

Common Translation Problems and Suggested Solutions

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Abstract: *The paper is to study translation issues at the university level, departments of translation in Sudan. The objective of this paper is to trace the most common problems facing learners while translating and suggest suitable solutions. This is mainly to discover what causes students' weaknesses in translation? It has been observed that there are many factors. These can be learners, materials, the study plan, the environment, the lack of an equipped trained teachers and translation strategies and methods. The paper represents an attempt to overcome such difficulties and train students to do their job in an acceptable manner, doing their best towards finding an equivalent.*

Keywords: Translation issues, Translation student's weaknesses, factors behind weaknesses

1. Introduction

As we may know the translation theorists, Catford (1965) defines translation as: The replacement of textual material in one language by equivalent textual material in another language.

As a subject, translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language.

Nida and Taber (1974). Mention that translation is concerned with reproducing in the TL the closest natural equivalent of the SL, first in terms of meaning and secondly in terms of style.

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.

The study aimed at exploring the difficulties that face the translation students and their weaknesses in this field of Jazan University, translation departments.

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.

English-Arabic translation difficulties also result from differences in word order between the syntax of the two languages. The difficulty arises in the translation from Arabic into English and vice versa in the selection of the appropriate meaning or determine the nature of the use of the word or find the difference between masculine and feminine or discrimination issue either a single or dual or

collection or find the equation formula of the act. Which are things that make it difficult sometimes choosing the right equivalents? And it helps a good knowledge of the characteristics of both Arabic and English to facilitate the process of finding the right and good translation. And always keep in mind that the translation is an easy process but it is very complicated at the same time. Thus it is considered "Everything is translatable and nothing is accepted translation", or Everything is translatable and nothing is. 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.

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".

2. The problem of the study

This paper discusses the difficulties and obstacles that face translation students at Jazan University, translation departments. The study will answer the salient points: what are the difficulties and problems that face the students of translation? What are the convenient solutions?

The following questions result from the above salient problems are?

- 1) What are the difficult kinds of translation?
- 2) What are the convenient solutions for translation difficulties?
- 3) What are the reasons at the back of the translation student's weaknesses?

3. Importance of the study

The most important objectives of this paper is to discuss translation as problems and solutions that face the students of Jazan University.

- The chief difficulties in translating are lexical, not grammatical-i.e. words, collocations and fixed phrases or idioms; these include neologisms and 'unfindable' words, which I deal with separately. Difficulties with words are of two kinds: (a) you do not understand them; (b) you find them hard to translate.
- The students must not admit to these departments unless they pass an admission test in order to determine who is qualified to study translation.
- Necessity of Admission exam which administered by the Departments.
- An absolute remedial program must establish. The aim of this program is to help students who are not proficient enough in English to qualify for admission to the Department to attain a sufficiently high level of proficiency to make it possible for them to major to English.
- Adopting suitable translation strategies for different kinds of translation.
- Enhancing and developing student's competence and awareness by using the skills, techniques and procedures of translation process that may scaffolding the student's ability of translation.
- To draw attention towards translation students to a level of proficiency that will help them to be linguistically equipped in translation.

4. Reasons behind the Students Weaknesses

There are many factors responsible for deterioration varied as we mentioned bellow: The majority of the students who are admitting in translation Department have very poor knowledge of English and Arabic languages.

- The students have very disturbing problems with English language skills.
- There are glaring errors associated with the pronunciation for most students that they could not pronounce the ed-form correctly, they commit bad mistakes, For instance, the - ed is pronounced as: /t/,/d/ and /id/.
- The students are not motivated.
- There are some subjects are taught to the students but are not related to the translation process.
- Socio-cultural factors responsible for the student lowering standards of language proficiency.
- Teachers are anxious about the parts of the syllabus which are not hospitable for scaffolding the student's competence.
- The shortage of equipped translation teachers.
- The quality of teaching is dreadfully shocking because some teachers who teach translation subjects are not specialized in this field, and they have not any strict kind of training courses required to handle the classes effectively.
- This deterioration is inherited at the secondary level when the problem is largely rooted, this situation now does not augur well for any future intervention to stop the terribly

deterioration standards of language proficiency amongst the undergraduate students.

- A rural environment which sticking to customs and traditions that made the learner afraid and ashamed of simple things like error or ask a question or requesting repeats the teacher if the learner didn't understand. This constitutes an obstacles to learn and develop the skills as a translator.
- There is no specialized libraries.
- Teaching process at the secondary schools, where these problems inherited, and was not surmounted late, when teachers at that stage were unsuccessful in introducing the proper rules for learning the both languages.
- Students should have their opportunities to practice the performance skills to focus on communication skills, speaking and writing through curricular activities.

5. Vigorous Remedial Programs

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 societies.

Both English and Arabic languages should go parallel in undergraduate studies up to level eight, this is very necessary point, because through our teaching we discovered that students have very poor weaknesses in Arabic language.

Offering courses related to communication skills (writing, reading, listening and speaking) grammar and translation in order to hoisting the level of students' language knowledge and intellectual skills.

Simplifying of translation process for the students.

Linguistics components which includes courses in linguistics mostly on phonetics, phonology, morphology and syntax to improve their proficiency significantly.

Teachers are encourage to draw on Arabic wherever possible, for correction between the two languages, Schweers (1999) stresses the importance of the two languages in translation as a vital tools to promote students' sense of language awareness. grammatical difficulties.

Encouraging the students to consult with their teachers.

Teaching the students intensive courses of the principles of translating from English to Arabic and vice versa.

Teaching and introducing all translation problems and solutions in details.

Training courses for teachers, particularly language component teachers, on teaching methods, assessment methods, and student progression and achievement.

A remedial English program be established. The aim of this program is to help students who are not proficient enough in English to qualify for admission to the department to attain a

sufficiently high level of proficiency to make it possible for them to major to English.

[7] Newmark, P. (1986). A text book of translation. Prentice Hall.

6. Translation Methodology

My experience in this field of translation training has given me some useful hints on how to elaborate a translation methodology with undergraduate students who want to become translators. This approach attempts to develop some workshop activities for the translation process -as a cooperative with the students- through a graded and sequential procedure. We must assume that students have sound linguistic knowledge, both theoretical and practical, and a wide cultural bilingual background, achieved during their first years in college.

This methodology, consisting of a step-by-step procedure workshop, has proven quite successful in my classes in terms of students' motivation, productivity and the quality of their work. However, I do think that this methodology can be improved.

One main instrument for data collection is used in the present paper is a test which distributed to the students as questions in order to solicit a reasonable responses.

7. Subjects

Subjects of this study, the students of levels seven and eight who take translation as a main subject, at Jazan University, Faculty of Science and Arts, Translation Department, (Aldayir).

8. Summary

The undergraduate students at the Faculty of Science and Arts-who face many cruel problems in using the four basic skills of language learning. The salient question is, what worsen the situation in this case? The situation has become so challenging that it takes a relatively long time to introduce the proper remedy. The situation also reflects a very critical point in relation to the objectives of English language teaching. In the present paper translation is thought of as a means of enhancing students' language competence and further improves their communicative awareness.

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