Exploring the Causes of Translation Problems (A Case Study of College of Translation, Khartoum University)

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Abstract: this study aims at exploring the causes of translation problems by Sudanese university students College of Translation, Khartoum University in academic year 2013-2014 during the second semester. The study also aims at identifying these causes, showing the kind of causes, introducing them in details and suggest suitable solution for translation problems. For these purpose, research questions are posed. The sample of these study consists of 30 students who are chosen from the master 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 main causes for translation problem. The study used questionnaire as a tool for collecting data. The findings of the study revealed that the main cause of the problem of translation is conceptual understanding.

Keywords: Translation, Students, Causes, Problems, Conceptual Understanding.

1. INTRODUCTION

Translation has been the most efficient and effective mean of communication between nations, peoples, and groups, and through it; the exchange of common interests took place, and through it the customs and traditions of other nations were known. The importance of translation has been growing steadily, particularly in this era of golobization, where nations need to communicate with each other more than they used to do previously; as the entire world has been much like a small village. The importance of translation and the need to comply fully with the correct rules that must be should be when translating. by further concentration on semantic troubles that are out of there amongst Arab translators who on one form or another have specialty in the field of translation. When having to translate a text from the English language into Arabic, that is the target language these translators have some sort of misunderstanding over the text they deal with, in the sense that they tend to interpret the text in a way that is not correct but in a way that is completely wrong in uncertain terms.

Statement of the Problem:

The study investigates different causes of translation problems of university students at College of Translation, Khartoum University in academic year 2013-2014 during the second semester.

Question of the study:

1-What are the kind of translation problems?

2-Is there certain solution of these problems?

3-What is main causes for these problems

Hypotheses of the study:

1-There are some many kind of problems in translation

2-There is a solution for this translation problems

3-There is the main cause behind translation problems

objective of the study:

1-Investgating the different kind of causes

2-to show the kind of these difficulties

3-To suggest best solutions for translation problems

Limits of the study:

The study is mainly devoted to investigate the causes that used by master students College of Translation, Khartoum University in academic year 2013-2014 during the second semester.

Significance of the study:

1-Introducing all translation problems in details.

2-Looking for factors and reasons that has relation with these problems

3-Boasting and encouraging the use of the suitable solutions for translation problems

 4-give different causes of translation and suggest solution

2. LITERATURE REVIEW

What is translation:

Some students 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. Sudanese college students of Translation face problem in translation. 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 problems will definitely arise.

 Some grammatical features and linguistics of both languages pose problems in translation from Arabic into English or vice versa. Arab students should know that English language and grammar are not identical with Arabic language and grammar. For theses reason problems occur.

Translation Problems:

Grammatical problems:

Students of translation should be warned against their presupposition that English grammar is identical with Arabic grammar and hence they can translate each other in a straightforward way. The following discussion will concentrate on explaining the process of translating texts from SL into TL or the other way round to make Arab student have clear knowledge of how to deal with the grammatical terms of Arabic and English.

Translation of verbs:

Verb to be:

When these verbs are the main verbs in a sentence, Arab students translate them literally into ((يكون which is a weak translation, for example;

1-They are students.   هم يكونون طلاب

The sentence above can be translated into Arabic by dropping verb to be from the Arabic version and have an Arabic nominal sentence, as in;

2-They are students. هم طلاب

Verb to be (am, is, are) is dropped when used as an auxiliary verb to form the present progressive tense and the present passive voice. Saudi Students learning translation usually translate

them literally at the early stage of learning, as in.

3-I am drinking water. أنا أكون أشرب الماء

The best version of this example is to drop verb to be "am" from the Arabic version, as in.

4-I am drinking water. أو أشرب ماءً   أنا أشرب ماءً

Verb to be disappears in Arabic translation as there is no equivalent tense in Arabic. Therefore, the use of ((يكون in sentence (3) above does not refer to the progressive tense, or the time of

action.

The same applies to the translation of "am, is, and" are "when used in the present passive voice; as in:

5-Sarah is invited to the party. الحفلة إلى مدعوه تكون سارة

To make the translation of sentence (5) normal and acceptable in Arabic we must drop ((يكون from the Arabic version to be as in sentence (6) below;

6- Sarah is invited to the party. الحفلة إلى مدعوه سارة

So keeping ((يكون in a version of Arabic translation is unacceptable and poor in Arabic grammar and it is out of place in the word order of the sentence.

Translation of was/were into (كان)

Verb to be "was" and "were", as main verbs as well as auxiliaries referring to the past, are translated literally into (كان)

a) As main verbs:

7- Sarah was quite happy. جداً سعيدة سارة كانت.

b) As auxiliary, the past progressive.

8- Layla was reading. تقرأ ليلى كانت.

Nevertheless, the literal translation of "was" is unfavorable when was, and "were" are used as auxiliaries to form the past passive voice; as in:

9 -The child was deceived. كان الطفل خدع

The Arabic verb ((كان should be dropped in the Arabic version in sentence (9) above as follows;

10- The child was deceived. (خدع الطفل) So "was" and "were" are retained in a, and b, above but

dropped in the passive voice. It is worth mentioning that the Arabic equivalent of (am, is,

are, was and were) is ((هل "hal" as a question word in an interrogative Arabic sentence; as in:

11- Is Tom a teacher? هل أن توم معلم؟ ؟

12- Are you going? هل أنت ذاهب ؟ ؟

13- Was Tom going home? البيت؟ إلى ذاهباً توم كان هل

14- Were they happy? سعداء كانوا هل

The verb "Do".

"Do" and "Does" are used with the present simple, whereas

"did" is used with the past. In translation, all these forms as

auxiliaries have no Arabic equivalent and they cause no difficulty

in translation whether they are used in a negative or interrogative

sentence; as in:

13- Layla does not like tea. لا تحب ليلى الشاي

14- Do they play football? هل يلعبون كرة القدم

In affirmative sentences "do" is used for emphasis only as in; Do come in

تفضل ادخل.

Or

He does help you.

هو يساعدك فعلاً.

As a main verb "do" does not pose a problem in translation, as in;

15-He did his work well. قام بعمله بشكل جيد

A worthy point to notice is that in interrogative sentences most forms of verb to "be", do", "have" and all the models are translated into a question word ((هل in Arabic, as in;

16-Is that your book? هل ذلك كتابك؟

17-Do you go home? هل نذهب للبيت ؟

18- Have you got a grammar book? هل عندك كتاب نحو ؟

19-Can you speak English? هل تستطيع التحدث باللغة الإنكليزية؟

In certain linguistic areas ((هل "hal" can be replaced by

أ)) /alhamza/ to ask a question, as in;

Do you go home? أتذهب إلى البيت ؟

"Do" as a substitute verb:

Moreover, "do" is used as a substitute for a whole clause, phrase or a verb, especially in an answer to a question, as in:

20-a- Do you agree? Yes, I do. هل توافق؟ نعم. أعمل

The underlined "do" can be replaced by the main verb in the answer of the question as follows,

B-Do you agree? Yes, I agree. هل توافق؟ نعم أوافق

"Do" as an auxiliary verb can be dropped in negative and affirmative sentences when it is translated into Arabic, but it is used as a question word meaning ((هل as it is mentioned before.

- Jack did not go out. لم يخرج جاك.

"Do" in the sentence above is a helping verb, so it is not appearing in the Arabic version.

Students face difficulty in translating an Arabic negative sentence into English, because the process of negation in English is different from that in Arabic. For example, to translate an Arabic negative sentence like;

/lam yað hab Khalid ilaalhaflati/ لم يذهب خالد إلى الحفلة

into English, the students are supposed to know that the Arabic verb/yaðhab/ meaning (to go) is present, it is used here to refer to the past, so to construct an English negative sentence as a counterpart to the Arabic one, students should use the past tense of the helping verb "do" with the negative particle "not" i.e. "did not", as in;

21-Khalid did not go to the party.

The translation of the verb "have"

As an auxiliary verb, "have" is used to perform an important grammatical function in language, as in;

22- We have arrived early today   اليوم هذا مبكرين وصلنا

The underlined verb "have" in sentence (22) above is dropped when the sentence is translated into Arabic because in a context like this and others, "have" has no equivalent in Arabic. the same is true with other forms of "have", "has" and "had" if they are used in a context like that in sentence (22) which is the present perfect and past perfect tense, as in;

23- She has arrived early today.   اليوم هذا مبكرة وصلت

24-Before he came to college, he had visited his uncle.   الكلية إلى يأتي أن عمه قبل زار

It is commonly known that students usually translate "have" into its general common meaning, to possess ((يملك, which is only one of its several meanings, therefore, students should take care of this at translation. Below are several meanings of "have", Have a good journey.   أتمنى لك رحلة ممتعة

Jane has a telephone call this afternoon.   العصر هذا هاتفية مكالمة جين تتلقى

Jane has a nice weekend.   الأسبوع نهاية في ممتعة عطلة جين تقضي.

Jane has her dinner at 6 o'clock every evening.   مساء كل السادسة الساعة عند عشاءها جين تتناول

Jane has the tablets on time.   المحدد الوقت في الحبوب جين تأخذ

Jane has to speak at least three languages.   لغات ثلاث الأقل على تتحدث أن جين على يجب

Jane has money.   نقوداً جين تملك.

Jane has already had her examination result.   للتو امتحانها نتيجة على جين حصلت.

Problems are due to either, semantic, phonology, lexis, pragmatic, discourse, style:

Stylistic problem can be represented by purposeful awkwardness in the original that simply does not work in the new language. There's always a danger that it will just read like a bad translation. You can try to convey the sense of awkwardness in other way-by subtly referring to it, for instance, or moving direct dialogue into indirect, etc. - but sometimes you simply have to leave the passage out.

Translation problems are solved by getting as much information prior to translating anything. General message would be that investing effort in various pre-translation phases is more efficient way of managing risk than having everyone translate differently and trying to solve problems as they arise.

Needless to say that difficulties and problems of translation constitute a challenge for the translators. Here are some problems:

-Discourse Problems the ultimate goal of translation is to preserve meaning. Viewed thus, there is a semiotic interaction of various signs within the boundaries of a text, thought to be of paramount importance for imbibing an utterance the best possible. Such as interaction.

- Idioms they pose problems because an idiom is a fixed phrase

-Collocation a lexical Item tends to keep company with other words.

-Transliteration involves naturalization at the word level where SL spelling and pronunciation are converted into a given language

-Culture-Related Problems most translation problems and difficulties are more germane to cultural disparities between languages pairs than to linguistic discrepancies.

-Technical-Related Problems conditions of the medium and the reading capacity of non-native language users.

Translation may be described as a problem-solved activity bringing together generative and reductive skills. In some cases, more than one target option may be selected several different translations may be offered. This however, challenges the maxims representation and may be felt to question the translation form.

Where there, in addition to basic options, there is only one target option available, the result may be a translation but there is strictly speaking -no translation problem to be solved.

During translation the translation process, students may encounter many problems. These problems are due to either sound and lexis or and style.

-Phonological Problems:

These problems are concerned with sounds.

-Lexical Problems:

These problems are due to the misunderstanding words meaning. Lexical problems which may be encountered when translating can be classified as follows: literal meaning, synonyms, Polysemy, collocations, idioms, proverbs, metaphors, technical terms and proper names.

-Stylistic Problems: These problems are concerned with style, as it a part of meaning, and its effect is on words and grammar.

The main tasks of translation studies should be to help solve certain problems this may provide a model of interdisciplinary where the definition of problem precedes and orients the discipline that may be used to solve them. Translation like any field subject which is to technological revolution will tend to invest effort working on problems which has tools, such as the tools that seem to cause both problems and solutions. However, the more properly social problems should be precisely those that occur somewhere outside translation studies.

In our simple model the translator works on the problems until he or she produces a rendition, which is what he puts in translation whatever he puts in the translation can then be regarded as a solution at least in the sense that it is the solution that particular translator proposes.

The goodness or badness of a solution is then a question of the way risk correlates with effort and that really a question about strategies. Translation effort: translators exert effort when solving problems. This effort takes many forms and can be measured in many different ways.

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 student who study translation in the academic year 2013-2014 in the College of Translation in the Khartoum University. The students are 25 years old with Arabic as their mother tongue. All the subjects of the study are Sudanese male college students

Sample of the study:

25 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 causes and problems. It consists of five statements.

Deals with the kind of cause.

4. DATA ANALYSIS AND DISCUSSION

This chapter deals with analysis of questionnaire, the following is the study of questionnaire and it is results.
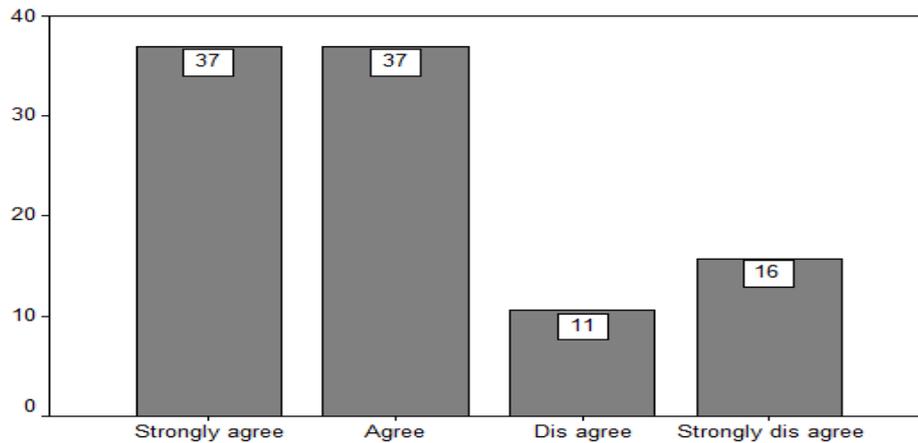
1- Questionnaire:

1-Causes:

Table: 1

Difference between Arabic and english language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	33.3	36.8	36.8
	Agree	7	33.3	36.8	73.7
	Dis agree	2	9.5	10.5	84.2
	Strongly dis agree	3	14.3	15.8	100.0
	Total	19	90.5	100.0	
Missing	System	2	9.5		
Total		21	100.0		

Difference between Arabic and english language

Fig: 1

Table: 2

Lack of translation procedures and techniques

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	52.4	55.0	55.0
	Agree	4	19.0	20.0	75.0
	Idon.t know	1	4.8	5.0	80.0
	Dis agree	2	9.5	10.0	90.0
	Strongly dis agree	2	9.5	10.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

Lack of translation procedures and techniques
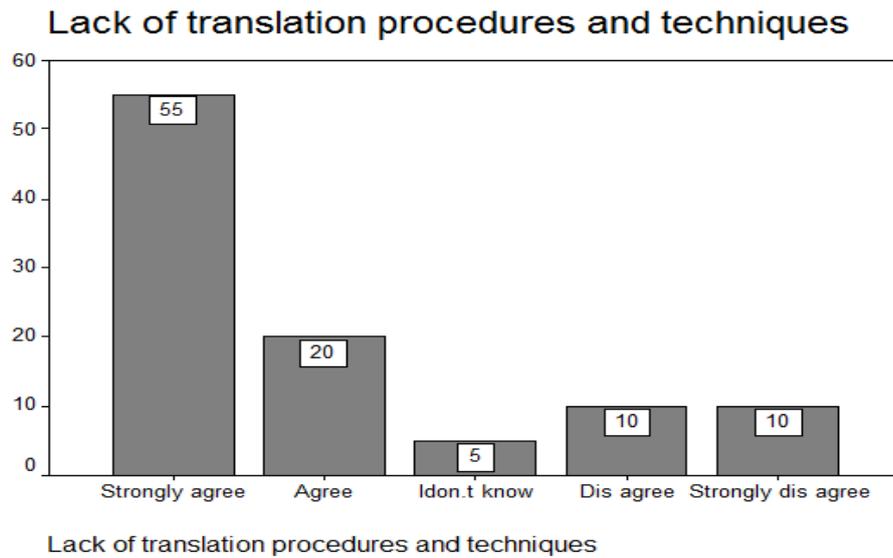
Fig: 2

Culture dimension and lack culture awaarenes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	42.9	47.4	47.4
	Agree	4	19.0	21.1	68.4
	Idon.t know	2	9.5	10.5	78.9
	Dis agree	3	14.3	15.8	94.7
	Strongly dis agree	1	4.8	5.3	100.0
	Total	19	90.5	100.0	
Missing	System	2	9.5		
Total		21	100.0		

Table: 3

Culture dimension and lack culture awaarenes
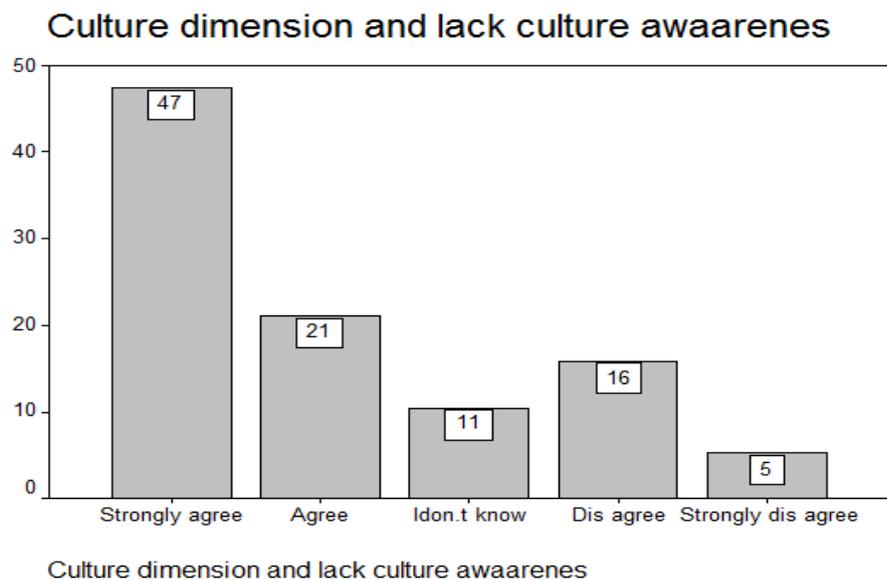
Fig: 3

Table: 4

Conceptual understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	38.1	42.1	42.1
	Agree	7	33.3	36.8	78.9
	Dis agree	2	9.5	10.5	89.5
	Strongly dis agree	2	9.5	10.5	100.0
	Total	19	90.5	100.0	
Missing	System	2	9.5		
Total		21	100.0		
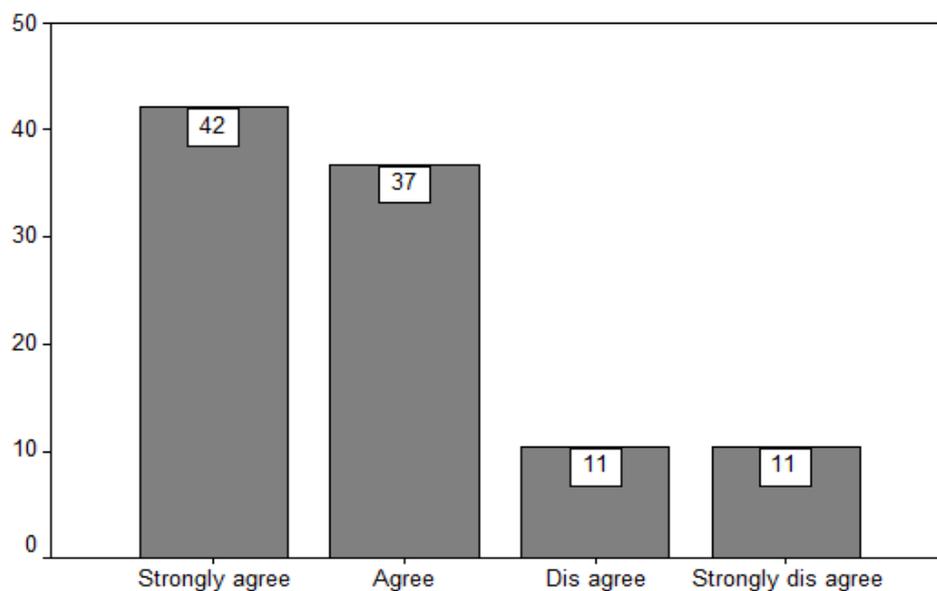
Fig: 4

Table 5

Misselection of translation method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	38.1	38.1	38.1
	Agree	4	19.0	19.0	57.1
	Idon.t know	4	19.0	19.0	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	

Misselection of translation method

Misselection of translation method
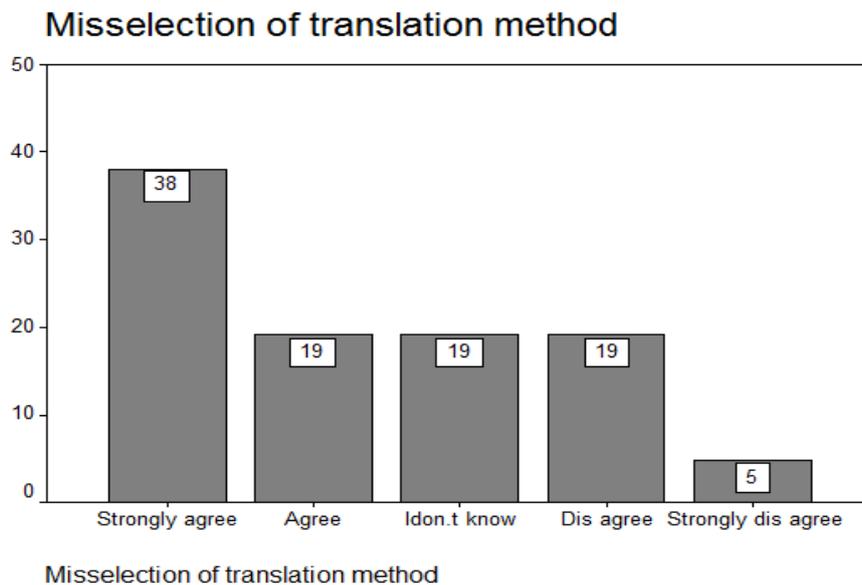
Fig: 5

The table (4) and figure (4) show that the translators view that the main cause of the problem is conceptual understanding. That to say conceptual understanding is essential part and efficient in translation process. The majority of respondents assure that conceptual understanding has much influence on translation. 38.1 strongly agree, 33.3% agree, while 9.5% disagree and 9.5% strongly disagree.

5. SUMMARY OF FINDINGS AND RESULTS

1- the main cause of translation problem refers to conceptual understanding.

2-students also have different problems due to techniques and procedures.

3-Students have problems in translation due to lack of using correct method of translation

4-students should have known the basic and contradictory methods to avoid translation problems

Conclusion:

Translation is the study of lexical aspects of language and cultural context. translation is not only a linguistic act; it is also a cultural one, an act of communication across culture. The student must understand the social and cultural aspects of the source language.

There is almost certainly stark problematic area for the students who use word for word translation to put it bluntly. Due to the existence of culture differences which result into word for word translation, abuses unintentionally and this might be the student does not have enough ideas or knowledge about the text therefore word for word translation takes place. The potential solution to iron out this problematic matter is to have an idea exhaustively on the topic addressed and that is considered as a part and parcel of far more acceptable translation. One can say that the best translation and the perfect translation is the one that is based on a written form if that is as exactly similar as the text that is originally written by native speaker of the target language.

6. 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 the cause of translation, how to deal with it during the translation process.

2--Introducing all translation methods in details to help the students to translate correctly.

3-Paying attention for different problems

4-Studens should be equipped with all methods and procedures that help in translation.

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