

An Investigation of Difficulties of Translation That Face Sudanese University Students (A Case Study of College of Education, Dongla University)

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Abstract: this study aims at investigating the difficulties of translation that face Sudanese university students College of Education, Dongla University in academic year 2013-2014 during the second semester. The study also aims at identifying these difficulties, showing the kind of difficulties, introducing translation difficulties in details and suggest suitable solution for these problems. For these purpose, research questions are posed. The sample of these study consists of 30 students who are chosen from the level four students. The analytical descriptive approach is adopted to handle this study. The method of this study is descriptive and analytical method. Also, deals with the analysis of the data and to test the hypotheses. It includes the procedures followed in achieving the objectives of this study and strategies chosen in analyzing data. This data was analyzed in order to reveals the difficulties. The study focus on difficulties that face students when the translate. The study used questionnaire as a tool for collecting data. The findings of the study revealed that the students face difficulties in translation due to some factors such as: grammatical categories, linguistic level, lexical items and there are some differences between Arabic and English Language which make problems. Besides lack of translation procedures and techniques represent problems and Culture dimension and lack of culture awareness represent problems.

Keywords: translation, difficulties, kind of difficulties, methods.

1. INTRODUCTION

At the early stages of learning translation, some learners wrongly think that translation is a matter of word-for-word process; hence, translation to them is no more than a mechanical way.

It is certain that translation is a human activity, therefore, the text that is translated into the target language should be written in a rhetorical style that is intended to impress or influence readers and must have the same language effect that the source language does. But this cannot be produced without using imagination or skills which characterize human mind. Consequently, it is unreasonable to think that computers can be used as an aid to translation. Saudi college students of English face difficulty in translation, particularly at the early stages of learning. Translation is viewed as a number of problems of different kinds that require suitable and possible solutions. English and Arabic belong to two different language families Germanic and Semitic, therefore difficulty will definitely arise.

Some grammatical features of both languages pose problems in translation from Arabic into English or vice versa. Arab students should know that English grammar is not identical with Arabic grammar so we cannot translate each other in a straightforward way.

Translation plays an important role in rendering a text from one language into an equivalent version in another language, thus through translation, highly advanced international societies can be created despite their differences or the similarities of their people's culture and the degree of the level of their civilization and superiority.

Statement of the Problem:

The study investigates the difficulties of translation of university students at College of Education, Dongla University in academic year 2013-2014 during the second semester.

Question of the study:

- 1-What are the difficulties that face university students?
- 2-what are kind of these difficulties?
- 3-Is there method of translation to be followed?

Hypotheses of the study:

- 1-there are some difficulties that face university students
- 2- there are different kind of difficulties
- 3-There is a method of translation that should be followed

Objective of the study:

- 1-Investgating the difficulties that face university students
- 2-to show the kind of these problems
- 3-To suggest best method for translation

Limits of the study:

The study is mainly devoted to investigate the difficulties that face Sudanese university students College of Education, Dongla University in academic year 2013-2014 during the second semester.

Significance of the study:

- 1-Introducing all translation difficulties in details
- 2-Looking for factors and reasons that has relation with difficulties and problems
- 3-Boasting and encouraging translating different kinds of subjects and fields such as scientific, legal, literary and economic translation because variety and diversity are very important.
- 4-give different methods of translation and to show the best

2. LITERATURE REVIEW

Defination of translation:

Translation generally refers to all the processes and methods used in conveying the meaning of the source language (SL) into the target language (TL). Translation is rendering the meaning of a text into another language in the way that the author intended the text. It means that the meaning of source text is transferred into the target text and appropriately according to author's purpose, translation as the transformation of speech writing into another language. Translation is the transfer of the content speech from one language to another, quoting reliable hones. The task of translation is to transfer the content of speech of another language without alteration or falsification or decrease

Translation a complete transcript of ideas of the original work that the style and manner of writing should be of the same character with that of the original should have all the ease of the original position. Translation plays important role in rendering a text from one language into an equivalent version in another language

What do we translate

Whenever we want or we are asked to translate any text, we are not going to translate grammar, words, style or sounds. What do we translate then? We always translate one thing, which is meaning and only meaning, but if we translate

meaning literally, we will get a weak and boring translation, since it will not convey the exact effect of the language of the original text. Therefore, learners of translation should be aware of this point and be very careful to use a well-formed structure to write sentences that are grammatically as well as semantically correct to keep a true copy of the translated text, for example, translate the following sentence into English;

بلا شباب لم يبق في الحياة ما يسرُّ

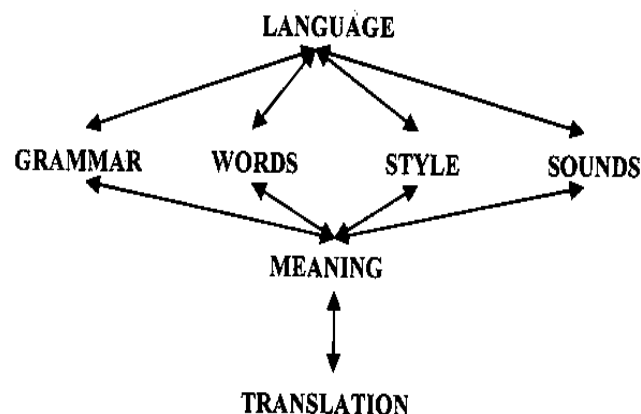
Without youth there seems to be no meaning in life.

The two sentences above are nearly similar in structure, but each one has its own well-formed structure and keep the same meaning. But what is meaning? It is a complicated network of language components which are: Syntax (grammar), Vocabulary (words), Style, and Phonology (sounds). Each of these components includes several points:

Language Components:

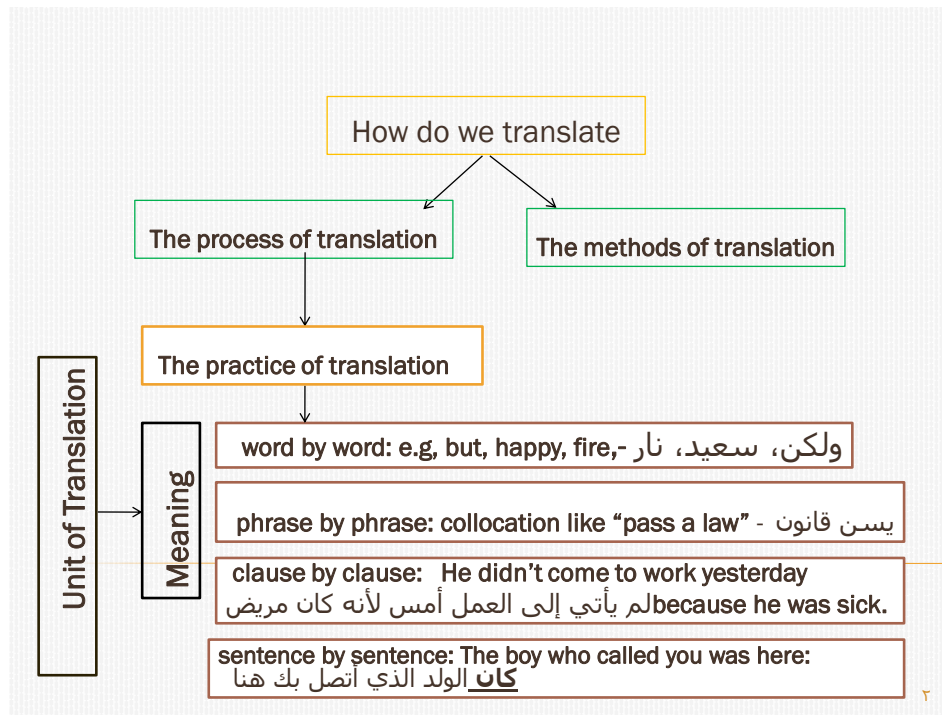
- Grammar (sentences – clauses – word order – tenses – voice – questions – negations – imperatives adjectives – adverbs – articles, etc.
- Vocabulary (synonymy – polysemy – antonym – connotations – collocations – idioms – proverbs – metaphors – technical terms – culture, etc.
- Style (formality vs. informality – fronting – parallelism – ambiguity – repetition – redundancy- short sentencing – long sentencing – nominalization – verbalization, etc
- Phonology (rhyme – rhythm – alliteration – consonance – assonance – metre – foot – chiming – stress – pitch – tone -, etc.

Thus meaning is the product of the different elements of language, taken together, occurring in a certain type of text and context, and directed to a certain kind of readership. Hence, we translate meaning, nothing else but meaning. This means that anything which has no relevance to meaning is ignored completely in translation. On the other hand, meaning is not the product of words only as many would wrongly think but also for grammar, style and sounds. The following figure illustrates the relationship between meaning, language, language components and translation (it can be read ways, top-bottom and bottom-up):



How do we translate?

Do we translate a word by word, a phrase by phrase, a clause by clause, a sentence by sentence, a paragraph by paragraph or a text by a text? Many would translate a word by word, taking translation to mean the translation of words from one language into another. But this is not acceptable. In fact, we translate unit by unit. Each unit is called a unit of translation. How do we translate? This question implies two major points: (1) Methods of Translation and (2) The Process of Translation.



Methods of Translation:

There are many and different methods of translation.

Literal Translation is understood and applied in different ways which can be summarized as follows:

Literal Translation of words: word for word translation:

Each English word is translated into an equivalent word in Arabic which is kept the same as, and in line with that of English.

- a. That child **is** intelligent. ذاك الطفل ذكي.
 ذاك الطفل يكون ذكي
- b. Sarah wanted to **take** tea. أرادت ساره أن تشرب (تتناول) شايًا.
 ساره أرادت أن تأخذ شايًا
- c. This man is **a big shot**. هذا الرجل عظيم الشأن/هام.
 رمية كبيرة يكون الرجل هذا
- d. He is living from hand to mouth. يعيش على الكفاف.
 فم إلى يد من عائشا يكون هو
- e. Stop beating about the bush. كف عن اللف والدوران/عن المراوغة.
 الشجيرة حول الضرب أوقف
- f. I know this information. أعرف هذه المعلومة.
 أنا اعرف هذه المعلومة

Disadvantages of the literal Translation Method:

In fact, this method is risky as it may disrupt meaning and, hence, translation, for a number of reasons, some of which are:

1. It ignores the TL completely, making it subject to the SL entirely.
2. It disregards the difference between the grammars of the two Languages.

3. It does not acknowledge the different word order (s) of the two languages.
4. It has no respect to the context of words in language, which doesn't allow words to be understood in isolation, but in combination with other surrounding words.
5. It dismisses the possibility of any special, indirect and metaphorical use of words.

It can do nothing about the SL words which have no TL equivalents.

One –to- one literal translation:

Each SL word or phrase is translated into an identical word or phrase in the TL. That is, a noun is translated into a noun, two nouns into two nouns, one adjective into one adjective, two into two, and so on and so forth. Also an idiom should be translated into an idiom, a collocation into a collocation, a proverb into a proverb, a metaphor into a metaphor, etc. All these translations are done in context, not out of context.

Examples:

- | | |
|--|--------------------------------------|
| a. My neighbours are good. | جيراني يكونون طيبين. |
| b. Sanyo is a Well-known trademark. | سانيو تكون علامة تجارية معروفة جيدا |
| c. He is a young man. He is kind-hearted. | هو يكون شابا هو يكون طيب القلب |
| d. Sarah loves reading wholly and heartedly. | سارة تحب المطالعة كلية ومن كل قلبها. |
| e. I have a blind confidence in you. | أنا أملك ثقة عمياء بك. |
| f. Let us shake hands. | دعنا نتصافح بالأيدي. |
| g. Show me your back. | أرني عرض أكتافك |
| h. A stitch in time saves nine. | درهم وقاية خير من قنطار علاج |
| i. A true friend does not stab in the back. | الصديق الحقيقي لا يطعن في الظهر |
| j. This mission is a can of worms. | هذه المهمة تكون علبة مصائب. |
| k. All that glitters is not gold. | ما كل ما يلمع ذهبيا |

This method of literal translation is similar to the literal translation of words in two respects:

1. It retains the SL word order in the TL.
2. It insists on having the same type and number of words.

Yet, it is different in two respects too:

1. It takes context into consideration.
 2. It translates special and metaphorical SL words and phrases into special metaphorical TL equivalents.
1. Therefore, it is more acceptable and better than word-for-word translation. Yet, both methods are questionable. In fact, one –to- one translation is sometimes unsatisfactory because:
 2. It still follows the SL word order and grammar, and ignores the word order of the TL. This is confirmed in Example (a) starting the Arabic version with the subject followed by a verb ignoring nominal version, and in example (b) insisting on translating verbs "be" into ((يكون), and in example (c) translating all personal pronouns.
 3. It insists on having the same number and types of the SL words and phrases in the TL. This results in the insistence on having an SL collocation, idiom, metaphor, etc. translated into a TL collocation, idiom, or metaphor even though it may not exist in its lexicon. "Shake hand", for example, has no equivalent collocation in Arabic.

The improved versions for the above examples:

- a. جيراني طيبون
- b. سانيو علامة تجارية مشهورة

- c. هو شاب طيب القلب
 d. تحب سارة تحب المطالعة من كل قلبها
 e. عندي ثقة عمياء (مطلقة) بك
 f. دعنا نتصافح
 g. لا تتغير في الترجمة الى العربية ((h, i, and j
 k. هذه المهمة مشكلة عويصة (بالغة الصعوبة)

Literal Translation of Meaning: Direct Translation:

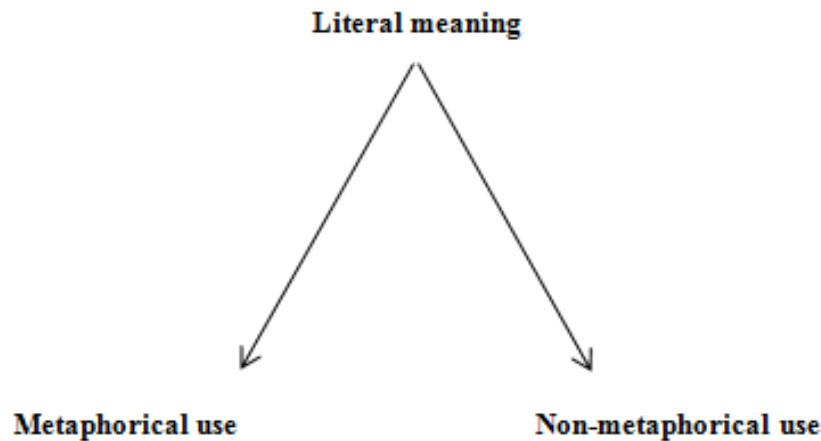
This type of translation is keen on translating meaning as closely, precisely and completely as possible. It can also call a close, or direct translation. It is the translation of meaning in context, and takes into consideration the grammar and word order of the TL (Target Language). Metaphorical and special uses of language are also accounted for in this kind of translation. In this sense, it can be described as the full translation of meaning. Indeed, it can be described as the best method of literal translation. Literal meaning is not one single, unchanged and direct meaning for a word, but it is a different meaning in different contexts and combinations with other words. For example, "run" does not always mean (يجري) in all texts and contexts. Therefore, we cannot say that this is the literal meaning of "run", although it is its commonest meaning. "Run" has different meanings in different contexts, each of them is a literal meaning:

- | | |
|--------------------------|-------------------------|
| 1. To run in the race. | يجري/يركض في السباق |
| 2. To run a company | يدير شركة |
| 3. In the long run | على المدى البعيد |
| 4. To run short of money | ينفذ ماله |
| 6. To run round | يقوم بزيارة خاطفه |
| 7. To run to fat | يميل الى السمنة |
| 8. To run through | يتصفح/يمر مرور الكرام |
| 9. To run wild | يتيه/يسير على هواه |
| 10. To run across | يصادف |
| 11. To run back | يعود بذاكرته الى الوراء |
| 12. To run its course | يأخذ مجراه الطبيعي |
| 13. To run in | يعتقل ويرمي بالسجن |
| 14. To run on | يستمر |
| 15. To run out | ينفذ/ ينقص |
| 16. To run dry | ينضب |

Each of these meanings of "run" can be described as a literal meaning in a certain combination and acceptable then, to say that it has only one literal meaning which is number 1 (يجري), because 2, for example, does not have two meanings, one literal, one non-literal; it has only one meaning, which is (يدير). Therefore, translating it into (يركض/يجري) is not a literal translation, but a WRONG translation, for we do not say (يجري/يركض شركة) in Arabic, only (يدير شركة). The same applies to the rest of examples.

Similarly, metaphorical expressions like idioms can be looked at in the same way. That is, their metaphorical meanings are the only meanings available in language and, hence, in translation. Thus, "to beat around/ about the bush" means (ويدور يلف/يراوغ); "to get the sack" has only the meaning of (يُطرد), regardless of its origin; "monkey business" means (أشياء مريبة) only; "tall order" has only meaning ((مهمة شاقه).

It is possible to say, then, that literal translation is committed to the real meaning, or meanings, of a word or an expression in a language, regardless whether it is direct or indirect, common or uncommon, non-metaphorical or metaphorical. In other words, literal meaning is the real, accurate and contextual meaning of a word, whether used metaphorically or non-metaphorically as illustrated in this figure:



A metaphor (استعارة) is translated into a metaphor, or any other equivalent meaning available for it in the TL. A direct, literal meaning is retained in literal translation as accurately as possible and with no attempts to change it to a metaphorical one. For example, " His efforts came to nothing" would be translated into (ضاعت جهوده سُدى /لم يصل إلى شيء). This method of translation is the translation of the real meaning of a word, or an expression in its linguistic context as precisely and closely as possible regardless of its metaphorical/non – metaphorical use.

Free Translation:

This method of translation means to translate freely without any constraints. The translator is not strictly constrained by the type of text or the direct and available meaning of word and phrases. He can go outside of texts and out of contexts, behind and beyond words and phrases. The question now is whether free translation is acceptable or not. The answer can be found in the next two points:

Bound Free Translation:

This type of free translation is derived from the context in a direct way, though it may go out of it in some way or another, in the form of exaggeration, expressively, and effective language. Here are examples:

- | | |
|--|---|
| 1. He got nothing at the end. | عاد بخفي حنين. |
| 2. She was sad deep down. | تقطر قلبها من الحزن/ أصبح فؤادها فارغاً. |
| 3. You look quiet. | تبدو رابط الجأش |
| 4. Swearing is a bad habit. | سباب المسلم فسوق |
| 5. East or west, home is the best. | كم منزل في الأرض يألفه الفتى وحنينه أبدا لأول منزل. |
| 6. Love me, love my dog. | وأحبها وتحبني ويحب ناقنتها بعيري |
| 7. Come down to earth. | كفاك تيهها/أقلع عن أوهامك. |
| 8. My friend got to the top very soon. | أمتط صديقي صهوة في أسرع من البرق. |
| 9. She had a new baby. | رزقها الله بمولود جديد. |
| 10. Are you lying to me? | أتفتري على الله كذباً. |

The common point among these translations is their expressive, very formal Arabic. They derive that from the use of:

Expressions from the Holy Quran (10), The prophet's tradition (i.e. Sunnah) (4), religious expression (9), proverbs (1), collocation (2,3,8), poetry (5,6), exaggerated expressions (7).

All these free translations are derived in one way or another from the original. Although they have gone beyond the context, they have not gone too far from it, this means that this type of free translation is not loose, or without limitations, but is still bound to the linguistic context in some way. For these reasons, this method of free translation is acceptable. However, when the translator is quiet strange to the context, it is unacceptable. Still direct, literal translation of meaning is a better version for these statements, as suggested below:

1. He got nothing at the end. لم يحصل على شيء في النهاية.
2. She was sad deep down. كانت حزينة من الأعماق.
3. You look quiet. تبدو هادئاً.
4. Swearing is a bad habit. السب عادة سيئة.
5. East or west, home is the best. لاشيء مثل الوطن. مهما اشرق او اغربت فلن تجد خيراً من الوطن
6. Love me, love my dog. من أحبني حب أولادي.
7. Come down to earth. كن واقعياً.
8. My friend got to the top very soon. وصل صديقي إلى القمة بسرعة فائقة.
9. She had a new baby. وضعت مولوداً جديداً.
10. Are you lying to me? أنكذب علي؟

Loose Free Translation:

This free translation method is concluded from the original text for different personal reasons. It is based on the translator's conclusions about what the speaker/writer wants to say. In other words, it is the translation of intentions. In this sense, it is a version of pragmatic translation. Therefore, it does not relate directly to the original context but is concluded from it. Here are some examples:

1. Thank you, Mr. Ali. Next please. تفضل بالانصراف يا سيد علي، عندنا غيرك.
2. It is half past nine. أنتهى الوقت/أنتهت المحاضرة/تأخرنا كثير/حان الوقت.
3. Thank you, that you ladies and gentlemen. هدوء أيها السادة والسيدات.
4. I am frightened. أبقى معنا.
5. Why are you making mouths? اغلق فمك/اسكت.
6. No bacon with my breakfast, please. أنا مسلم.
7. Honesty is the best policy. أنت خنت الأمانة
8. Books are very expensive today. لقد عزف الناس عن القراءة اليوم.
9. You should buy a lock for your car. سرقت السيارات منتشرة هذه الأيام.
10. Have you classic records? فن هذه الأيام منحط.

All these translations are not acceptable as they are different from the original text. They are conclusions, based on the original. They are indirect, pragmatic translation, sometimes far interpretations of the English original. This is not the job of the translator. His job is to transmit the text on the page directly and contextually into an equivalent TL text, which is closely, clearly, and directly related to it. It is not the responsibility of the translator to interpret and reveal what the source text hides, or says indirectly. The readers only are who decide these unseen meanings both in English as well as in Arabic. For all these reasons, students are advised not to use this type of free translation, Therefore, the possible, advisable Arabic versions for those English sentences can be as follows:

شكراً يا سيد علي. الذي يليه لو سمحت

أنها الساعة التاسعة والنصف

شكراً .. شكراً أيها السادة والسيدات

إنني خائف/خائفة جدا

لماذا تغلب شديك؟

لا أريد شرائح الخنزير مع فطوري لو سمحت

الأمانة خير ضمان/الصدق منجاة

الكتب باهظة الثمن اليوم

ينبغي عليك أن تشتري قفلا لسيارتك

هل عندك أشرطة تسجيل/تسجيلات قديمة

A Brief Review on Previous Relevant Studies:

Fatima Elnaeem Mohammed in (2014) conducted a research on Problems Facing Students in Tertiary Education in Translating from Arabic into English. The study aims at identifying and analyzing the difficulties and problems facing university students when they translate from their native language into English, Arabic and English have different linguistic and cultural aspects therefore, translation from one of them into the other is not an easy task, and for Arab student's translation from English into Arabic. the main findings grammatical difficulties are the main reasons behind the problem.

2-Ahmad Maher in (2010) also conducted study in Difficulties and Problems Facing English Students in Translation Process from English to Arabic. This study aimed at exploring the difficulties that face students in translation from English into Arabic and to find suitable solutions for these difficulties and problems that the students experienced and there are some particular problems in the translation process; problems of ambiguity, problems that originated from structural and lexical differences between languages 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. The main findings, some problems are result of lack of procedures and techniques. Some difficulties have relation with cultural dimensions, rules and procedures. Difficulties originated from the differences between Arabic and English language.

3. MATERIALS AND METHODS

Method of the study:

This study follows descriptive analytical method.

Population of the Study:

Population includes all members of a defined group that we are studying or collecting information for data. Population includes Sudanese university student who study translation courses in the academic year 2014-2014 in the Department of English in the College of Education, Dongla University. The students are 20 years old with Arabic as their mother tongue. All the subjects of the study are Sudanese male college students.

Sample of the study:

30 students are randomly chosen to conduct a questionnaire.

Instruments:

The data of this study are collected through questionnaire. The questionnaire is designed for the students chosen as a sample population.

Questionnaire:

The questionnaire investigates the difficulties that face students. It consists of five statements.

Deals with the kind of difficulties.

4. DATA ANALYSIS AND DISCUSSION

This chapter deals with analysis of questionnaire, the following is the study of questionnaire and its results.

1- Questionnaire:

1-Difficulties:

Table: 1

Linguistic translation level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	6	28.6	30.0	30.0
Agree	6	28.6	30.0	60.0
Idon.t know	2	9.5	10.0	70.0
Dis agree	3	14.3	15.0	85.0
Strongly dis agree	3	14.3	15.0	100.0
Total	20	95.2	100.0	
Missing System	1	4.8		
Total	21	100.0		

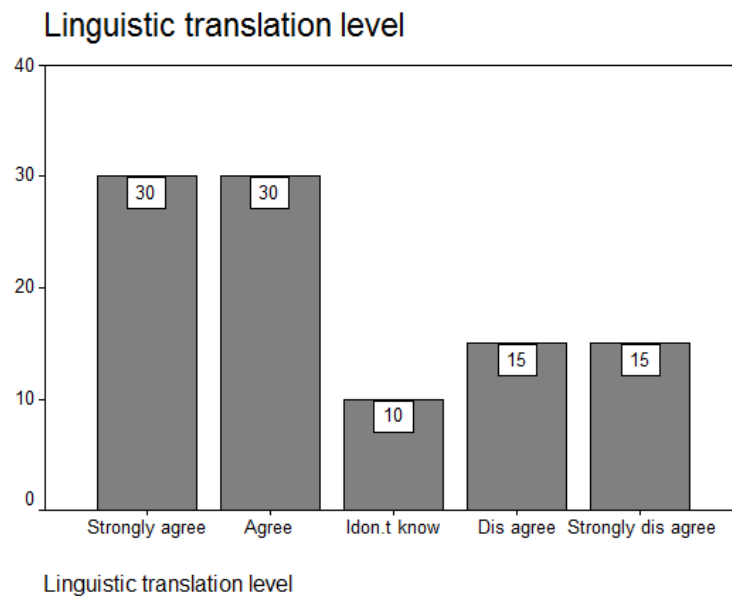
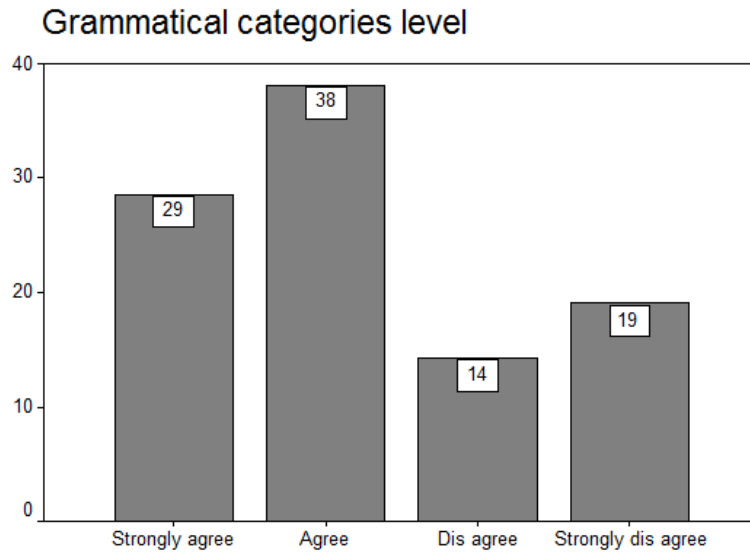


Fig: 1

Table: 2

Grammatical categories level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	6	28.6	28.6	28.6
Agree	8	38.1	38.1	66.7
Dis agree	3	14.3	14.3	81.0
Strongly dis agree	4	19.0	19.0	100.0
Total	21	100.0	100.0	



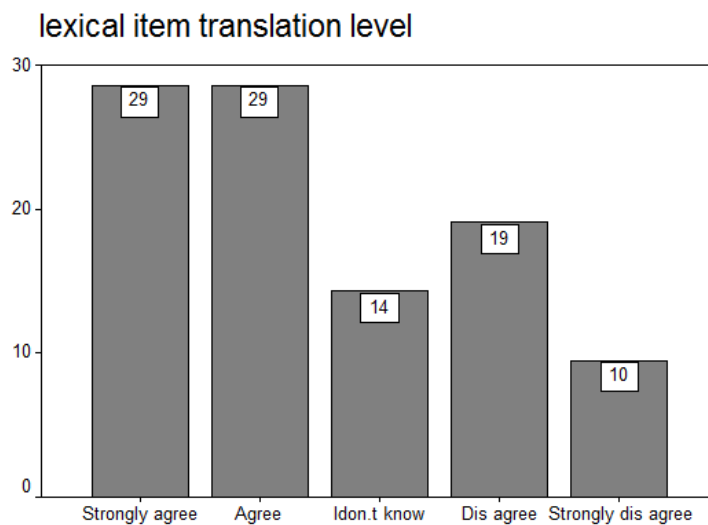
Grammatical categories level

Fig: 2

Table: 3

lexical item translation level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	6	28.6	28.6	28.6
Agree	6	28.6	28.6	57.1
Idon.t know	3	14.3	14.3	71.4
Dis agree	4	19.0	19.0	90.5
Strongly dis agree	2	9.5	9.5	100.0
Total	21	100.0	100.0	



lexical item translation level

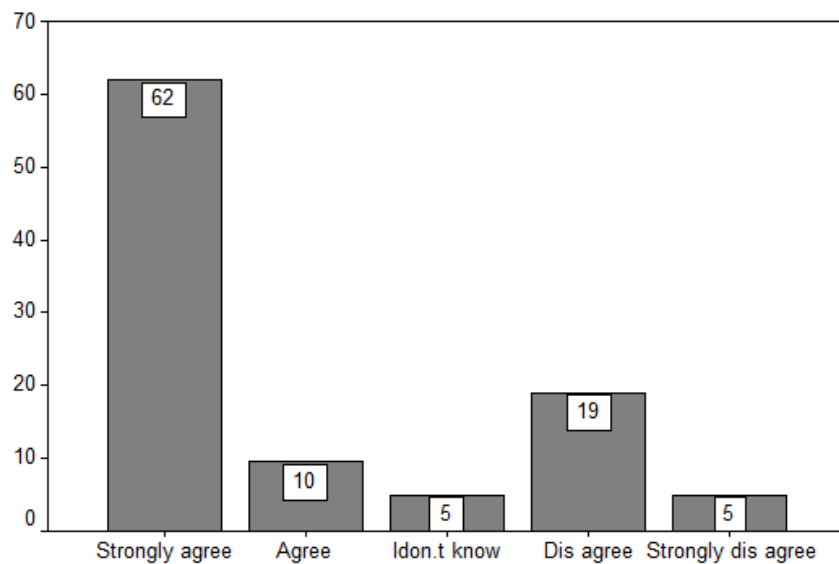
Fig: 3

Table: 4

culture related level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	13	61.9	61.9	61.9
Agree	2	9.5	9.5	71.4
Idon.t know	1	4.8	4.8	76.2
Dis agree	4	19.0	19.0	95.2
Strongly dis agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

culture related level



culture related level

Fig: 4

Table: 5

Expression translation level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	6	28.6	30.0	30.0
Agree	6	28.6	30.0	60.0
Idon.t know	3	14.3	15.0	75.0
Dis agree	2	9.5	10.0	85.0
Strongly dis agree	3	14.3	15.0	100.0
Total	20	95.2	100.0	
Missing System	1	4.8		
Total	21	100.0		

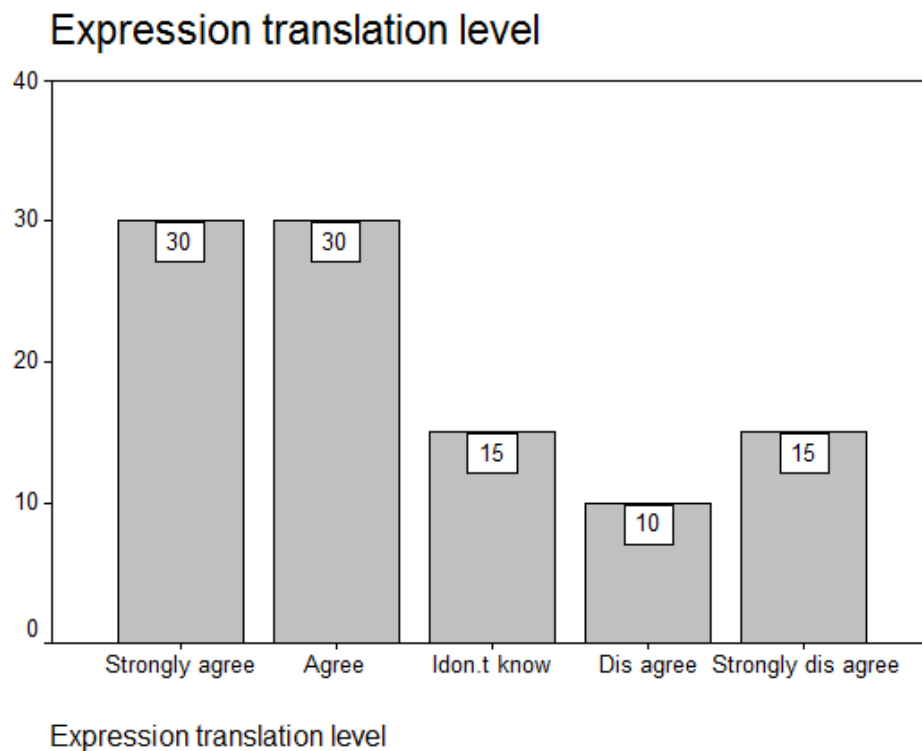


Fig: 5

The table (3) and figure (3) show that translators view the difficulty as a result of cultural- related problem and strongly agree that cultural- related knowledge helps translators to translate easily. This assures that unless cultural- related knowledge there will be difficulty. It is found that 61% strongly agree with it, 9.0 agree, 19 disagree, whereas 4.8 strongly disagree with it.

5. SUMMARY OF FINDINGS AND RESULTS

According to analysis of the questionnaire conducted on university students, who are Arabic speakers, the following result can be inferred:

1-Cultural level is the main reason behind the difficulties. This may be a result of differences in the culture specific habits, norms, conventions and other behavior, also the researcher thinks that most translation problems and difficulties are result of cultural factors than other factors. That is to say there is relationship between translation difficulties and culture

2-students face many kinds of difficulties and problems such as linguistic, grammatical, expression, linguistic, idiom, equivalent, structural difficulties. To my knowledge this difficulty arises from differences between two languages and varieties.

3- There are some theoretical and practical solution for these difficulties.

4-Students have difficulties in translation due to lack of method of translation

6. CONCLUSION

Translation is interdisciplinary area and students have different attitudes toward translation Any translator or student should know that there are some skills he should master. Students must be highly proficient in two languages; must have a broad knowledge of general culture, specific and detailed knowledge of his specialized field; must be a good writer and reader as well. Ideally, possessing these qualities should be enough to be able to translate a wide variety of texts. translation is not only a linguistic acts ; it is also a cultural one, an act of communication across culture . The students must understand the social and cultural aspects of the source language.

7. RECOMMENDATION

In the light of the result of this research paper and other related studies that have been conducted on this study, the following recommendations might be relevant in this context.

- 1-Stressing the importance of understanding translation method, how to deal with it during the translation process and also investigate the procedures must be met by translators who want to translate.
- 2--Introducing all translation difficulties and problems in details to help the students to translate correctly.
- 3-Looking for factors and reason that has relation with difficulties and problems.
- 4-Paying attention for cultural, conceptual, idiomatic and grammatical difficulties.
- 5-Studens should be equipped with all source and dictionaries that help in translation.

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