Students' Difficulties and Errors in Transferring the meaning from Second Language into First Language in English Department at Faculty of Education in Misurata University

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Abstract:

This study evaluates the Students' Difficulties and Errors in Translation from Second Language into First Language in English Department at Faculty of Education in Misurata University. Chapter one gives a background about the statement of the problem in using the right meaning during language use. It is considered one of the main difficulties encountered the students studying English as their major study. Chapter two focuses on the literature view in which a glance is given on the related studies that have had dealt with the same problem. A descriptive quantitative methodology is used in order to stand on the difficulties and errors students face in translation. Chapter three deals with the discussion and results whereas the last chapter contains the conclusion and some recommendations. The study revealed that the students' difficulties represents in the following: lack of the vocabulary, translating Islamic texts, translating literary texts, translating compound words and the necessity of grammar in translation. The Factors that influence students' errors in translation are: literal translation in a subconscious way, fear of wasting time, lack of background on content of the text, understand the text but cannot express it into the native-language, confusion refers to the frequent use of academic words in one text.

الصعوبات وأخطاء الطلبة في ترجمة المعنى من اللغة الثانية إلى اللغة الأولى

في قسم اللغة الإنجليزية في كلية التربية جامعة مصراتة

أ. إسماعيل فرج القماطي

قسم اللغة الإنجليزية– كلية التربية– جامعة مصراتة

الملخص:

اكتسبت اللغات أهمية كبرى في حياتنا. تعتبر أداة للتواصل وتبادل المعلومات بين الأفراد، وعلى ضوء ذلك أصبح من المستحسن أن يكون لدى الشخص أكثر من لغة واحدة، من أجل الارتقاء في مرتبة الدول. في

الوقت الحاضر، يواصل العديد من الطلاب رحلة تعلم اللغة الإنجليزية. وخلال هذه الرحلة، يواجه الطلاب العديد من المشكلات التي تعترض طريقهم وتعلمهم. من بين هذه المشاكل: نقص المفردات، القواعد، النطق الصحيح، التردد في التحدث، والتحدي الأكبر هو في الترجمة. وفقًا لمالكجاير (2011، ص 13) "الترجمة هي نوع من النشاط يقوم به المترجم لنقل المعنى في نص من لغة إلى لغة أخرى. "ومع ذلك، قال بعض الطلاب إن الترجمة صعبة لأن المواد والأنشطة غير كافية. قال آخرون إنهم يفتقرون إلى المعرفة الأساسية في اللغويات والدلالات. قد يرتكبون أخطاء في ترجمة بعض التعابير أو الكلمات كما يقال (الدرويش، 1983، ص 10)، بشكل عام، الصعوبات في عمل الترجمة هي أنه لا توجد لغتان متماثلتان تمامًا من حيث الأصوات، الميزات الصرفية والمعجمية والنحوية والدلالية. وهي متباينة في ترتيب الجمل أو بناء الجملة. ولهذا السبب يجد الطلاب صعوبة في الترجمة من اللغة الإنجليزية إلى اللغة الهدف. باختصار، تهدف هذه الدراسة إلى تحديد بعض من الأخطاء التي يواجهها الطلاب في الترجمة، والعوامل التي تكمن وراء تأثير أخطاء الطلاب في الترجمة من اللغة الثانية (L2) إلى اللغة الأولى (L1) في قسم اللغة الإنجليزية، كلية التربية، بجامعة مصراتة.

Background of the Research:

1.1. Introduction

Languages have gained a greatest importance in our lives. It is considered a tool of communication and exchanging information between/among individuals, which become advisable for a person to have more than one language, in order to raise at the rank of countries. Nowadays, many students are going ahead on the journey of learning English language. During this trip, students face many problems which come in their way and learning. Among these problems are: lack of vocabulary, grammar, correct pronunciation, hesitation in speaking, and the biggest challenge is in translation. According to Malkjaer (2011,p.13) "Translation is a sort of activity which is done by a translator at conveying meaning in a text from one language to another language." However, some students said that translation is difficult since the materials and activities are not enough. Others said that they have lack of background knowledge in linguistic and semantics. They may do mistakes or errors in translating some idioms or words as they are said, (Al-Darwawish (1983,p.10).Generally, the difficulties in doing translation are that no two

languages are exactly the same in terms of phonological, morphological, lexical, syntactic, and semantic features. They are divergent in arrangement of sentences or syntax. That is why students find it difficult to translate from English into the target language. To sum up, the aims of this study is to identify some types of errors in translation which students encounter, and the factors which lie behind influencing students` errors in translation from L2 into L1 in English department at Misrata University.

1.2. Statement of Problem:

Using the suitable use of meaning from one language to another occupies a prominent place in the field of teaching/learning English language and is ignored for a long time. With the advent and dominance of communicative methodologies, using the right meaning has become part of the past as are other traditional activities. However, transferring the meaning and other ways and activities that were negated have become again a source of attraction for many communicative classroom activities and educational aids, despite the change in their use. Although, both teachers and students use language transfer in the learning process not to learn translation. Based on neglecting the meaning transferring role, this made the students and teachers diminish it is importance and ignore the training on it, which make the students suffer from difficulties in transferring the meaning and this causes disruption of the educational process. Furthermore, this research discusses some difficulties and problems that face students in English department at University.

1.3. Questions of the Problem:

This research focuses on the challenges and problems which are faced by students in English department at the university during translating processes. Specifically, it seeks to answer the following questions:

1- What are the common difficulties and errors that face students in transferring from L2 into L1 in English department at the Faculty of Education in Misurata University?

2- What are the factors which have influence on students in translating from L2 into L1 in English department at the Faculty of Education in Misurata University?

1.4. Objective of the Research:

The present paper is trying to:

- Exam types of language transfer errors which faced by students in English department during their translation process.
- Determine the types of transferring errors that are most common.
- Find possible explanation for the case of errors.

1.5. Methodology:

This research is to be carried out by using a quantitative method. The data will be collected by students` questionnaire. This will help the researcher to highlight the common difficulties that affect learners` outcomes and hinder their language transfer process, besides the factors may lie behind these difficulties and errors.

1.6. Significance of the Study:

At Misurata University in English department, many students have problems in transferring the text from L2 into L1. This study aims to find solution for the language transfer problems in order to help learners come over them. The findings of the study are significant to:

The administrators: The research will draw the attention to the difficulties which learners face in transferring activities and providing suitable procedures and requirements to improve the students' level.

The teachers: The research formulates a list of useful techniques and procedures which help the teachers to make students overcome such problems in translation.

The students: The study will upgrade the level of students during transferring the right meaning by focusing on these errors.

1.7. Scope of Delimitation:

The study has three limitations:

1- Limitation of Time: the study is to be carried out in one semester of the A.Y.2019-2020.
2- Limitation of Place: the study will be applied and carried out in the Faculty of Education in Misurata University.
3- Limitation of Subject: the study will deal with and discuss the difficulties and problems that face students in English department at Misurata University during trying to transfer from L2 into L1.

1.8. **Methodology**

1. Research Design:

This research used a descriptive quantitative methodology. It is used to find out types of errors in translation, students' difficulties in transferring the meaning, and factors which influence students' errors in doing translation.

2. Participants and Setting:

The participants were the third and fourth year students in the English Department at the Faculty of Education in Misurata University enrolled in the sixth and seventh semester of school year 2019-2020. Forty students were purposively selected as respondent in this study. The study was conducted at Faculty of Education in Misurata city.

3.3. Ethical Consideration:

The participants were informed about their anonymity, confidently, and right with draw from participation to the questionnaire informing them that such activity has no effect on their performance or grades.

3.4. Data Collection and Analysis:

In collecting the data, the researcher will conduct a test and then spread questionnaire, and lastly interview the students with preordained questions. Then, the data will be analyzed by using four alternative options. They are: **always**, **often**, **seldom** and **never**. Meanwhile, in analyzing the test, the researcher will use three steps: First, collecting students' answers. Second, calculating the percentage. Third, classifying the results in descending order from the highest percentages to the lowest.

Literature Review:

2.1: Introduction:

Transferring is an art which requires appropriate knowledge of both the source language and target language. For translating from English to Arabic there seems to be a need for systematic study of the difference between the two languages as well as of the two societies. There are also lexical and grammatical differences between the respective languages. Because of these differences. it might be aproblem for students to know the equivalents and clarify the meanings. To sum up, this chapter attempts to shed the light on the

types of translation errors in general. With aim of the findings, the researcher wishes to reach to solutions to many problems encountered the students at university in translation course.

2.2: What is Meaning Transfer?

Transferring the meaning is a mental activity in which a meaning of a given linguistic dis- course is rendered from one language to another. It is the act of transferring the linguistic entities from one language into the equivalents of another language (Net article.23).

Transfer meaning use is an act through which the content of a text is transferred from the source language into the target language (Foster,1958). The language to be translated is called the source language (SL); whereas, the language to be translated into or arrived at is called the target language (TL). The students learners need to have a good knowledge of both the source and the target language. Due to its prominence, translation has been viewed differently. According to Ghazala (1995:p.10), "translation is generally used to refer to all the process methods used to convey the meaning of the source language to the target language". Ghazala`s definition focuses on the notion of meaning as essential elements in translation. This refers to the fact that the students have to understand the meaning and the equivalent of the source and target text. Nida and Taber (1982:p.12), on the other hand, state that "Translating is the closest natural equivalent of the source language massage". Nida and Taber argue that transition is closely related to the problems of languages, meaning and equivalence. From the definitions mentioned above, one can notice that all definitions underline the term "meaning equivalence" because it is the meaning which is transferred into the target language. in this case, students are faced with text as unit of meaning in the form of sets of words or sentences. Generally, the main problem in the process of translation is about meaning which will occur when the students come to translate. Hatim and Munday (2004:p.34) also suggest that "one of the key problems for the analyst was in actual determining whether source text meaning had been

transferred into the target text." it is clear here that the key problem in translation process is the "Meaning" because students have to get to the equivalent meaning of the source language and target language.

2.3. Translation Problems:

A translation problem is any difficulties which make students stop translating to think about it, rewrite it, or use a dictionary to check the meaning of a word, (Ghazala:p.18). Since it is a process of constant search of transferring of a massage from the Source language (SL) into the Target Language (TL). Translation is often accompanied with many problems and difficulties that may be a result of the differences in both languages or differences in the cultures represented by them. The study collects some of general problems that face students in the translation process.

2.3.1. Lack of Material of Translation:

Translators should possess the required mastery of the linguistic systems of English and Arabic as well as the pragmatic competence. Some EFL students are not experts in linguistic. They lack the appropriate knowledge of linguistic that could qualify them to master translation. They may do errors in translating in some idioms and some words which they are not familiar within their native language because of the culture influences on gauge's expressions. Each discipline in translation has its own jargon and vocabulary that the translator should be acquainted with. As it is said by Al-Darawish (1983) as cited in Arono 2019:p.89). General difficulties in doing translation are no two languages are exactly the same in terms of phonological, morphological, lexical, syntactic, and semantic features. They are divergent in arrangement of sentences or syntax. That is why students find it difficult to translate from English into the target language. Al Buwaheid, Hamza, Hajimmaming, and AlKhawaja(2017, as cited in Alrishan 2018,p.7) indicated that students who lack knowledge and awareness of linguistic and pragmatic affect their quality of translating collocation which affect their translated text as they could not meet the intended meaning of the original text.

Translating any field of provided texts demand professionalism, precision in selecting the lexical terms, as well as sufficient linguistic and pragmatic knowledge in the that field. If these demands are not met, using the dictionary would be just a matter of time-waste for the translators. Jabak, Abdullah, and Mustapha (2016, as cited in Tammneh, 2018:p.79) suggested the reasons that make students unable to give equivalent, close and natural renderings for the collocations are adopting the literal translations for them, misusing of the dictionaries, and having very little knowledge about the concept of collocation and the best methods to deal with them in the process of translation. Similarly, Tammneh (2018:p.82) has found that lexical items create many problems in translation because of the students' difficulty in finding the appropriate equivalents for the items or the expressions. The reasons behind that could be returned to the lack of vocabulary store, misunderstanding of the item needed to be translated, and misusing of the dictionary.

2.3.2. Idiomatic Expression Problems:

Idiomatic expression use from English into the target language is difficult for the EFL students. As it is stated by Baker (1992 as cited in Arono (2019), p.89) there are two factors which make idiomatic expressions translation in English difficult. First, students lack of the equivalence in the target language. They do not know the acceptable translation of some words into the target language since different languages express different linguistic features in different manners. The latter, culture specific idioms are also not easy for the students to translate into the target language. They may refer to specific items to that particular culture of the language. The culture practiced by the speakers of each language may also be vastly different. In many languages, certain terms may be completely absent. Alrishan and Samadi (2015) noticed that EFL students encounter difficulties in translating idioms into Arabic. They mentioned that these difficulties arise from the fact that idioms are culture-bound expressions which cannot be translated literally.

However, Komissarov (1985 as cited in Arono, 2019, p.89) stated that there are five aspects that should be considered in idiomatic expressions such as figurative meaning, literal meaning, emotive character, stylistic register, and national colouring. The students should be able to assess figurative meaning in the sentences. Finding a figurative meaning is not easy to be obtained as literal meaning, which is the basic meaning or original meaning of the words. Following up with motive character that means whether these sentences providing positive, negative, or neutral meanings; whereas, stylistic register is to notice whether the sentences are very formal, informal, slang or taboo. Last, national colouring means proper nouns of something using nationality. Those five aspects cause difficulty for students in translating in general and especially the idioms.

Some studies related to translation have been reported that the majority of students are struggling in transferring idiomatic expressions (Ackrapong,2009; Sukmana,2000; Zubi, 2018; Brahim, 2017 as cited in Arono,2019, p. 89).

2.3.3. Culture Problems in Translation:

Before transferring the intended text, the original of that written text should be clear for students. Culture plays crucial rule in the translation process. The culture practised by the speakers of each a language maybe vastly different; for example: the British are famous for their dry, biting sarcasm which is their brand of humour. However, this kind of sarcasm may not be appreciated not just in a country speaking a different language, but even in a country where English is spoken. Then the problem arises as to how transfer accurately without hurting sentiments or angering the target audience. Mares (2012, as cited in Taamneh, 2018: p.79) has revealed that the cultural and religious differences between the two languages should be taken into account to create the appropriate close and equivalent translations. Similarly, Taamneh (2018:p7) also suggested that students should be sensitive to religious and social terms as having a good knowledge between the differences of the two cultures will definitely facilitate the process of translation.

Each people have their own way of communicating and expressing their own messages, as well as their own code when it comes to language, symbols, understanding, shorthand, ...etc. These factors generate a big

possibility for misunderstanding, hence, students during translating process have to consider them as well. Indeed, the transferred work is not going to be effective if not interpreted correctly. The cultural context of the country of each language comes from has to be taken into account. In some cultures, people communicate very implicitly and it requires reading between lines, while into others they are much more direct and explicit. This can also be a source of misunderstanding. The impact of culture is once more very important and students should have a certain knowledge of the culture they are translating with in order to encode, react and transmit the message correctly. In the results of Dweik and Abu Helwah (2014, Tammneh, 2018, p.79) study, the students faced many cultural and linguistic problems such as structural, stylistic, lexical, punctuation errors, and cultural terms. The researchers concluded that these problems resulted from the differences in the linguistic systems between the two languages, lack of awareness to the importance of the context in the process of translation, and lack of students' awareness to the cultural differences.

2.3.4. Grammatical Problems in Transferring:

English and Arabic belong to two different language families. Their grammar rules are sharply different. Several grammatical features of English create variable problems of transferring into Arabic. Experience shows that one of the primary mistakes committed by students of meaning transferring is their presupposition that English grammar and Arabic grammar can translate each other in a straight forward way. For example, the forms of "to be" are not always translated whether they are used as a main or an auxiliary verb. When these verbs are the main and only verbs in the sentence, they are translated by many students literally which is considered as poor translation. And the same thing when they are used as auxiliary verbs to form the present/past progressive tense and the present/past passive voice. Instead, forms of to be are usually dropped in Arabic, both as main as well as auxiliary verbs. It is mostly unacceptable and poor in Arabic grammar and word order. There are two exceptions in which the past simple forms of "be" are translated literally either as an auxiliary or as a main verb. they are in the past progressive. Students should be aware of the difference between the

language structures of both: the language of the original text and the language of the text that is being translated into (Lecture in Grammar,2016).

2.3.5. Compound Words:

Compound words are a combination of two or three nouns and adjectives forming compound words. They could be closed of three forms – closed form, like notebook; hyphenated like long-distance, or open form like fighter pilot. Some compound words are pretty straight forwards, and mean exactly what they say – like afternoon; some mean only half of the term, like say bellboy, and some mean nothing of their original words – for example deadline. In such cases, it can be very tricky for the students to translate some compound words (Lecture in Translation, 2020).

2.3.6. Homonyms and Homophones:

English language has many words with multiple meanings. Homonyms are words that are spelled and pronounced in the same way but mean different things (net:8), depending on the context. For instance, the word "date" could mean a particular day fruit, or a meeting with someone you love. There are also homophones. In spite of, they are words that are pronounced the same but they have different spellings and meanings. Examples of homophones include "bye/by/buy" or "show/shore.". Most languages have multiple words with different meanings as well as heteronyms. Knowing when to use the correct homonyms as translating a content can be a challenge. To overcome this problem, the students must be well-versed with the vocabulary of both languages. This may require the student to commit to learning the two languages extensively (Semantics lectures, 2020).

2.3.7. Prefixes and Suffixes:

Prefixes and suffixes create a variety in English. They also turn nouns into adjectives or verbs into nouns, which can quickly become a student's nightmare, especially, when the target language is not that flexible when it comes to creating new words. These groups of letters that English speakers often use to provide deeper meanings to words are hard to translate when the other language does not have so many layers to express the same concept. Most languages use prefixes and suffixes to create new words, but each one

has different rules when it comes to preserving meanings and empowering words. Slang, for example, uses many compound words, as well as suffixes to give new meanings to existing words, making it hard for students to translate the right message to a different language.

2.3.8. Words with No Correspondent in the Target Language:

Every language has words that are "impossible to translate" into some other languages, such as "serendipity" or "procrastination". When one language has a specific word to describe a situation, finding an alternative expression in another language becomes a challenge in transfer the meaning. Asian languages, for example, have many words to describe "feelings" and sensations that are hard to translate into other languages using a single word.

2.3.9. Verbs Made Up of Two Words:

In English there are several verbs that are made up of two words – usually a combination of a verb and a preposition. For example: break up, break down, break into, break in, break off, break apart, break away; these all mean different things, though the common verb is break. Here the preposition which follows immediately after gives it a completely different meaning. It is highly unlikely that translating the two words into the target language will give the same meaning. Kohil (2009 as cited in Arono, 2019, p. 90) found that students confront problems when transferring idiomatic phrasal verbs from English into Arabic.

2.3.10. Words with Several Meanings:

There are several words in the English language have different meanings based on the way they are used in the sentence. Words are sometimes spelled alike and pronounced alike but have different meanings, like break (a plate or take a coffee break). Words that have the same spellings but different pronunciations like to lead a conference, or a lead pencil. There are also words that have different spelling but have the same pronunciation, like break and brake, grate and great, and so on. There are hundreds of such words in English, and idioms, metaphors, similes and so on. However, those words may be different in other languages, (Semantics Lecturer, 2020).

23.11. Limited time:

Time could be not enough to achieve the required task. If the task is a straight forward and not complicated, then work may be translated on time. However, when it is a technical or legal task, which is full of technical terms, or if there are a lot of dialects and colloquialism involved, it may take longer time. This can be very stressful for you as a student, as the time might finish and you did nothing in your task. Taamneh (2018, p.56) has found that the time could be an issue to achieve the translation mission. One of the participants pointed out that the time was not enough as he wasted most of the time in searching for the words that he did not know. Alrishan and Samadi (2015, p.50) have revealed that the time pressure affected the transferring process as the students are worried that the time might finish before completing the transferring of the required text.

2.4. Some Tips Should Take into Consideration:

There are some tips that should be taken into a students' consideration during transferring process. Firstly, translating specific materials like a fiction have to transcribe a whole story, context, world and environment into another language. It involves creativity to transfer cultural values and traditions and to make them understandable and adapted without altering them. Student has to remain true to the original piece. Another point to be mentioned is that when translating films for example, the right words and expressions should be chosen to fit each scene and maintain certain coherence. Culture, then, plays a major role. In addition, when translating books, literary works are about transmitting feelings, emotions and transcribing metaphors to make the fiction travel in an adapted yet accurate way. It is often hard to keep the writing style intact, which is another challenge students have to deal with. The same goes for poetry: it should be handled carefully to maintain the implicit message, the writing style and the beauty of the piece, (online,12.4).

Strategies to make translation as successful as possible:

To turn translation challenges into opportunities and make efficient, accurate translations, students should:

1. not be literal: adapt the translation to transcribe accurately the meaning of the message and use the proper expressions.

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2. know about the industry, its technical vocabulary, its procedures: specializing in specific industries, fields.

3. be able to do some research, as doubts can always occur.

4. have good communication skills: to transcribe a message without altering its purpose and keep its actual meaning.

5. being bilingual. Translation is about being able to find the right words to depict the right message in another language. The quality of a translator's work involves translating and localizing messages and documents accurately and accordingly, which is a truly rigorous work.(Lecture in translation 1,2019)

6. try when dealing with idioms, one or both of them. The first is to try to represent them as single units in the monolingual dictionaries. The second is to treat them with special rules that change the idiomatic source structure into an appropriate target structure.

7. make use of grammar checkers, translation memory tools to ensure that you have maintained the structure in the target language without changing the meaning or the sense of the source document.

8. understand the culture: scan the internet to learn the most popular colloquialism used in that language, and familiarise yourself with most commonly used dialect. Soak in culture as you can through movies, TV shows, magazines, newspapers and books in that language.

9. try to learn the meaning of a compound words as much as you could. There are some dictionaries and Apps that are created, especially, for this purpose.

In addition to the previous strategies, Baker (1992 as cited in Owji, 2013) listed eight strategies, which have been used by professional translators to cope with the problematic issues while doing a translation task:

1. Translation by a more general word: this is one of the most common strategies to deal with many types of non-equivalence. As Baker believes, it works appropriately in most, if not all, languages, because in the semantic field, meaning is not language dependent.

2. Translation by a more neutral/less expressive word: this is another strategy in the semantic field of structure.

3. Translation by cultural substitution: this strategy involves replacing a culture-specific item or expression with a target language item considering its impact on the target reader. This strategy makes the translated text more natural, more understandable and more familiar to the target reader. The translator's decision to use this strategy will depend on:

   i.   The degree to which the translator is given license by those who committed the translation.
   ii. The purpose of the translation.

4. Translation using a loan word or loan word plus explanation: this strategy is usually used in dealing with culture-specific items, modern concepts, and buzzwords. Using the loan word with an explanation is very useful when a word is repeated several times in the text. At the first time the word is mentioned by the explanation and in the next times the word can be used by its own.

5. Transferring by paraphrase using a related word: this strategy is used when the source item in lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is obviously higher than it would be natural in the target language.

6. Transferring by paraphrase using unrelated words: the paraphrase strategy can be used when the concept in the source item is not lexicalized in the target language. When the meaning of the source item is complex in the target language, the paraphrase strategy may be used instead of using related words; it may be based on modifying a super-ordinate or simply on making clear the meaning of the source item.

7. Transferring by omission: this may be a drastic kind of strategy, but in fact it may be even useful to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation, translators use this strategy to avoid lengthy explanations.

8. Transferring by illustration: this strategy can be useful when the target equivalent item does not cover some aspects of the source item and the equivalent item refers to a physical entity which can be illustrated, particularly in order to avoid over-explanation and to be concise and to the point.

2.5. How Teacher Could Enhance Students' Quality to Translate:

As a teacher, most of the time is spent to make teaching process as effective as possible. Each subject has its own way of teaching. However, teaching translation needs special effort to be achieved:

A. **Cooperative Learning**: dividing students into groups and each group have its own text to translate not only could lead to better translated text, but also students could improve their ability to translate. To support, Tsay and Brady (2010 as cited in Zainudin & Awal, 2011, p. 329) suggested that cooperative learning showed a strong predication of students' academic performance. Moreover, students found working in groups encouraged discussion and exchange of ideas. Group-work also made it easier for them to understand the source text better and enabled the ability to correct friends' mistakes. The students' attitude was positive towards the ability to exchange ideas in a group-work and the translation became easier (Zainudin & Awal, 2011, p. 333). Moreover, Zainudin and Awal pointed out that cooperative work motivated students to speak up and exchange their ideas.

Gerding-Salas (2010 as cited in Zainudin & Awal, 2011, p. 330) suggested that cooperative work need some procedures to be followed by the teacher to make a translation process more effective and sufficient. She followed the following procedures in her translation class:

a. The teacher makes a selection of the material to be translated according to the class objectives, taking into account the degree of difficulty of the texts.

b. Students read the text and are able to identify important aspects of translation, for example: the text type, readership and others.

c. Students should read the text at least twice.

d. The second reading is 'deep' reading.

e. The teacher divides the text into as many segments as students in the group.

f. The students do a preliminary translation if the topic is familiar to them.

g. If the topic is unknown, students should consult complementary literature or other means.

h. Once the first version is accomplished, the students edit their translation.

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i. Students read out their translation.

j. The students check their translation against the source text.

k. Students check the cohesion and coherence of the translation text.

l. Students discuss on their translation.

m. As they meta cognitive activity, the students assisted by the teacher analyse the translation strategies and procedures used.

n. The students hand in the final version of their revised translated texts, typed, double-spaced and paged according to the original text.

o. The teacher makes a final revision and evaluates students' work by giving constructive comments.

It was found that those cooperative work procedures' include a step-by-step procedures workshop that was proven quite successful in Gerding-Salas translation class in terms of students' motivation, productivity and higher quality of work.

B. Translation Training: It is important to train students to acquire necessary linguistic skills and maintain a 'delicate balance' when dealing with language and culture. Translation training is about preparing students to become a mediator of language and culture, a computer expert, as well as the ability to market and promote one's language services. Davis (2004 as cited in Zainudin & Awal, 2011, p. 329) points out that translation training is closely related to language learning and it is logical to select, integrate and adapt approaches and ideas from the language learning to be adapted in a translation classroom.

It was revealed by the study that was done by Tammneh (2018) that lack of practice and translation courses affect the students' capacity to translate effectively. Moreover, Tammneh recommended to increase the number of the translation courses that are presented to the students in their studying to have more practice in the process of translation. In the same study, it was mentioned that insufficient lexical knowledge, inadequate knowledge and practice of grammar affect students' performance in translation class (Al-Sohbani and Muthanna, 2013: p. 79).

Dweik and Abu Helwah (2014, cited in Tammneh, 2018, p.79) the lack of words to express while translating make students have problems

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during translation process as it could take more time, and did not distinguish the appropriate meaning in the context.

C. Discuss the translated work: doing a conference after the operation of the translation was done have some advantages on students' performance. It was revealed by Zainudin and Awal (2011, p.333) that students enjoy discussing their work with classmates after translation. Pym (1993, p.103) stated that in translation class learners should spent most of its time creating and discussing errors. In addition, Pym mentioned that correction should be oral as the whole class could get the benefits of that.

D. Motivating: Motivating students to read as much as possible and makeing sure that they have comprehended the text.

2.6. Related studies:

Some related studies to translation have been reported such as Zu'bi (2018) who maintains that Yarmouk & Middalle East University program in difficulties in translating. It was because their unfamiliarity with political expressions and so they resort to literal translation. Then, Ibrahim (2017) has conducted a research about the investigation of difficulties of translation which are faced by Sudanese students in Dongola University. His research aims were to find out kinds of students' translation difficulties in detail and how to overcome the problems. Another research was also done by Kohil (2005) which show students' difficulties in finding equivalents of translating idiomatic phrasal verbs from English into Arabic. The purpose of her research was to explore how learners' linguistic competence affects their translation process. Others had also conducted studies by which they experienced translation difficulties viewed from grammatical categories, linguistic level, and lexical items. Besides, additional studies on types of errors and students' difficulties in translation as well as factors which make students' errors in translation are needed.

Results and Discussion:

   In this study the researcher used a questionnaire in order to identify the types of errors in meaning transfer, and the factors which effect students' performance in English department at university. Based on the findings, the results can be seen from the following tables:

 Part I
Percentage of Students' Difficulties

No	Type of Difficulties	Students Frequency in Option and Percentage							
		Always	%	Often	%	Seldom	%	Never	%
1	Lack of many vocabulary	12	30%	23	57.5%	4	10%	1	2.5%

According to the first item (Lack of vocabulary), this table shows that 12 students **always** find it difficult because they need many vocabulary with the percentage (30%). 23 of the students at the percentage of (57.5%) said that they **often** find difficulty in translation because of the lack of vocabulary. Whereas only 4 students (10%) said that they **seldom** find it difficult, and 1 student (2.5%) said that she does not have a problem to translate because of new vocabulary.
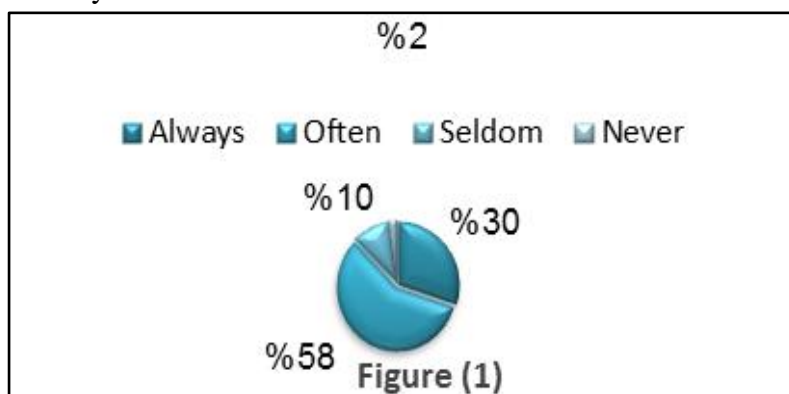
Figure (1)

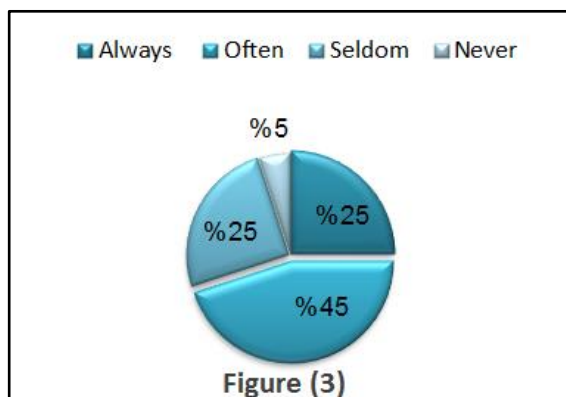| No	Type of Difficulties	Students Frequency in Option and Percentage							
		Always	%	Often	%	Seldom	%	Never	%
2	Translating Islamic text	16	40%	14	35%	7	17.5%	3	7.5%

The item above (translating Islamic texts) shows that 16 students (40%) chose **always** that they get-difficulty in translating Islamic texts. While 14 of the students (35%) said that they **often** find it difficult. Whereas, 7 students (17.5%) said that they are **seldom** find it hard to translate Islamic texts. Next, there are merely 3 students (7.5%) said that they do not have difficulties in

translating Islamic texts. As Ma'mur (2006) asserts that students' prophetic words do not have their appropriate meaning in English and some Islamic texts are perhaps not written by native language speakers.
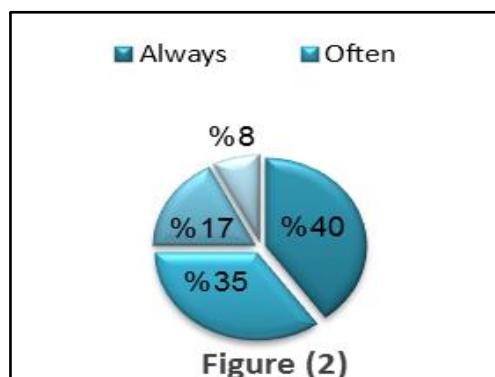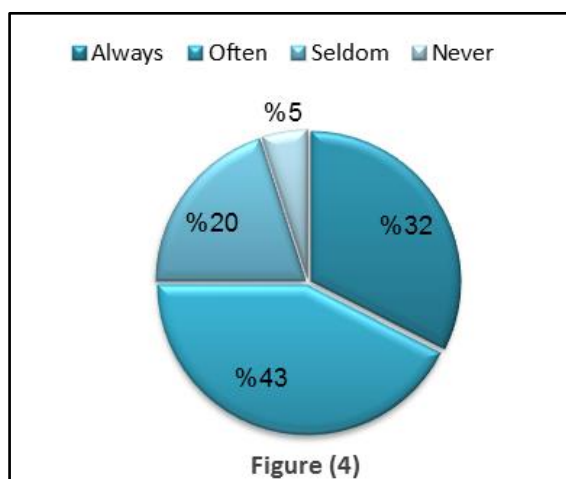

Figure (2)

No	Type of Difficulties	Students Frequency in Option and Percentage							
		Always	%	Often	%	Seldom	%	Never	%
3	Translating literary text	10	25%	18	45%	10	25%	2	5%

It can be seen from the table (3) that literary texts are also difficult for the students to translate. 10 students (25%) assert that they **always** have problem to translate literary works. 18 students with (45%) **often** find it difficult to translate literary texts, and 10 students (25%) said that they **seldom** get difficulty in translating literary texts, While, 2 students (5%) **never** find it difficult to translate literary texts. In this part, students should know the meaning laying behind the words in the original text. Newmark (1991) said that literary texts contain figurative meaning which are difficult to translate to the Arabic and vice versa.

Figure (3)

No	Type of Difficulties	Students Frequency in Option and Percentage							
		Always	%	Often	%	Seldom	%	Never	%
4	Translating compound words	13	32.5%	17	42.5%	8	20%	2	5%

As can be seen from the fourth table (Translating compound word), 13 students **always** have difficulties in translating compound words with (32.5%) percentage. While 17 students (42.5%) **often** find it difficult to translate compound words, Whereas 8 students (20%) said that they **seldom** get difficulty in the translation of compound words, and only 2 students (5%) indicate that they face difficulty in translating compound words.

Figure (4)

No	Type of Difficulties	Students Frequency in Option and Percentage							
		Always	%	Often	%	Seldom	%	Never	%
5	The necessity of grammar in translation	13	32.5%	14	35%	12	30%	1	2.5%

`   The other difficulty in translation is caused by grammar. From the table above, it can be seen that 13 students (32.5%) said that they **always** find it difficult to translate because of grammar. 14 students (35%) believe that they **often** find it difficult to translate because of grammar, and 12 students with (30%) they **seldom** get difficult in translation because of grammar. On the other hand, only 1 student said **never** with a percentage (2.5%). From the discussion above, it seems that many students do not know how to translate the sentences or the texts well because of lack of mastering grammatical patterns of language; especially, when the sentences are complicated and/or long.


Figure5
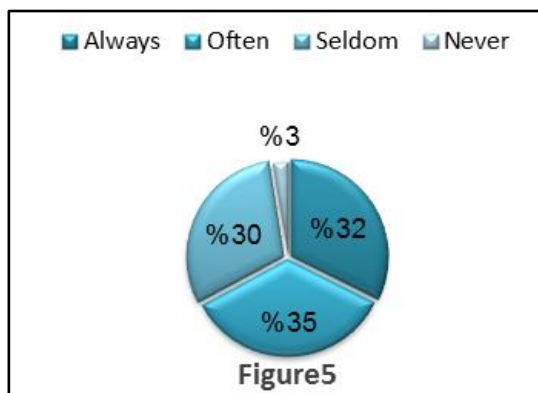
Part II

**Factors which influence students' errors in translation.**

No	Factor	Students Frequency in Option and Percentage							
		Always	%	Often	%	Seldom	%	Never	%
1	Literal translation in a subconscious way	14	35%	19	47.5%	6	15%	1	2.5%

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As it can be seen from the table above that 14 students (35%) **always** find that translation literally in a subconscious way has it is influence on their translation. Also, 19 (47.5%) students that they **often** translating literally in a subconscious way. Whereas 6 students (15%) state that it is they are **seldom** influence by it. And only 1 student said that she does not translation literally in a subconscious way with (2.5%) percentage.
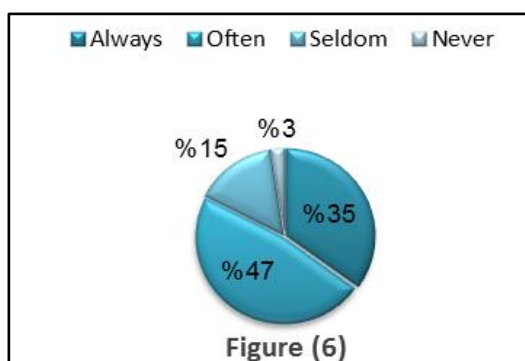

Figure (6)

No	Type of Difficulties	Students Frequency in Option and Percentage							
		Always	%	Often	%	Seldom	%	Never	%
2	Fear of wasting time	20	50%	13	32.5%	3	7.5%	4	10%

The factor in the table above table (Fear of wasting time) shows that 20 students (50%) said that translating some words and sentences **always** take a lot of time which in fact might affect the students' performance. Accordingly, 13 students (32.5%) were **often** fear of wasting time, while just 3 students (7.5%) said that they **seldom** have that feeling. As they are translating, and 4 students with a percent of (10%) say that they **never** have that feeling of wasting time in translation.
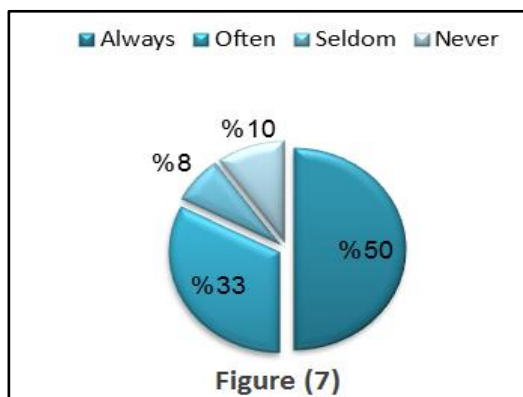
Figure (7)

| No	The Effect Factors	Students Frequency in Option and Percentage							
		Always	%	Often	%	Seldom	%	Never	%
3	Lack of background on content of the text	7	17.5%	19	47.5%	11	27.5%	3	7.5%

This table shows that 7 students (17.5%) said that they **always** have a lack of background about the content of the text. While, 19 students (47.5%) **often** have lack of the background. Whereas, 11 students lack of background on content of the text.
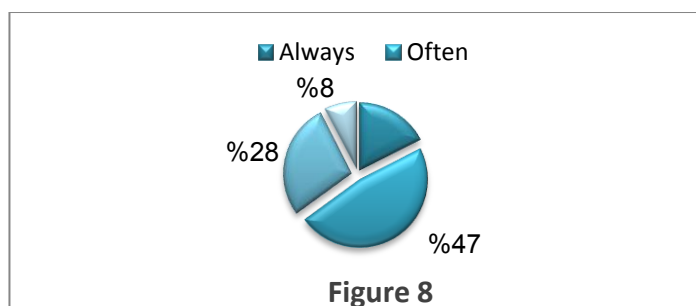
Figure 8

| No	The Effect Factors	Students Frequency in Option and Percentage							
		Always	%	Often	%	Seldom	%	Never	%
4	Understand the text but cannot express it into the native-language	9	22.5%	16	40%	9	22.5%	6	15%

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This table shows that among the factors affecting translating process is the understanding of the text but unable to transfer it into the L1. The table shows that 9 students (22.5%) believe that they **always** understand the text but cannot express it into their native language. Meanwhile, 16 students (40%) argue that they **often** understand the text but cannot express it into their native-tongue. Also, 9 students (22.5%) say that they **seldom** understand the text but cannot express it into the mother tongue. On the other hand, 6 students (15%) say that they **never** do . If they understand the text they can express it into the native language.
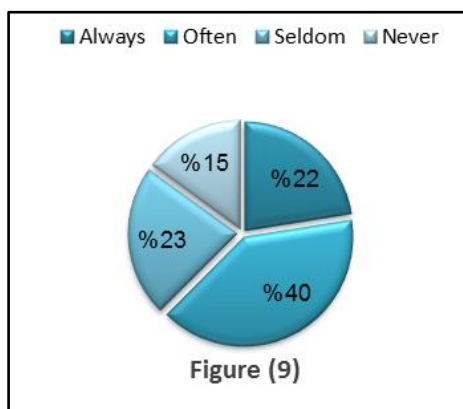
Figure (9)

No	Type of Difficulties	Students Frequency in Option and Percentage							
		Always	%	Often	%	Seldom	%	Never	%
5	Confusion refers to the frequent use of academic words in one text	16	40%	15	37.5%	4	10%	5	12.5%

As it can be seen from the table above, that 16 students (40%) are **always** get-confused which in fact refers to the frequent use of academic words in one text. While, 15 students (37.5%) say that they **often** get-confused because of the frequent use of academic words in the text.Whereas, 4 students (10%) chose **seldom** they get-confused under the effect of the high frequent use of the academic words in the text. Though, only 5 students (12.5%) say that they **never** get-confusedin in the translation-process because of the frequent use of academic words in the text.

Figure (10)
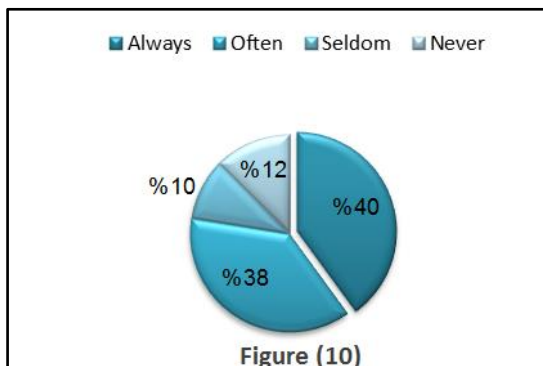
Conclusion and Recommendation:

5.1. Conclusion:

In conclusion, whether the student needs to transfer the meaning in literature or medical context, each context comes with difficulties. These difficulties require specific language skills. The outcome of this study indicates five problems and five factors which faced by students of English Department at the Faculty of Education in Misurata University in translation process. In addition, this study developed some of strategies which could lead the student to guess the right meaning of the course and interpret the writers' idea correctly. Beyond those strategies, cooperative work and training courses will influence students' ability to translate the course in accurate, appropriate way. Committing mistakes in translation leads to lose the meaning of the text and make mismatch between the source and the transferred text.

5.2. Recommendations:

The researcher suggests the following recommendations as to be considered:

1- Teaching and introducing all transferring difficulties and problems in details.

2- Paying attention to culture, conceptual, idiomatic and grammatical difficulties.

3- Boosting and encouraging translating different kinds of subjects such as tense and proverbs from English into Arabic.

4- Adopting and composing translation courses of deferent kinds of translation such as law, proverbs, newspapers .. etc, this will introduce a wide range of experience for the study at the university stage.

5- Giving more attention for English and Arabic style.

6- Focusing on all language issues that might help in translation such as tenses, vocabularies, sentences structures.. etc.

7- Teaching how to deal with the context to understand the sentences or to carry out the translation accurately.

8- Encouraging learners to consult those who have long experience in such activities.

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