



## Difficulties Encountered by Students of Translation in Rendering English Cultural Expressions into Arabic: Perspectives of Teaching Staff

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### Abstract

This study sought to investigate various issues related to translating English cultural expressions into Arabic and offer potential and suitable solutions. Specifically, it sought to analyze some of the challenges faced by students of translation in translating English culturally considered terms into Arabic using a communicative method. The descriptive analytical method was used in this study to confirm the research hypotheses. A questionnaire that the researchers created was given to four Sudanese government universities including, Omdurman Islamic University, University of Khartoum, University of Bahri. University of Sudan of Science and Technology and University of Khartoum who are teaching translation and English Language. 100 copies of the questionnaire were distributed online using Google form but only 72 were received. The gathered data was statistically examined using (SPSS). The study concluded that many translation

students are unaware of employing communicative method of translation while translating cultural expression, and the primary outcomes can be described as follows: Most pupils are not proficient in cultural expressions for students, translating something non-culturally is the simplest task. Vocabulary deficiencies may make it difficult to translate cultural expressions.

### Introduction

Translation aims to facilitate communication. Human language is the most important method of communication, and whether intentionally or inadvertently, people's ideas and cultures influence language use. Translation thus involves both language and culture. However, cultural idioms are rarely mentioned specifically in translation definitions.

In the words of Catford (1965), "translation is the substitution of literary material in one language with equivalent textual material in another language." In a similar vein, Savory (1968) asserted that a mental equivalency underlying language form facilitates translation. Even Newmark (1981), whose method and process theories gave great weight to cultural issues, however the term "culture" was not included in his definitions.

"Translation is a craft that consists of the endeavor to replace a written message and/or statement in one language with the same message and/or statement in another language," he said that when attempting to give a definition for translation and the function of a translator, Nida (1964) considered cultural factors into account. According to him, "the role of a translator is to facilitate the transfer of the message, meaning, and cultural elements from one language into another and create an equivalent response to the receivers". Additionally, he proposed that the message is embedded in the original language due to a cultural background. Newmark (1988) defined foreign cultural expressions as social, material, and ecological cultures.

Littlemore (2003) investigated how cultural variations affect the translation and interpretation of metaphors. In a short course at a British university, he was interested in how Bangladeshi pupils understood the metaphors that their lecturers used. Many metaphors were given, and students were required to understand them in their context and determine the value judgments these metaphors conveyed in these situations. Hofstede's (1980) cultural values questionnaire was used to identify areas of difference between the (working) cultures of Bangladeshi pupils and their British teachers. The results showed that the students misunderstood the metaphors in different ways depending on the cultural differences between them.

Badawi and Elssiddieg (2024) stated that although most Sudanese students had a good attitude toward studying translation, many of them needed help in translating texts from Arabic into English.

Dweik and AbuShakra (2011) investigated the most important issues that a translator confronts while reproducing collocation in religious books, such as the Holy Quran, Hadith, and Bible. A sample of 35 students participating in M.A. translation programs at Petra, Yarmouk, and the University of Jordan was chosen. The test is comprised of 45 contextually short sentences chosen from the three writings indicated above, with 15 sentences allotted to each religious texts. The paper found that translators had difficulty with lexical and semantic collocations as a result of the uniqueness of some religious collocation that are strongly rooted in Arabic culture. It was also decided that religious text translators should be well-versed in the nature of lexical and metaphoric collocations and should be cognizant of the importance of lexical and metaphoric collocations in religious texts.

Because translation is a multifaceted kind of human communication, it is vital to our everyday existence. With the expansion of trade, science, culture, and technology coupled with globalization and mass immigration, there is an increasing demand for translation services. Because translation involves at least two languages and cultures, it falls under the umbrella of contrastive linguistics. It is the process of translating text from one language system to another in order to convey meaning. In other words, it is a method for translating written terms or texts from one language to another by using terms that have a direct equivalent in the target language, new terms, foreign words written in the target language, or foreign words pronounced differently in the target language.

### **Definitions and Concepts**

The definitions and concepts pertaining to the communicative approach and other definitions are divided into the following domains. "Rendering the meaning of the text into another language in the way that the author intended the text" is the definition of translation, according to Newmark (1995:5). The definition of translation given by Lefevere (2016) is "a rewriting of an original text." It was their belief that all rewritings, regardless of their purpose, represent a certain poetics and ideology, and as such, they modify literature to work in a particular way inside a specific society.

Translating a text from one language into another or replacing textual content in the source language with textual content equivalent to that in the target language, is what some scholars, such as Catford (1965:20), define as an operation performed on languages. According to Richards et al. (1985:249), translation is "the process of changing speech or writing from one language (the source language) into another (target language)."

### **Communicative Translation Approach**

The communicative method is based on the idea that speaking with actual meaning is necessary for language acquisition to be successful. When language learners engage in authentic communication, their innate language acquisition techniques come into play, which may enable them to look out twisted uses of the language. Lefevere, A. (2016) defines communicative translation as a type of translation that aims to accurately capture the context of the source so that the language and content are easily understood and accepted by the target audience.

### **Cultural Expressions**

Webster's Third New International Dictionary defines awareness as "the quality or state of being aware" (released in 1961). According to Tomalin and Stempleski (1993), "cultural awareness" is the ability to recognize how one's language use and communication are impacted by culturally induced behavior (p. 10). They define cultural awareness as having three components: i. recognizing how one's own culture influences behavior; ii. seeing how others culture influences behavior; and iii. having the ability to express one's own cultural viewpoint. (Tomalin & Stempleski, 1993, page 10)

Cross-cultural awareness, or the translator's understanding of the cultural component of the language involves in the translation processes, should be of concern in this case since translation is a unique kind of intercultural communication involving two linguistically distinct cultures. Liao and Tu (2004) Four stages of cross-cultural awareness are distinguished by Robert G. Hanvey:

### **Statement of the Problem**

Researchers have found that most translation students struggle to choose an appropriate translation strategy for dealing with cultural expressions, and that these translations frequently result in significant information losses and gaps. Therefore, the researcher's goal is to determine how much a communicative translation approach is used to translate English culture specific term into Arabic and vice versa. The instructors hope to offer useful methods and exercises that will improve translation students' proficiency in translating any text contains culture specific term.

### **Objectives of the Study**

To investigate the extent of using communicative methods of translation-by-translation students in translating cultural expressions.

To find out other methods of translation do students use in rendering cultural expressions.

To suggest some suitable techniques and activities that can improve the students' performance to translate culture specific term.

### **Questions of the study**

1. To what extent is the communicative method used by translation students in translating cultural expressions?
2. What are the suitable activities and techniques that can improve the performance of translation students in translating cultural expressions?

### Hypothesis of the Study

1. Many translation students are not aware of using the right strategy when translating cultural expression. Into Arabic
2. Student performance can be improved by adopting communicative methods of translation and some techniques and activities in translating cultural expressions.

### Significance of the Study

It is intended that this study will be beneficial to translation in general and to translation students specifically. This study can also be very helpful to university based EFL professors; as a result, it might advise them to translate cultural expressions using communicative approaches. Those who are interested in teaching translation could find it helpful as well. It is also anticipated that this study will provide profound insights into the field of applied linguistics and serve as a foundation for future research on the topic.

### Material and Methods

The present investigation employs a descriptive and analytical methodology in order to corroborate its hypotheses. Since the researchers have chosen a sample from the population to get the general picture as it stands at the time of the investigation, it is a cross-sectional study design.

Along with their own observations, the researchers created the questionnaire, which they then turned in to be evaluated by the professors at Sudan University of Science and Technology's English Department and College of Languages. The tools are given to the population sample once they have been approved. The gathered data was statistically examined using (SPSS) A questionnaire was designed to elicit data from the EFL and translation teaching staff of the Colleges of languages.

In this study, a 3-point Likert scale is employed. Respondents are presented with two options at the extremes and a neutral option in the middle. Agree, Disagree, and Neutral are a few examples.

It was designed to elicit teachers' opinions and attitudes towards the *Extent of the* difficulties encountered students in rendering English cultural expressions into Arabic. The questionnaire consists of five sections.

The questionnaire was distributed to experienced lecturers after the approval in order to elicit the required data for the research under investigation.

The study used the SPSS program for the statistical analytical operation as follows

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}$$

According to statistics in the applied study, the questionnaire's validity was 86%, calculated from the square root of reliability (0.72).

### Instrument for Data Analysis

The methods of percentage are used in a statistical analysis of the information gathered via the questionnaire. The results of the data analysis were displayed in tables.

### Result and Discussion

This part includes data presentation, analysis and interpretation.

## Results of the questionnaire

1. Many translation students are unaware that they should use specific approach of translation while translating cultural expression.

**Table (1):** Using of normal and traditional method in rendering their cultural texts

Option	Frequencies	Percentages
Agree	42	58.3 %
to some extent	19	26.4%
disagree	11	15.3%
Total	72	

Table (1) shows that the majority of the respondents (**58.3 %**) 42 respondents agreed that Many translation students are unaware that they should use specific approach of translation while translating cultural expression, 19 (26.4%) respondents assured that it is to some extent. Meanwhile 11 (15.3) respondents disagreed.

Mastering of the cultural expressions.

2. Limited knowledge of culture specific term hamper translation of cultural expressions

**Table (2):** Limited knowledge of culture specific term hamper translation of cultural expressions

Option	Frequencies	Percentages
Agree	35	48.7%
To some extent	19	26.3%
Disagree	18	25 %
Total	72	

Table (.2) indicates that (48.7%) 35 respondents agree that limited knowledge of culture specific term hamper translation of cultural expressions and (**26.3%**) **19 respondents** reported that it is to some extent **meanwhile (25 %)** 18 respondents disagreed.

3. Extensive translation. Students employ both literal and semantic ways to render cultural expressions

**Table (3):** Students can not differentiate between texts

Option	Frequencies	Percentages
Agree	33	45.9%
To some extent	19	26.3%
Disagree	20	27.8%
Total	72	

**Table (3)** reveals that (45.9%) 33 of the respondent's stated that extensive translation. Students employ both literal and semantic ways to render cultural expressions. 19 respondents (26.3%) said that it is to some extent that students have problems in translation meanwhile 20 respondents 27.8 disagreed.

4. Considering non cultural translation as an easiest translation

**Table (4):** Teachers do not prioritize practicing and presenting model texts for cultural translation.

Option	Frequencies	Percentages
Agree	39	54%
To some extent	13	18%
Disagree	20	28%
Total	72	

The above table (3) illustrated that (54%) 39 respondents assure that Teaching staff do not prioritize practicing and presenting model texts for cultural translation. And 18% 13 respondents stated that to some extent whereas 20 (28%) of the lecturers disagreed with the above-mentioned statement.

5. Improving student achievement by using communicative translation approaches and cultural expressions translation strategies and techniques.

**Table (5):** Improving student achievement by using communicative translation approaches and cultural expressions

Option	Frequencies	Percentages
Agree	72	100%
To some extent	0.0	00%
Disagree	0.0	00%
Total	72	

The above-mentioned table) reveals that 72(100%) of the respondents agreed that students' achievement can be improved by using communicative translation approaches and cultural expressions.

## Conclusion

These are the study's main findings, which showed that many translation students are unaware of the need to use translation procedures and strategies while translating cultural expression. Poor vocabulary might make it difficult to translate cultural expressions. comprehensive translation. Students represent cultural expressions in both literal and conceptual ways. Having a deeper understanding of culture is essential to interpreting. A lot of students find it difficult to interpret cultural expressions. Practicing and providing model texts for cultural translation is not given priority by teachers. Use cultural expressions and communicative translation techniques to raise student achievement. In order to maintain the content of the source texts in the target texts and create a target text that the target readers can understand, the current study advocates for a middle ground and employs a double-strategy as a cultural translation technique.

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