



Identifying the challenges hindering EFL students in translating technical terms

A.L. Maarif Jameel Thamir
Tamimi.maarif1985@gmail.com

ABSTRACT

Lexical problems has always been a serious problem for translators , for they are considered as a serious obstacle in the way of attaining equivalence between the original text and the target text. This research paper studies challenges and difficulties which students encounter in the process of translation. It has the aim of identifying the errors committed by the university students when translating technical terms from English into Arabic as well as shedding light upon the factors which affect students' performance. The recent study draws upon both quantitative and qualitative methods which involve the use of a diagnostic test to collect the data understudy. The sample population compromises forty undergraduates of the third and fourth year students of English department at faculty of languages, Kufa university. The data analysis has revealed that students struggle in translation due to two main causes. Firstly, lack of vocabulary even of the simplest words. Secondly, students' ignorance of vital issues of translation, like translation strategies. That it to say, they either guess the meaning by drawing upon the context, or applying literal translation technique to most of the words. Based on the finding, it is recommended that instructors should focus more upon increasing students' vocabulary. Also, students should be taught how to apply the right strategies to achieve proper translation.

Keywords: technical terms, lexical problems, EFL students , translating strategy

الصعوبات التي تواجه متعلمي اللغة الإنجليزية في ترجمة المصطلحات التقنية

م.م. معارف جميل ثامر
مديرية تربية النجف

Tamimi.maarif1985@gmail.com

الملخص

تُعد المشكلات المعجمية مشكلة جدية للمترجمين، حيث تعتبر عقبة كبيرة في طريق تحقيق التكافؤ بين النص الأصلي والنص المترجم. تدرس هذه الورقة البحثية التحديات والصعوبات التي يواجهها الطلاب في عملية الترجمة. وتهدف إلى معرفة الأخطاء التي يرتكبها طلاب الجامعة عند ترجمة المصطلحات التقنية من الإنجليزية إلى العربية، بالإضافة إلى تسليط الضوء على العوامل التي تؤثر على أداء الطلاب. تعتمد هذه الدراسة على أساليب كمية ونوعية تتضمن استخدام اختبار تشخيصي لجمع البيانات. تشمل عينة الدراسة أربعين طالباً من السنة الثالثة والرابعة من قسم اللغة الإنجليزية بكلية اللغات بجامعة الكوفة. كشف تحليل البيانات أن الطلاب يعانون في الترجمة لسببين رئيسيين. أولاً، نقص المفردات حتى أبسطها. ثانياً، جهل الطلاب بالقضايا الحيوية في الترجمة، مثل استراتيجيات الترجمة. بعبارة أخرى، معظم اجوبة الطلبة كانت إما تخمين المعنى اعتماداً على السياق، أو تطبيق تقنية الترجمة الحرفية على معظم الكلمات. بناءً على النتائج، يُوصى بأن يركز المدرسون بشكل أكبر على زيادة مفردات الطلاب. كما يجب تعليم الطلاب كيفية تطبيق الاستراتيجيات الصحيحة لتحقيق الترجمة السليمة.



Chapter One: Theoretical Background

1.1 Introduction

Generally speaking , translation is seen as an old human activity . It is the process through which we are introduced to the life and culture of the ancient civilizations namely, the Egyptian ,Greek ,Assyrian, Babylonian, and Roman civilizations. (Aziz and Lataiwish,2000: 4). Translation is the means by which peoples are introduced to different languages as well as new ways of thinking. It is a main source for spreading all forms of knowledge. Translation has played a great role in all walks of life, that is government administration, science, politics, diplomacy, technology and religious activities (Newmark ,1981:5).

Clearly ,every translation activity has one or more particular purposes and whichever they may be ; the main aim of translation is to serve as across-culture bilingual communication means among peoples. In general , the majority of translation theorists see that the act of translating is a kind of a transfer process from a certain foreign language to the native language. This type of transfer involves some problems, for instance ,the problems of ambiguity which arise from lexical discrepancies between languages, and make it unclear how to express them or what conventions to adhere to when describing them. According to Newmark (1988:32) the main difficulties that form a challenge to translators are not grammatical but lexical which includes, idioms and words collocations.

Nevertheless, the investigation and determination of the degree of difficulty of these lexical items has been a driving force behind this work, which aims to uncover the sources of difficulty and provide potential remedies. Furthermore, in the absence of a solution, a student is unable to translate and cannot proceed with his translation. That is why it is so important to shed light on such issues to find out suitable solutions(ibid)

1.2 Problems of the study

- 1.What are the difficulties that the students of English at college of Education encounter when translating technical items from English into Arabic?
- 2.What are the main causes that lead to mistranslation?
- 3.How do students deal with ambiguous words?

1.3 Aims of the study

- 1.Identifying the Iraqi EFL university students' performance in translating Technical items from English into Arabic.
- 2.Finding out the causes of students' errors.
- 3.Giving some remedial solutions or recommendations which can be beneficial.
4. Identifying the strategies the students tend to adopt when they confront any kind of problems.

1.4 Hypotheses



It is hypothesized that:

- 1.The process of translating technical terms is associated with some problems and ambiguities for EFL students.
- 2.The problems are caused of lack of knowledge of certain topics such as, translation problems and strategies ,as well as little exposure to special type of words or expressions.
- 3.Students apply inappropriate kinds of strategies to solve difficulties they face because of their unfamiliarity of how to tackle them.
- 4.The students' level of performance in translation is poor in general.

1.5 Procedure

- 1.Providing a theoretical background of our study by investigating the concept of translation, types ,strategies and some related issues.
- 2.Conducting a test which aims at detecting learners' abilities regarding translating some technical words .
- 3.Discussing the statistical results of the test.

1.6 The Concept of Translation

It hard to provide an accurate definition for the term translation , since theorists have different views regarding the specific nature and processes which translation involves. Munday (2001: 4) states that the term " translation" could be used to refer to the *product* (the translated text), the *process* (the act of producing the translation) or the *subject* (the field of study). Al Ghussain (2003: 10), similarly, says that "Most definitions of translation may be classified under one of two headings . The first is concerned with what is involved in translation as a process . The second group of definitions concentrates on translation as a product, and describes what good translations should be like". In this vain, Catford (1965:1) provides his account on translation which focuses on translation as a process. He states that translation is a process in which a text in one language is substituted for a text in another. That is to say, he considers translation as an operation to be performed on language, and hence his definition is based on the notion of equivalence.

On the other hand, Newmark in his definition ,concentrates on translation as a product. He describes translation as a craft that seeks to replace a written message and/or statement in one language with the same message and/or statement in another. He argues that translation is the rendering of a text's meaning into another language in the manner intended by the author. It should be noted that Newmark emphasizes the significance of understanding the author's goal before translating the original material into a target language. Due the fact that understanding the original text author's intention is critical for producing a correct text in a target language, we support the definition presented above, among others. (1981:7)



1.7 Types of Translation

There are various methods of translation that have been proposed by different scholars such as literal vs. free translation, formal vs. dynamic, and semantic vs. communicative. In fact, all these pairs express the same thing, only the names differ. The most traditional and known method are literal vs. free translation.

1.7.1 Literal Translation

Literal translation works to preserve the source text by producing a close text in the target language. The target culture is not taken into consideration the culture of the source language is kept instead. The focus is only on the literal meaning. Ghazala (1995:6) divides this type into some subtypes which will be detailed below.

1.7.1.1 Word-for-Word Translation

In this method, words of ST are replaced by their equivalents in the TT while discarding the target language word order, context, special uses, and grammar. Here, the focus is upon the source language instead. Given this, the target text must be similar to the source one. For example:

"I know this information" is translated as "انا اعرف هذه المعلومة" (ibid: 6-7).

1.7.1.2 One to One Literal Translation

This type is similar to the previously mentioned one in that it emphasizes having the same type and quantity of words while maintaining the SL words' order in the TL. Nevertheless, it is distinct from the first type, in that it preserves context and look for metaphorical translations for SL terms in the target language (Ghazala, 1995: 8–10). Each word, phrase, or clause in this kind is translated into an equivalent word, phrase, or clause in the target language. Even if a collocation or an idiom does not exist in the target language, a noun is translated into a noun, a verb into a verb, and a collocation into a collocation. For example:

"My neighbor is good" is translated as "جاري يكون طيب" (ibid).

1.7.1.3. Direct Translation (Translation of Meaning)

This kind, according to Ghazala, is a "full translation of meaning" since it emphasizes translating meaning within context. Additionally, it takes into account TL word order, metaphorical word usage, syntax, and specific language applications. This kind is helpful for translating words that might imply different meanings depending on the context and word combinations. For example, the word "run" has a common meaning of "جري", but it doesn't always mean that in every situation, so we can't take its meaning literally. Since it only has one meaning depending on a particular context and combination, each interpretation is actually taken to be the literal meaning and not more. (ibid:11- 12).



1.7.2. Free Translation

In this kind of translation, the translator has the freedom to translate with no restrictions. The translator renders the text in accordance with what they comprehend. As a result, he or she focuses on comprehending the meaning and interprets as they like (Ghazala, 1995:13). Put it differently, the translator infers the underlying meanings and connotations that the speaker or the author of the original text intended. Unlike literal translation, this form is more frequently used in literary literature and poetry. In this respect, Ghazala categorizes free translation into subtypes which include the following:

1.7.2.1. Bound Free Translation

This approach links translation to the context directly, even when the words of target text's differs from the original in the source text because the meaning remains the same despite the differences in expression. This occurs mainly due to variations in languages and cultures. This kind of free translation, according to Ghazala, is taken straight from the context but may go beyond it in the form of strong language, exaggeration, and expressivity. For example:

"He got nothing at the end" is translated as "عاد خالي الوفاض" (ibid:14).

1.7.2.2. Loose Free Translation

The source text and the target text in this kind of translation look totally unrelated since each has different meaning from the other. Here the translator must attempt to deduce the meaning intended by the speaker as well as its pragmatic meaning and translates it in accordance with the implicit meaning. The accuracy in inferring the implied meaning of a text vary from one translator to the other due to reasons related to personal conclusion.

For example; "thank you Mr. Wilson. Next please." is translated as "تفضل بالانصراف سيد ويلسون لدينا غيرك". It is noteworthy that each translation type is utilized in certain types of texts. For instance, translators can rely upon literal type of translation in translating technical texts and retain the free type for literary texts. However, there are other types of translation which are more specified such as: Metaphorical Translation, Culturally Reinterpreted Translation, Silent Translation, Faithful Translation, Idiomatic Translation ,etc. (1995:15-16)

1.8 Translation Strategies

A translation strategy is a procedure for solving a problem encountered in translating a text or a segment of it (Baker,2005:188). Bosco identifies two general strategies of translation; they are direct translation and oblique translation. Those translation strategies comprise eight procedure. Translators recourse to them in cases when the structural and theoretical elements of the original text can be inferred into the target language(1997:1).

1.8.1 Techniques of Direct translation



1.8.1.1 Borrowing

Borrowing is defined as attempting to translate words from a certain language into another language. These terms have been naturalized to fit the target language's sound and syntax. Following that, these terms are incorporated into the target language's lexicon, such as Arabic. For illustration, consider the examples below:

1. "Computer" كمبيوتر
 2. "Microwave" الميكرويف
- (Bosco,1997: 7)

1.8.1.2 Calque

It is also called loan or the literal translation. Calque means translating a phrase borrowed from another language literary while retaining the manner of expression and the structure of the original language which might not be familiar to that of the target language. Take this for instance, "عطلة نهاية الاسبوع" is a new expression borrowed from the English language dictionary, that is, "week end" (Molina and Albir, 2002:2).

1.8.1.3 The Literal Translation

When a text is translated literally, its meaning and effect are maintained although the language is altered from the original language to the target language. It is not permitted to change grammatical structures of the original text. Translators can adopt this technique when dealing with languages belonging to the same family.(Catford,1965:25)

1.8.2 (Oblique) Indirect Translation

When it is impossible to translate the structural or theoretical components of the source language directly without altering the meaning or causing the syntactical and stylistic components of the target language to become disorganized, oblique translation techniques are employed.

1.8.2.1 Equivalence/Reformulation

This method calls for a creative translator, particularly when translating idioms, proverbs, or advertising slogans. It's a procedure of lengthening or contracting the text while retaining all relevant information. Additionally, it is employed to translate implicit expressions from the source language into the target language. For instance:

"Give the devil his due" → اعط كل ذي حق حقه

"A hungry man is an angry man" → كاد الفقر ان يكون كفرا (Bosco,1997:5).

1.8.2.2 Transposition Technique

Parts of speech are translated and then rearranged in a process known as transposition. Since this technique provides translators with a multitude of options, it is used widely by translators (Molina and Albir, 2002:2). It is seen as



a remedy for untranslatability as well. It is in a sense a change of word class because of the fact that grammatical structures are often different in diverse languages ,For example:

"A red car" → سيارة حمراء

"white house" → البيت الابيض (Bosco,1997:5).

1.8.2.3 Modulation Technique

This technique consists in using a phrase that is dissimilar in the source and target languages to express the same idea: "It's okay" literally means /هذا/هذه - جيد but translates better as لا بأس. It changes the semantics and shifts viewpoint of the source language .Through the process of modulation, the translator generates a change in the judgment of the message without altering meaning and without generating a sense of inelegance in the reader of the target language text. (Bosco,1997: 4)

1.8.2.4 Adaptation

Translators can rely upon this technique when something particular to one language culture is expressed in a completely different manner that is suitable more for another language culture (Fawcett, 1997:39). Put it simply, adaptation means making a shift in the cultural environment of the text translated.. It is required when translation is no longer possible or when doing so might lead to misunderstandings in the target language and culture(Molina and Albir, 2002:3).

For example:

"Like father like son" → هذا الشبل من ذاك الاسد

It is noteworthy that movies, titles of books, as well as characters usually fit into this category.

1.8.2.5 Compensation

The technique of Compensation is employed When a term or an expression cannot be translated and the meaning that is lost is represented in another part of the translated text(Fawcett, 1997:31). Here are some examples of pronouns that differ between Arabic and English: Since the English pronoun "you" does not have a plural form, "you" would translate to انتم (for a congregation of men) and انتن (for a congregation of women) in Arabic. For a second person, the Arabic translation of "you" would be انت for a male and انتِ for a female. Usually, explanations elsewhere in the target text make up for these lost meanings.

1.9. The Importance of Context in Translation

To Trace a referent in a given discourse , we must take two elements into consideration, that is, the linguistic material at hand , say a written text, or on the physical environment of the current situation where the referring expression is employed. There are times when it is necessary to rely on the shared cultural and background knowledge of participants. On other occasions, though, the intended meaning cannot be reached without the cooperation of all four elements.



Following Yule (1996: 21), the co text or the so called the linguistic environment refers to the linguistic items that precede and follow a particular referent. These can take the form of a pronoun, a noun phrase, or a word. The linguistic environment has a huge impact by limiting and on other times determining the range of reference that a referent may possess or create. For illustration, consider the following instances:

- 1- "The cheese sandwich is made with white bread".
- 2- "The cheese sandwich left without paying".

In the first utterance, the interlocutors are undoubtedly forced to have a referent in the form of a product when considering the linguistic environment of the referring expression "The cheese sandwich". In contrast, a distinct contextual factor in the second instance makes a greater contribution to the referent meaning and, thus, to the overall real implication of the utterance that suggests "a person" as a referent. We refer to this factor as context. Context, also known as extra-linguistic context, refers to the physical environment around a specific referring expression. Compared to the co-text, this physical environment has a more significance impact on how words or sentences are understood. For example, understanding the physical context of the three utterances that follow, which are taken from Yule, will definitely alter the addressee's perspective:

- 1- "The heart-attack mustn't be moved". (A hospital).
- 2- "Your ten-thirty just cancelled". (A dentist office).
- 3- "A couple of rooms have complained about the heat". (A hotel reception or an air company office).

By matching each examples mentioned above with the suitable local context or scene will obviously help in identifying the meaning intended by the speaker(1996: 21-22)

1.10 Lexical problems

In fact , lexical problems usually take place when a word or an expression is not understood, misunderstood or totally unknown to the translator. synonymy, monosomy, polysemy ,collocations, metaphors and idioms are considered as the most common lexical problems (ibid:24). Ghazala explains these problems in a clear way. He argues that lexical problems occur when students encountering words that they do not know since they prioritize words in isolation. He adds that the main source for lexical problem that the students commit is attributed to their adoption of the wrong translation technique which is direct literal translation by applying it to almost all words. In general, the students devote themselves to this technique entirely employing it to all kinds of contexts and texts. According to him, consideration should be given to the relationships between words and how they are combined together to form a



single text. However, words retain their literal, direct meaning even when they are a component of a larger linguistic unit. (Ghazala,1995:84- 85)

1.10.1 Technical terms

According to McArthur, technical terms are the "specialized vocabulary" of a particular field .That is , they are terms or words related to science and technology in general (McArthur,1992: 1025/1033). Such terms are difficult to translate since the texts they are translating are unique and the language they use are related to a particular register—basically, scientific jargon. Byrne talks about the goal of this kind of translation and how hard it is to attain. According to Byrne, transmission of technical information is the primary goal of technical translation, however this is just half the story. They are meant to fulfill a quite limited function, which is to provide readers of the target language with clear information. The difficulty for technical communicators lies in the fact that making sure that all relevant information is, in fact, conveyed, but to do it in a way that makes it understandable, appropriate, and useful to the readers. (2006:10).

Nonetheless, with the collaboration of a professional translator and a specialist in that specific field of science, a competent translation of the technical jargon can be accomplished. Compared to other lexical units, technical terms have long maintained a semantic stability within their application domain. As such, these terms could be considered the easiest for translators to use. However, in the context in which they appear, they can be quite troublesome because, absent accurate translation, the remainder of the text will not make sense. Technical translation is very difficult; it requires correct translation in addition to knowledge of terminology. However, data containing specialized professional terminology (such "semantics") showed that though these can lead to serious issues, they can also be readily resolved with the right tools and excellent practices. (Byrne,2006:10).

Chapter Two: Data Analysis And Conclusion

2.1 Data sample and procedure

2.1.1 The Test

The present study investigates the errors that Iraqi EFL university learners commit when translating the technical terms. Given this, the researcher proposed a test which consists of ten items. These items are presented by means of a number of sentences which have to be translated by the students into Arabic language. The duration allotted for the test is an hour.

2.1.2 The Sample



The testing data for this study is composed of testing forty university students randomly chosen from the fourth and third - year (2023 – 2024) in the Department of English at faculty of languages, University of Kufa.

2.1.3 The Data

The data under study has been gathered by using a diagnostic exam in the form of a translation task which was created especially to serve the aims of this study. The students are required to do the translation of ten items from English into Arabic language.

2.1.4 Procedure

This study has examined students' abilities in translating technical items. The Arabic translation of ten items has analyzed adopting direct translation method to determine on the correctness of the students' translations . Moreover, the researcher , when marking and analyzing students' responses , has been concerned with their translations of technical terms only neglecting students' translations of all other words for the sake of accurate results .Then, responses have been classified into three categories : correct / acceptable translations , wrong / inappropriate translations, and blank / unanswered items .

(Table 1:Numbers of fourth year students' answers of technical terms)

	Technical terms	Modal translation	Correct acceptable	Wrong inappropriate	blank	Percentage of correct answer %
1	Psychoanalyses	تحليل نفسي	11	9	-	55
2	Folk	شعبية	17	2	1	85
3	Sunblock	واقى الشمس	11	9	-	55
4	Phobia	رهاب	8	12	-	40
5	Wireless communication	الاتصال اللاسلكي	7	11	2	35
6	Fieldwork	عمل ميداني	12	4	4	60
7	DNA sample	عينة الحمض النووي	8	12	-	40
8	Theology	علم اللاهوت	11	4	5	55
9	Crystal	بلورية	11	6	3	55



1 0	oxidized	صدأ	6	11	3	30
1 1	total		92	80	18	51

2.2 Data Analysis and Discussion

1. To do **psychoanalysis** needs a lot of experience : Eleven students have given right

answers .Nine have translated the item inappropriately .Their translations reflect unfamiliarity with such items.

2. Norway has a strong **folk** music tradition which remained popular to this day :The majority of the students , that is seventeen, have given correct translations of the item as they have translated it فولكلورية .Only one student has not tried to give an answer . Two have answered it wrongly. This high number of correct answers shows students' wide exposure to this item.

3. Apply **sunblock** at least twenty minutes before going out in the sun :Eleven students have given correct answers. While nine students have translated this simple item wrongly.

4. That man had a **phobia** about flying. Like the previous item only few students have succeeded in providing the proper meaning of the item. Twelve have failed in doing so. Consequently ,the word has been translated as رهبة خوف/ رعب شديد .They have relied upon context to guess the meaning.

5. The market of **wireless communication** is fast growing: Seven students have answered correctly .Whereas others have presented close translations among them تواصل لاسلكي .Such translation is inaccurate as they have confused اتصال with تواصل.

6. Franz Boas did a lot of **fieldwork** to investigate the culture and language of American Indian tribes :Not all the participants have translated this item . Four have not attempt to translate it . Twelve have translated it correctly .The major reason of students' failure is the use of literal strategy in translating the technical term which is inappropriate strategy to adopt. Among their translations مجال العمل /حقق العمل .

7. Police cannot take a **DNA sample** from a suspect without a warrant :Less than the half of the participants have answered this item properly, that is eight students. Twelve have not provided correct meaning of the item, since they have applied wrong strategies like borrowing and calque . Among their wrong translations تحليل دي ان اي . Some have translated the first part correctly ,but have mistranslated the other part and vice versa as in عينة الدم / تحليل الحمض النووي .

8. John likes to study **theology**: This item has been translated well by eleven students . Four have left it blank. While four have mistranslated the word.



Adopting borrowing strategy ,some of the students have translated it as ثيولوجي , other translations are علم التوحيد / علم النظريات .

9. *Sometimes special microscopes are needed to observe **crystal** shapes:* Most of the students have been successful in getting the right meaning of this word, that is eleven. Others have adopted borrowing strategy translating it as كريستال .Three only have not attempt to present any answer.

10. *The white door has **oxidized** and turned black:* Only six participants have been able to answer this item. Three students have not translated it at all. The rest of them have provided incorrect translations. The low number of correct answers indicates students' poor knowledge of this item.

(Table2: Numbers of third year students' answers of technical terms)

	Technical terms	Modal translation	Correct acceptable	Wrong inappropriate	blank	Percentage of correct answer %
1	Psychoanalysis	تحليل نفسي	16	4	-	80
2	Folk	شعبية	11	7	2	55
3	Sunblock	واقى الشمس	14	3	3	75
4	Phobia	رهاب	7	13	-	35
5	Wireless communication	الاتصال اللاسلكي	5	15	-	25
6	Fieldwork	عمل ميداني	6	11	3	30
7	DNA sample	عينة الحمض النووي	10	10	-	50
8	Theology	علم اللاهوت	5	10	5	20
9	Crystal	بلورية	10	8	2	50
10	oxidized	صدأ	6	4	10	30
11	total		90	85	25	45.5



1. Doing **psychoanalysis** needs a lot of experience :sixteen students have given acceptable answers. The rest of them which are four, they have given diverse incorrect answers. The high number of correct answers shows participants' familiarity with this item.
2. Norway has a strong **folk** music tradition which remained popular to this day :Here, only eleven participants have been able to answer properly. Other students have no idea about its meaning. It is noteworthy that most correct answers have relied upon the use of borrowing strategy giving the translation فلكلورية .
3. Apply **sunblock** at least twenty minutes before going out in the sun :The majority of the students have provided good translations, that is fourteen .This indicates students' high exposure to such item. Whereas, some students have adopted literal translation giving حازر الشمس .Other shocking translation is غروب الشمس!
4. That man had a **phobia** about flying :seven students have translated this item accurately. Thirteen have answered it wrongly as خوف / رهبة .
5. The market of **wireless communication** is fast growing: Five students have left this item unanswered. Five have succeeded in doing so. However, ten have failed, since they have translated the second part correctly but mistranslating the first part as تواصل .
6. Franz Boas did a lot of **fieldwork** to investigate the culture and language of American Indian tribes :Less than the half of the students have answered this item, that is, six. Three have left it unanswered. While the majority have translated it wrong.
7. Police cannot take a **DNA sample** from a suspect without a warrant :Correct and wrong answers have been of the same number ,since there are ten correct answers and ten incorrect ones.
8. John likes to study **theology** :Concerning this item, only five have answered it correctly. This shows students' little familiarity with such word. Some students have depended on borrowing in translating it ثيولوجي .While others have translated it as علم التوحيد .Ten have failed in getting the correct meaning. The rest of them have not provided any answer.
9. Sometimes special microscopes are needed to observe **crystal** shapes :Half of the participants have done well in providing the right translation .Two have not translated it. Eight have presented wrong account of the word as شفاف زجاجية/ .
10. The white door has **oxidized** and turned black :Like most of the items ,few participants have been successful in translating the item, that is six .Four have



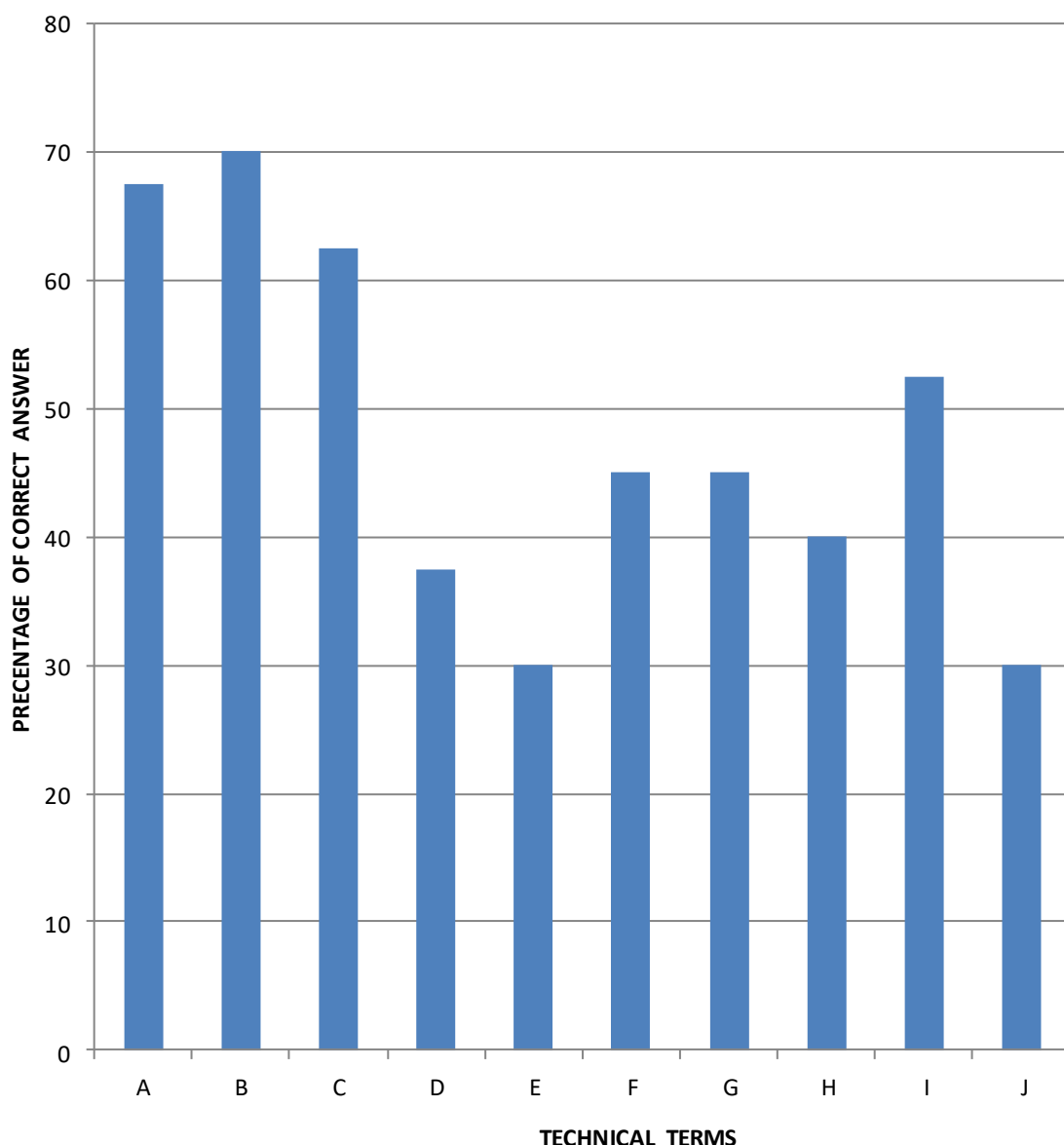
provided incorrect translations as اكسدة. While the rest of them have just left it without answer.

2.3 Findings

From the percentage of the correct translations , answers for the problems of the study have been provided. Some of the findings of this study are shown in the table below:

(Table3:total number of students' answers of technical terms)

	Technical terms	Modal translation	Correct acceptable	Wrong inappropriate	blank	Percentage of correct answer %
A	Psychoanalysis	تحليل نفسي	27	13	-	67.5
B	Folk	شعبية	28	9	3	70
C	Sun block	واقي الشمس	25	12	3	62.5
D	Phobia	رهاب	15	25	-	37.5
E	Wireless communication	الاتصال اللاسلكي	12	26	2	30
F	Fieldwork	عمل ميداني	18	15	7	45
G	DNA sample	عينة الحمض النووي	18	22	-	45
H	Theology	علم اللاهوت	16	14	10	40
I	Crystal	بلورية	21	14	5	52.5
J	oxidized	صدأ	12	15	13	30
	total		192	165	38	48



(Total percentage of students' answers of technical terms)

In table (3), it can be noticed that **oxidized** , **wireless communication** ,and **phobia** are the most difficult technical items because of the low percentage of correct answers which has reached **30%-30%-37.5%** respectively. This is due to students' unfamiliarity with such kind of expressions .

In addition, **fieldwork**, **DNA sample** , **theology**, and **crystal** have close percentages of success **45%-45%-40%** and **52.5%** respectively .This is an evidence of students' little exposure to them all .

Psychoanalysis ,**folk** ,and **sunblock** have achieved the highest percentage of success with **67.5%-70%** and **62.5%**.This shows students' wide knowledge of them. Broadly speaking, students have performed poorly in translating technical



items because of the low percentage of correct translations which have reached 48%. Another findings can be summarized in the following points:

1. obvious literacy of learners regarding the application of the right strategies to achieve proper translation.
2. Students' inability to comprehend the hidden meaning of words or expressions .
3. Students' heavy reliance upon the conventional meaning of a certain word and disregard all other possible meanings .
4. Students' ignorance of simple as well as unfamiliar words.
5. Students' little exposure to the unfamiliar words.
6. The adoption of literal translation was the main cause of mistranslation .
7. Lack of real , integral syllabus to be studied .

2.4 Conclusion

Through the analysis of the test results, it has found that EFL students face difficulties in translating technical words . Furthermore, the findings show that these problems are due to many reasons. Firstly, lack of vocabulary on the part of the students, even of the simplest words . Secondly, students' ignorance of vital issues of translation, like translation strategies .Of course, such reasons have led fourth and third year learners of English in their attempt to translate to either ,guess the meaning of the words depending on the context which is not always helpful , or adopting inappropriate strategies. They have translated most of the technical terms literally. In other times , they have borrowed the term where there are more than one Arabic equivalent to it .

2.5 Recommendations

1. Students need to increase their vocabulary as much as possible.
2. Introducing all translation difficulties and problems in details along with the strategies required to solve them .
3. Familiarizing students with the problematic items by providing enough practice for them.
4. Teaching how to deal with the context to carry out translation accurately and when it cannot be helpful to do so.

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Appendix (translation test sheet)

**Q: Translate the following sentences into Arabic.
:an hour**

Time allowed

1. Doing **psychoanalysis** needs a lot of experience .
.....
2. Norway has a strong **folk** music tradition which remained popular to this day.
.....
3. Apply **sunblock** at least twenty minutes before going out in the sun .
.....
4. That man had a **phobia** about flying.
.....
5. The market of **wireless communication** is fast growing.
.....
6. Franz Boas did a lot of **fieldwork** to investigate the culture and language of American Indian tribes.
.....
7. Police cannot take a **DNA sample** from a suspect without a warrant .
.....
8. John likes to study **theology**.
.....
9. Sometimes special microscopes are needed to observe **crystal** shapes.
.....
10. The white door has **oxidized** and turned black.
.....

****Thank you for your time****