaaskelainen (2005:16) divides this into two types, namely global strategies and local strategies: "global strategies refer to general principles

and modes of action and local strategies refer to specific activities in relation to the translator's problem-solving and decision-making."

The translator's work

These problems, and others, direct our attention to the work and the character of translators, how they attack a text so as to translate, and the processes they follow to arrive at the final product of a well-translated text in the target language . Enani (1994:5) defines the translator as "a writer who formulates ideas in words addressed to readers. The only difference between him and the original writer is that these ideas are the latter's". Another difference is that the work of the translator is even more difficult than that of the artist. The artist is supposed to produce directly his/her ideas and emotions in his/her own language however intricate and complicated his/her thoughts are. The translator's responsibility is much greater, for s/he has to relive the experiences of a different person. Chabban (١٩٨٤) believes that, however accurately the translator may delve into the inner depths of the writer's mind, some formidable linguistic and other difficulties may still prevent the two texts from being fully equivalent. Therefore we do not only perceive the differences between a certain text and its translation, but also between different translations of the same text.

On the procedural level, El Shafey (1985:95) states: "A translator first analyzes the message (breaking it down into its simplest and structurally clearest elements, transfers it at this level into the target language in the form which is most appropriate for the intended audience. A translator instinctively concludes that it is best to transfer the "kernel level" in one

language to the corresponding "kernel level" in the "receptor language."

General Translation Problems

1. Pragmatic translation problems: Pragmatic translation problems are those arising from the particular transfer situation with its specific contrast of source language vs. target language recipients, source language medium.
2. Cultural translation problems: It is a result of the differences in the culture specific (verbal) habits, expectations, norms, and conventions verbal and other behaviours.
3. Linguistic translation problems: The structural differences between two languages in texts sentence, structure and supra-segmental features give rise to certain translation problems.
4. Text-specific translation problems: Any problems arising and not classified as the previous one is classified Text-specific translation problem. (Alan Duff-1989-Translations)

Factors influencing the quality of translation

The quality of translation depends on a number of factors, some of which, as Phillips (1960:290) says, may be beyond the researcher's control. In those cases where the researcher and the translator are the same person the quality of translation is influenced by factors such as: the autobiography of the researcher-translator; the researcher's knowledge of the language and the culture of the people under study (Vulliamy, 1990:166); and the researcher's fluency in the language of the write-up. When the researcher and the translator are not the same person, the quality of translation is influenced mainly by three factors: the competence, the autobiography and what Temple (1997:610) calls 'the material circumstances' of the translator, that is the position the translator holds in relation to the researcher.

Conclusion

Difficulties and Problems arising from translation process fell into four categories:-

1. Cultural difficulties: Include the proper or improper usage of certain word, phrases based on the culture of a given society as well as the specifics of the society itself such as the education system, health care system, societal or religious taboos ...etc.
2. Conceptual /Semantic difficulties: Are those that arise in conveying the meaning of statement in a foreign language.
3. Idiomatic difficulties: Correspond to use of certain phrases ,or the means of conveying ideas that are unique to a particular region, country or society.
4. Grammatical difficulties: Include difficulties linked for and based on for instance to the grammar of a given language .

Analyzing the Results:-

First: Answering the first question:

The first question is: **What are the most difficult kinds of translation that face English students at Al Quds Open University?**

The researcher used means standard deviation, percentage and rank. Table (1) shows such things:

Table (3) (N=48)

Level, No., mean, std. Deviation, T. value, sig. value, and sig. Level

	0	1	Sum	Mean	Std. Deviation	Business %	difficulty %	Rank
A1	20	28	28	0.583	0.498	58.33	41.67	3
A2	2	46	46	0.958	0.202	95.83	4.17	8
A3	22	26	26	0.542	0.504	54.17	45.83	2
A4	12	36	36	0.750	0.438	75.00	25	4
A5	10	38	38	0.792	0.410	79.17	20.83	5
A6	4	44	44	0.917	0.279	91.67	8.33	7
A7	8	40	40	0.833	0.377	83.33	16.67	6
A8	40	8	8	0.167	0.377	16.67	83.33	1

This table shows the difficulties in question No. one. On studying the first question it is noticed that item 8 in question 1 (question 1 item 8- A cool day.) is the most difficult one, whereas item 7 in question 1 (7-The American Senate.) is the easiest one.

Table (4) (N=48)(Level, No., mean, std. Deviation, T. value, sig. value, and sig. Level

	0	1	Sum	Mean	Std. Deviation	easiness %	difficulty %	Rank
B1	14	34	34	0.708	0.459	70.83	29.17	3
B2	12	36	36	0.750	0.438	75.00	25	5
B3	6	42	42	0.875	0.334	87.50	12.5	6
B4	18	30	30	0.625	0.489	62.50	37.5	2
B5	4	44	44	0.917	0.279	91.67	8.33	7
B6	4	44	44	0.917	0.279	91.67	8.33	8
B7	0	48	48	1.000	0.000	100.00	0	9
B8	14	34	34	0.708	0.459	70.83	29.17	4
B9	28	20	20	0.417	0.498	41.67	58.33	1

Table 4 shows the difficulties in question 2. Upon considering the items of such questions it is founded that item 9(9-The public supports the present Government measures.) is the most difficult one whereas item 7(7-The hero and heroine got married at the end of the film.) is the easiest one.

Table (5) (N=48) Level, No., mean, std. Deviation, T. value, sig. value, and sig. Level

	0	1	Sum	Mean	Std. Deviation	easiness %	difficulty %	Rank
C1	0	48	48	1.000	0.000	100.00	0	3
C2	0	48	48	1.000	0.000	100.00	0	3
C3	0	48	48	1.000	0.000	100.00	0	3
C4	10	38	38	0.792	0.410	79.17	20.83	2
C5	40	8	8	0.167	0.377	16.67	83.33	1

Table 5 shows the difficulties in question 3 .Upon viewing the items of such questions it is founded that item 5 (-5-The police had been looking for the criminal for three months before they arrested him.) is the most difficult one whereas items 1, 2, and 3(1-The earth revolves around the sun 2-Mona visits Europe every five years 3-I bought a new house last week) are the easiest ones..

Table (6) (N=48) Level, No., mean, std. Deviation, T. value, sig. value, and sig. Level

	0	1	Sum	Mean	Std. Deviation	easiness %	difficulty %	rank
D1	4	44	44	0.917	0.279	91.67	8.33	11
D2	12	36	36	0.750	0.438	75.00	25	5
D3	20	28	28	0.583	0.498	58.33	41.67	3
D4	12	36	36	0.750	0.438	75.00	25	6
D5	16	32	32	0.667	0.476	66.67	33.33	4
D6	22	26	26	0.542	0.504	54.17	45.83	2
D7	8	40	40	0.833	0.377	83.33	16.67	7
D8	6	42	42	0.875	0.334	87.50	12.5	9
D9	8	40	40	0.833	0.377	83.33	16.67	8
D10	28	20	20	0.417	0.498	41.67	58.33	1
D11	2	46	46	0.958	0.202	95.83	4.17	12
D12	6	42	42	0.875	0.334	87.50	12.5	10

Table 6 shows the difficulties in question 4 .Upon studying the items of such question it is founded that item 10 (10-Ali was able to reach the top of the mountains yesterday.) is the most difficult one whereas item 11 (11-Paper was invented by Chinese.) is the easiest one.

Table (7) (N=48) (Level, No., mean, std. Deviation, T. value, sig. value, and sig. Level

	0	1	Sum	Mean	Std. Deviation	Easiness %	difficulty %	rank
E1	19	29	29	0.60	0.49	60.42	39.58	2
E2	16	32	32	0.67	0.48	66.67	33.33	4
E3	17	31	31	0.65	0.48	64.58	35.42	3
E4	4	44	44	0.92	0.28	91.67	8.33	10
E5	10	38	38	0.79	0.41	79.17	20.83	7
E6	20	28	28	0.58	0.50	58.33	41.67	1
E7	14	34	34	0.71	0.46	70.83	29.17	5
E8	8	40	40	0.83	0.38	83.33	16.67	9
E9	9	39	39	0.81	0.39	81.25	18.75	8
E10	14	34	34	0.71	0.46	70.83	29.17	6

Table 7 shows the difficulties in question 5 .Upon regarding the items of such question it is founded that item 6 (6-I is friendly behavior impressed everybody.) is the most difficult one whereas item 4 (4-The old man need a great deal of care.) is the easiest one.

Table 8) (N=48)Level, No., mean, std. Deviation, T. value, sig. value, and sig. Level

	0	1	Sum	Mean	Std. Deviation	Easiness %	difficulty %	rank
F1	16	32	32	0.67	0.48	66.67	33.33	4
F2	12	36	36	0.75	0.44	75.00	25	5
F3	20	28	28	0.58	0.50	58.33	41.67	3
F4	24	24	24	0.500	0.505	50.00	50	2
F5	4	44	44	0.917	0.279	91.67	8.33	7
F6	44	4	4	0.083	0.279	8.33	91.67	1
F7	10	38	38	0.792	0.410	79.17	20.83	6

Table 8 shows the difficulties in question 6 .Upon regarding the items of such question it is founded that item 6 (6-Has the boat left already?) is the most difficult one whereas item 5 (5-The older boy was tall, but the younger was short.) is the easiest one.

Table 9) (N=48)(Level, No., mean, std. Deviation, T. value, sig. value, and sig. Level

	0	1	Sum	Mean	Std. Deviation	%easiness	difficult y%	Rank
G1	26	22	22	0.458	0.504	45.83	54.17	3
G2	10	38	38	0.792	0.410	79.17	20.83	7
G3	14	34	34	0.708	0.459	70.83	29.17	5
G4	42	6	6	0.125	0.334	12.50	87.5	1
G5	40	8	8	0.167	0.377	16.67	83.33	2
G6	12	36	36	0.750	0.438	75.00	25	6
G7	20	28	28	0.583	0.498	58.33	41.67	4

Table 9 shows the difficulties in question 6 .Upon regarding the items of such question it is founded that item 4 (4-May flowers bloom late) is the most difficult one whereas item 2 (2-After rain comes fair weather.) is the easiest one.

Table 10) (N=48) (Level, No., mean, std. Deviation, T. value, sig. value, and sig. Level

	Sum	Mean	Std. Deviation	easiness %	difficulty %	rank
First	266	5.542	1.701	69.27	30.73	3
Second	332	6.917	1.456	76.85	23.15	6
Third	190	3.958	0.617	79.17	20.83	7
Fourth	432	9.000	2.510	75.00	25	5
Fifth	349	7.271	2.276	72.71	27.29	4
Sixth	206	4.292	1.856	61.31	38.69	2
Seventh	172	3.583	1.889	51.19	48.81	1
Total	1947	40.562	9.390	84.51	15.49	

Table 10 shows the percentage of difficulty of each question in the test. Upon studying table 10 (questions of the test) , it is

founded that question seven is the most difficult one (48.81%) whereas question three is the easiest one (20.83%).

Conclusion of the results of question one:-

Upon analyzing and considering the above mentioned tables, it is founded that the most difficult question in the test is question “seven” which deals with proverbs, block language and newspaper headline, i.e. the students face difficulties in translating the above mentioned items in question “seven”. Whereas it is founded that the students do not face difficulties in question “three” which deals with tenses.

Students also face difficulties in translating 1) descriptive translation 2) collective nouns 3) past perfect progressive 4) modal of ability 5) adjectives which similar to the adverb such as “friendly” 6) clauses of present perfect and 7) block language and newspaper headlines.

Second: Answering the Second question: Are there any statistical significant differences at (≤ 0.05) in the level of application of translation process from English to Arabic activity skills in Gaza City Region based on gender variable?

The researcher used T. test. Table (11) shows such thing.

Table (11) Level, No., mean, std. Deviation, T. value, sig. value, and sig. Level

	Gender	N	Mean no difficulties	Std. Deviation	t	Sig. (2-tailed)	
First	male	16	6.000	1.265	1.331	0.190	not sig.
	female	32	5.313	1.857			
Second	male	16	7.875	1.204	3.614	0.001	Sig. at 0.01
	female	32	6.438	1.343			
Third	male	16	4.000	0.516	0.327	0.745	not sig.
	female	32	3.938	0.669			
Fourth	male	16	9.875	1.893	1.745	0.088	not sig.
	female	32	8.563	2.687			
Fifth	male	16	8.188	1.276	2.038	0.047	Sig. at 0.05
	female	32	6.813	2.533			
Sixth	male	16	4.625	1.258	0.878	0.385	not sig.
	female	32	4.125	2.091			
seventh	male	16	3.500	1.713	-	0.832	not sig.
	female	32	3.625	1.996			
Total	male	16	44.063	4.389	1.874	0.067	not sig.
	female	32	38.813	10.718			

""T" table value at (0.05) Sig. Level equals 2.02

""T" table value at (0.01) Sig. Level equals 2.70

Table (11) shows the calculated value of "T" test is less than the table value of "T" test in questions one, three ,four, six, seven, i.e. there is no statistical significant differences in such questions based on and referred to the variation of gender. Whereas the above mentioned table shows that the calculated "T" value is more than the "T" table value in questions two and five. such thing indicates that there is a statistical significant differences in these two questions referred to and based on the

gender variation (male/ female). The differences were in favour of and for the benefit for females.

Third: Answering the third question: What are the suitable solutions for translation difficulties?

Techniques for dealing with translation-related problems

Upon considering and studying some theories of some scholars the researcher adopts some techniques so as to find suitable solutions and to eliminate such difficulties. Here are some important techniques for eliminating translation-related problems including back translation, consultation and collaboration with other people during the translation process and pre-testing or piloting (for example, interviews) whenever it is possible.

Back translation, one of the most common techniques used in cross-cultural research, involves looking for equivalents through a) the translation of items from the source language to the target language, b) independent translation of these back into the source language, and c) 'the comparison of the two versions of items in the source language until ambiguities or discrepancies in meaning are clarified or removed' (Ercikan, 1998:545; Warwick and Osherson, 1973:30). Although it can be helpful, as Deutscher (1968:321) points out, in identifying semantic errors in translations, some researchers (Phillips, 1960; Sechrest et al., 1972; Broadfoot and Osborn, 1993) argue that back translation is far from the ideal solution and can create new problems. For example, 'it can ... instill a false sense of security in the investigator by demonstrating a spurious lexical equivalence' (Deutscher, 1968:322). Back translation can also be a very time-

← consuming procedure, and might require more than one person (or a dictionary) involved in order to achieve good results.

Consultation with other people, on the other hand, involves discussions about the use and meaning of words identified as problematic with people who are bilingual (Whyte and Braun, 1968; Brislin et al., 1973) or having a number of people sitting around a table jointly making decisions about the best terms to use (Brislin et al., 1973:46). Collaboration with other people can also take the form of researchers from all countries involved in a study, jointly producing the research design and instrument.

Whether interviews or questionnaires or any kind of test are to be used, another way of eliminating translation-related problems is to pre-test or pilot the research instrument in the local culture. When pretesting a research instrument, Warwick and Osherson (1973:33) see it as particularly important to ask respondents not only for their answer but also for their interpretation of the item's meaning. Once a questionnaire or assessment instrument has been constructed, another way of identifying problems is the application of statistical methods (Hambleton, 1993; Ercikan, 1998).

For many researchers, combining some or all of the above-mentioned techniques is seen as the best and most efficient way to deal with translation-related problems. When using multiple methods, as Brislin et al. (1973:51) argue, the weakness of one method could be offset by the strengths of the other.

More over the researcher suggests that the student and the translator should acquaint with the followings of both source and target languages :

1. The culture .

2. Conceptual /Semantic .
3. Idioms.
4. Grammar.

Recommendations

The researcher recommends the following:

1. Simplifying of translation process for the students.
2. Teaching and introducing all translation difficulties and problems in details .
3. Paying the attention for cultural, conceptual/semantic, idiomatic and grammatical difficulties.
4. Boosting and encouraging translating of different kinds of subjects such as tenses and proverbs from English to Arabic.
5. Adopting and composing courses for translating of different kinds of translation such as tenses law, proverbs, newspapers ..etc. for the students of the University, because as the researcher believes that variety and diversity are very important and they are considered a basic issue for the students of the University. Such course will introduce wide range of experience for the students.
6. Encouraging and boosting the students to write essays and paragraphs and discussing the committed errors in the essays and paragraphs with students to let the students be acquainted with their errors immediately after use. Such thing will improve the writing of the students and translation.
7. Teaching the students the principles of translating from English to Arabic.
8. Teaching the use all kinds of techniques of translation.
9. Students must write English composition according to English

mentality and culture in order to avoid the interference of mother tongue i.e. Arabic Language .

10. Teaching English language in comparison with Arabic language for the students of English Department at the university level .
11. Giving more attention for English style and Arabic style.
12. Teaching all aspects of each kind of translation such as tenses, vocabulary, sentences ... etc..
13. Teaching how to deal with the context to understand the sentence or the context so as to carry out the translation accurately.
14. Encouraging the students to consult with other people.

Suggestions For Further Researches

The researcher suggests the following-:

1. The researcher suggests carrying out researches on comparative studies between English/Arabic and Arabic /English translation regarding difficulties, problems and solutions.
2. Adopting research on the function and aims of translation
3. Carrying out researches about the interference of Arabic language in translating from English to Arabic.
4. Carrying out researches about improving the translation from English to Arabic .

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