

**University of Sabha**  
**Faculty of Art**  
**Department of English**

**The Difficulties That Face Students in Seventh Semester in  
Translating Scientific Text from English into Arabic  
( Mobile Phone Terms )**

A final project submitted in partial fulfillment the requirements for the degree of bachelor in English language with focus on translation studies

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**Academic year: (2019/ 2018)**

## **Dedication**

Above all,, I thank Allah, almighty for having given me the strength and patience to undertake and complete this research. However the completion of this research will not have been possible without the invaluable help and assistance we received from our supervisor. So we would like to express our sincere gratitude to our supervisor Mrs. Amaal who guided this research and who has been so generous in devoting his time and his knowledge to us. And we would like to thank Dr. Ammer Al Mahdy who helped us to complete our research. We also wish to convey our hearth felt thank to all our past and present teachers for their help, patients and advice.

Finally, we would like to express our gratitude to Dr. Abdurahman Ahmad Hamza the head of English Department.

## **Conferment**

This is dedicated to our wonderful parents, who gave us so much effort and sacrifices until we got to this place. And also to our brothers, sisters and friends who gave us help, and to everyone who helped us even in simplest things.

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## **Chapter One**

## **1.1-Introduction**

Scientific translation is the translation of scientific texts. Thus a special knowledge of both source and target languages as well as proper understanding of the subject to which the text to be translated belong to.

One of the main problems that translation trainees may face is how to deal with translation scientific terms from English to Arabic, and is choosing the best method to achieve a high quality translation of those terms which may enrich Arabic language. According to Meriam Soualmia ( 2009/2010 ) points out that third year English language learners of translation produce different translations when translation computing terms from English to Arabic. (Williams and Chester man 2002) Technical translation covers the translation of many kinds of specialized texts in science and technology, and also in other disciplines such as economic and medicine.

It is believed, as started by Williams and Chester man (2002), that translation of these texts need a high level of subject knowledge and a master of relevant terminology. translator ( Bedard 1986, Kantberg 20/9 , Stolze , 2009 ). Bedard ( cited in Hatim and Manson , 1996 ) there are other scholars , however, who believe that additional types of mastery are needed for technical.

## **1.2-Aim of the Study**

The aim of this study is to find a suitable technique for translation scientific messages to reduce the mistakes that 7<sup>th</sup> semester translation students at the Department of English in Sabha University make when translating these types of scientific materials and to avoid some of the problems that occur because of the misinterpretation of some meanings and follow the literal translation of scientific terms.

## **1.3-Objective of the Study**

The present research attempts to find the common mistakes. If any 7<sup>th</sup> semester students at English Department in University of Sabha make when attempting to translate scientific terms from English into Arabic to exist the method they most often

use in translating such terms and whether this method is the source of the difficulties that they face.

#### **1.4-Hypothesis**

In the attempt to answer the question raised by the study; it is hypothesized that the difficulties students face when translating scientific terms may be accounted for by their ignorance of the importance of adopting methods that ensure a high quality translation.

#### **1.5-Research Questions**

The research question consists of three questions as follows.

- 1- What are the terminological obstacles students in 7<sup>th</sup> semester face in translating scientific terms from English to Arabic ?
- 2- What kind of method do students use in translating mobile phone terms ?
- 3- What are the strategies 7<sup>th</sup> semester students should follow to avoid the difficulties and problems ?

#### **1.6-Statement of Problem**

When computer products are developed in western countries and distributed in Arabic, the computer-producing countries equip these products with new terms that may have no equivalents in Arabic. Therefore, linguistic issues concerning language development must be considered. When some new computer software are developed, many technical terms are usually introduced into Arabic through translation. This phenomenon makes translation challenging to find standards for technical terms commonly used in English over time as more and more technical content is translated into Arabic. This challenge will decrease translation involving computer terminology is considered a huge challenge for Arabic. For instance "calculate" and "calculator" are ambiguous as are "compute" and "computer" while it is not easy to express the exact meaning of the source language terms.

#### **1.7-Organization of the Study**

The researchers have been divided into seven chapters. The first chapter presents an introduction to the research. Then followed with the literature review in chapter two. In literature review, the researchers present the survey of existing literature related to the topic of the research by establishing the significance of the data study. The third



chapters specific the methodology used to carry out this study as well as the data analysis. Chapter four discusses the presents status of use of context in translation scientific texts, and also gives some suggestions. It also presents the findings that the study has found. Chapter five presents conclusion.

## Chapter Two

## Literature Review

### 2.1-Introduction

The following chapter is divided into two parts : the first part starts with literature review of different definitions of the translation concept introduced by many writers and a brief discussion of translation types and some strategies will be mentioned. Whereas the second part about the definition of science, terminology and scientific translation. It also discusses the relationship between general translation and scientific translation.

### 2.2-Definition of Translation

Translation has several definitions, and it cannot determine the main role of translation, and how it works. For this, we find that many writers have defined translation in different ways because of the broad meaning of how it works. With reference to ( The Oxford Companion to The English Language, Namit Bhatia ,Ed ,1992 ,Pp. 1,051-54,

*Translation is mental activity in which meaning of given linguistic discourse is rendered from one language to another. It is the act of transferring the linguistic entities from one language in to their equivalents in to another language.*

In common practice one can usually identify two different senses of translation. Translation is communication of the meaning of a source language text by meaning of an equivalent target language text. The English language draws a terminology dictation ( not all languages do) between translation ( a written text ) and interpreting ( oral or sign language communication between users of different languages ). Under this dictation, translation can begin only after the appearance of writing within a language community . ( Yellow and Latewish 2000 ). One aims at transferring ideas and messages via rewording or paraphrasing, as in everyday life when a layman tries to explain or express ideas in different ways by using different words even within the same language. Others see translation as an act of transferring messages from a source language to a target language. This can be in oral or in written, for the sake of establishing equivalences to get the appropriate meaning.

### 2.3-Types of Translation

According to Sarban, translation can be divided into four types:

1-Pragmatic translation, 2-Aesthetic (Poetic) translation, 3- Ethnographic, 4- Linguistic translation of a message with an interred in accuracy of information meant to be communicated in the target language form. **2.4-Translation Strategies**

Bosco(1997) classified translation techniques or strategies. Sets of procedures are used to translate; each one has a scale of facility that may be more helpful than the other.

### **2.4.1-Direct Translation Techniques**

Direct translation techniques used when there are conceptual elements that can be transposed into the target language. Bosco (1997) classified those techniques as follows:

*1- Borrowing.*

*2- Claque ( divided into lexical claque ).*

*3- Literal translation.*

*Transposition, namely, is a replacement of a word class word with another word class maintaining the same meaning. Under this category, we can find techniques such as nominalization and realization that I described in my previous article :*

*1- Modulation.*

*2- A deputation.*

*3- Concretization or differentiation.*

*4- Paraphrasing .*

*5- Logical derivation.( Translation Techniques Linua Greca Scoop it Says: 20/2/2014)*

In short, translation is transfer the meaning from source language to the target language by the same meaning although of the different between it.

### **2.5-Translation Problems**

1- Grammatical Problems

Grammar is issue are result of complicated source language. Linguistic use diverse target dialect word arrange among the everything visit grammar issue

- a. The translation of verbs ' be ', ' have ' and modals.
- b. The translation of tenses and articles .
- c. The translation of adjectives and personal pronouns .
- d. The translation of nominal , verbal and conditional sentences.

### **3- Lexical Semantic Problems**

Lexical-semantic problems can be resolved by consulting word references glossaries phrasing banks and specialists. These issue includes terminology option neologism semantics gaps contextual synonyms and antonyms. As it were are pointed at an acceptance which depends in setting to decide which meaning is correct. Semantics consisting strategy which works by distinguishing semantics features common two or more tremes and lexical networks.

## **2.6-Definition of Science**

Science is the study of the nature and behavior of natural things and the knowledge that we obtain about them. Science is the particular branch of science such as physics, chemistry or biology. Physics is the best example of science which has developed strong abstracted theories.

A definition of science agreed upon by 72 Nobel Laureates :

*Science is devoted to formulating and testing naturalistic explanation for natural phenomena. It is a process for systematically collecting and recording data in an effort to infer the principles of nature that best explain the observed phenomena .*

## **2.7-Definition of Terminology**

Terms of technology have their special definitions such as:

1. The term of any branch of knowledge, field activity, est.
2. The classification of terms associated with the particular field; nomenclature .

( random house Kerneman Webster college dictionary 1991, 2010 dictionaries ltd. Copyright 2005, 1997, 1991 by random house , Inc all rights resaved .)

*Terminology is the study of terms and their us . Terms are words and compound words or multi – word expression that is specific contexts are given specific meaning – these may deviate from the meaning the same words have in other contexts and everyday language.*

( The University Of Santo Tomas Miguel De Benavides Library Archived From The Original On 7/ May 2012 )

*Terminology is discipline that studies, among other things, the development of such terms and their inter relationships within a specialized domain." Terminology differs from lexicography, as involves of concepts, conceptual system and their labels ( terms ), whereas lexicography studies word and their meaning .*

## **2.8-Definition of Scientific Translation**

Scientific and technical translation by Olohan help respond to this need . it focuses on text that are typically translated in scientific or technical domains and included a wide range of relevant tasks and activity. Example from several commonly taught language pairs and glossary key terms.

## **2.9-Translation and Scientific Translation**

First, Olhan book is designed for graduate course or for professional translator who want to obtain further training or experience in scientific or technical translation. While Byrne's work is aimed at students who are interest in scientific and technical translation both as a career choice and as research are but who have found it difficult to find sufficient information to help them get started.

Second, authentic in these two books, but Olohan, who is other author of introducing corpora in translation (2004 ), places a particular focus on(chapter ) to proved the reader with insights into terminological and pharmacological research and to help prepare them for aspect of professional life.

Last but not least, both books discuss scientific and technical translation from the perspective of communication. However, Byrne ( 2002 25 36 ) mainly review the definition, generic feature and target audience of scientific and technical, while between professional scientific by studying a numbered of, specific feature of research article and abstracts.

## **2.10- Previous Study**

Scientific and technical translation, by Maeve Olohan, New York, Routledge, 2015, viii+253 pp, us 39,95, ISBN 978-0-415-8378-6 ( PBK )

Scientific and technical translation is the part of the process of disseminating information on an international scale, which is indispensable for functioning of our modern society ( Pinchuck 1997, 13 ). Even though many of the worlds translators earn a sizeable amount of their incomes from scientific or technical translation, many translator training programmers spend only a few hours on these texts. Moreover, until recently, there were relatively few pedagogical resources in English for students and teachers of scientific and technical translation. *Scientific and Technical Translation*, by Meave Olohan, helps respond to this need. It focuses on texts that are typically translated in scientific and technical domains and includes a wide range of relevant tasks and activities, examples from several commonly taught language pairs and glossary of key terms. This book is an essential component for a postgraduate ( masters level ) course or module on scientific and technical translation. Consisting of 261 pages, the volume is divided into seven parts, and also includes a list of tables, a list of abbreviations, an introduction, five appendices and an index. list of abbreviations, an introduction, five appendices and an index.

There are several similar works dealing with scientific and technical translation, the most systematic and comprehensive of which is undoubtedly *Scientific and Technical Translation Explained* by Jody Byrne ( 2014 ). However, Oloha's book differs from Byrne's in three major ways. First, Oloha's book is design for a postgraduate course or for professional translators who want to obtain further training or experience in scientific or technical translation, while Byrne's work is aimed at students who are interested in scientific and technical translation, both as career choice and as research area, but who have found it difficult to find scientific information to help them get started.

Second, authentic text are often used as a basis for discussion in these two books, but Olohan, who is author of *introducing corpora in translation studies* ( 2004 ), places a particular focus on corpora ( chapter 2 ) to provide the readers with insights into terminological and phrase logical research and to help prepare them for aspects of professional life.

Last but not least, both books discuss scientific and technical translation from the perspective of communication. However, Byrne ( 2014, 25-36 ) mainly reviews the definition, generic features and target audience of scientific and technical translation, while Oloha ( chapter 6 ) focuses on communication between professional scientists by studying a number of specific features of research articles and abstracts.

## **Chapter Three**

## **Research Methodology**

### **3.1-Introduction**

The objective of this study is to test how students of English Department translate scientific text from English into Arabic, and what are the difficult they face while translating, and to collect the suitable data to analyze.

### **3.2-Data Collection and Sampling**

This research is based on a case study of English Department students. From this department, a number of students were chosen to be tested in order to achieve our research objectives. This case study is not meant to be an exhaustive one of all the students of the English Department in Sabha University because a study like this will take a longer time to end up with reliable results. This is mainly because the researcher has to move in his analysis from the 7<sup>th</sup> semester students in order to have a representative sample and to produce meaningful outcomes. Therefore, the seven semester students are the sample of this mainly. These students are majoring in translation, and they are supposed to have same knowledge about scientific texts.

### **3.3-Research Method**

The quantitative method use in this research to study the difficulties that face students in translating scientific terms.

### **3.4-Participant**

The test was given to fifteen students taken from seventh semester in the University of Sabha their ages between 19-22 years old. This test is used in this study as tool of research because it is appropriate technique for better answering the research question and justifying the hypothesis.

### **3.5-Description of the Test**

The test includes paragraph and five sentences about technique of mobile. In this test we will try to find the main problems that face students when translation scientific terminologies and texts, and what are the reason behind these problems.



## **Chapter Four**

## **Data Analysis**

### **4.1-Introduction**

The student test aims at valuing their knowledge of mobile phone terms , and degree of competence. In other words, it aims at examine the students degree of knowledge and understand the scientific words, and the extent of their language.

The test consist of paragraph five sentences. The following table shows the degree of familiarity unfamiliarity of student of English with scientific texts.

English Terms	Suggested Translation	Correct Answer and Percentages	No Equivalent
Warranty period	فترة الضمان	12 (100%)	0 (0%)
Purchase	يشتري شراء	7 (58.33%) 3 (25%)	2 (16.66%)
Turn	تشغيل	11 (91.67%)	1 (8.33%)
Device	جهاز أداء	10 (83.33%) 2 (16.67%)	(0%)
Battery	البطارية	11( 91.67%)	1 (8.33%)
Charger	الشاحن	12 (100%)	(0%)
Electric Socket	موصل كهربائي مقبس كهربائي	1 ( 8.33%) 9 (75%)	2 (16.67%)
Chew	مضغ لعق	6 ( 50%) 4 (33.33%)	2 (16.67%)
Media	وسائل إعلام وسائط	4 (33.33%) 5 (41.67%)	3 (25%)
Software	سوفت وير برمجيات	2 ( 16.67%) 9 ( 75%)	1 (8.33%)

CD ROM	قرص صلب	4 (33.33%)	6
	CD ROM	2 (16.67%)	(50%)
Memory Card	بطاقة الذاكرة	6 (50%)	6 (50%)

## 4.2-Result and Finding

The table above shows the majority of the participants attempted to translate twelve terminology about mobile phone technical into Arabic the number of participants are 15<sup>th</sup> but, three of them took the test paper and did not return it to us. It is started with the first term a warranty period all of the participants succeeded to convey the required meaning " فترة الضمان " in the second expression " purchases " the participation analysis of this term show that 58.33% answered. يشتري and 25% answered with the noun شراء 16.66% are not correctly. The third word " turn " the most of them 91.67% and answered correctly and 8.33% answered incorrectly. The fourth " devise " there are two suggestions succeed to convey correct meaning 88.33% answer " جهاز " and 16.67% answer " أداة " the two answer correct. The fifth term " battery " 91.67% answer correct meaning " بطارية " and 8.33% answered incorrect meaning. The sixth code " charger " all of them answered correct 100% " الشاحن " the seventh word " electric socket " there are two suggestion equivalent meaning 75% answered " قابس كهربائي " and 8.33% answered " موصل كهربائي " but, 16.67% answered incorrect meaning. The ninth word " media " there are two equivalent meaning. 33.33% answered " وسائل إعلام " and 41.67% answered " وسائط " but, 25% answered incorrect. The tenth term " software " the some of them answered by the same word " سوفت وير " and 75% answered " برمجيات " and 8.33% answered incorrect. The eleventh term CD ROM 33.33% answered with the same word " سي دي " 16.67% answered " قرص صلب " but 50% answered incorrect meaning. The last term " memory card " 50% answered " بطاقة الذاكرة " and 50% answered incorrect answered.

There are some terms are difficult to translate By students. Such as chew because it has different meaning in translated also the terms media, software, CD ROM, and memory card because these words are new in Arabic language developed with new technology.

### **4.3-Discussion**

The purpose of this study is to examine the difficulties faced by student in 7<sup>th</sup> semester of Department of English at the university of Sabha in translating scientific terms and the terms of mobile technology, especially from English to Arabic. In addition to highlighting the role played the scientific translation method in the collection of high translation using the data of research through a written examination in the translation provided to students in an attempt to confirm or reject what was assumed in this research. By analyzing the data taken from the students translation, the mistakes method by students were ascertained because they were ignorant of relying on a suitable method for obtaining a correct scientific translation.

The reason for the difficulties students face in translating mobile phone terms is also the lack of circulation in their academic studies of translation. Based on the results obtained from the analysis of 'students translation, recommendations were made to be the starting point for finding a solution to these difficulties and facilitating the translation of scientific terms.

### **4.4-The Effective Translation Strategy Of Scientific**

The strategy is suggested to help the translator in his endeavor to produce the most effective counterpart for any scientific terminology it may encounter in the source text. It is noted that the strategy may be regarded as more effective.

#### **4.4.1- Neologisms**

Neologisms one perhaps the non-literal and professional translator's biggest problem. New object and processes are continually created in technology. New ideas and variations on feelings come from the media. Terms from the social sciences, slang, dialect coming into the mainstream of language, translated words, make up the rest. It has been started that each language acquire 3000 new words, annually but in fact neologisms cannot be accurately quantified, since so many hover between acceptance and oblivion and many are short lived, individual creations.

In other words, neologisms are new word, word-combination or fixed phrases that appear in the language due to the development of social life, culture, science and engineering. New meaning of existing word are also accepted as neologisms.

## **Chapter Five**

## Conclusion

### 1.6- Conclusion

The present study was carried out to investigate 7<sup>th</sup> semester students problems in translation English scientific terms into Arabic, and to find out the method they use to render these terms and whether these methods are responsible for difficulties they face.

The practical part of this research revealed to main results, the first one was the great number of students use a translation method aims at using pure Arabic recabulory while others preferred another one which did not serve the Arabic language; in that they ended up with in rendering. The second result should the even the students used on approach method, they could not provide adequate, and this was due to their careless and the restricted background of the computing field, and don't have a good mastery of two languages.

On the other hand it was provide that using a given method many lead to incorrect and unacceptable translation. This should be taken a sign lack of scientific vocabulary, thus one should pay more attention and give higher importance to scientific translation theory and its methods that would ensure the enrichment.

Ultimately, some pedagogical recommendations were given. It was suggested that may facilitate the process of translation, may help in confronting the problems students face in translation scientific texts.

In translating scientific texts, the translator meets various difficulties that are not so easy to overcome. The main problems is the lack of equivalence on the level of scientific terminology. It would be perfect; if a translator could find scientific word in the target language which was the same meaning as that of the source language.

However, even thought each language have its scientific words are considered to be one of the developed and most interesting parts of the English vocabulary. On the other hand, they are considered on of the most particular parts of the language .Moreover scientific texts may neologisms and this cause even easier and simple problems for the translator.

Therefore, in order to transfer a source terminology into the target language the translator must choose the most appropriate strategy. The translator must learn a lot about the function of science in the source and the languages. Moreover, in order to deal with the problems that arise in the process of translation, translator use various strategies. The examination, and classification of strategies is very useful and helpful for the work of the translator.

#### **4.6-Limitation of the Study**

- 1-Failure to find sufficient sources and references to the subject of the research.
- 2- Lack of cooperation and responsiveness of students who are the focus of this study some of them didn't want to take the test, and some didn't return it to us, and some others cheated answers from each other.
- 3-The continuous interruption of electricity, which led to the delay collecting and analyzing data and ending the research in timely manner.

#### **3.6-Recommendations ( Educational and Practical)**

Based on the finding and results of this study regarding the difficulties that encounter the students in Department of English at Sabha University, it is recommended to :

1. Simplifying translation process for the students.
2. Teaching and introducing all translation difficulties and grammatical difficulties.
3. Encouraging and boosting the students to write essay and paragraph and discussing the committed errors in the essays.
4. teaching the use of all kinds of strategies of translation.
5. Teaching English language in composition in Arabic language to the students of English Department the university level.
6. Teaching how to deal with the context to understand the sentence or the context so as to carry out the translation accurately.
7. Encouraging the students to consult with other people.



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Translation Techniques / Lingua Grece/ Scoop. It Says :20/2/2014 At 16:43

[...] Translation Techniques-Which Approach To Use And Which Techniques To Choose When Translating A Text ( Translation Techniques

[http:// t.co/ E843yzUaN4](http://t.co/E843yzUaN4) by @ translator T #x l 8 )...[...]

Weekly favorites ( Feb 17\_13 )/ adventures in freelance Translation says:

2[...] of Mucial Terms Is Any Word Untranslatable ? 1000 Links To Glossaries Leverage the tittles details Translation Techniques Major Subtitle[...]

5/02/2014 at 19:11

Yeminli Tercume Says : 24/11/2014 at 21:56

Meriam Soualmia (2009-2010)

( Bedard 1986, Kantberg 20/9, Stolze, 2009).

( Yellow and latewish 2000 ).

( random house Kerneman Webster college dictionary 1991, 2010 dictionaries ltd. Copyright 2005, 1997, 1991 by random house, inc all rights resaved. )

Scientific and technical translation by Maeve Olohan new York, Routledge, 2015, viii+253 pp, Us 39, 95, isbn 978-0-415-8378-6 ( PBK )

## Appendix

### Practice with scientific

Age..... Gender..... The researcher designed a test in order to translation scientific text from English to Arabic.

Please try to translate this paragraph .

Warranty period

The warranty period starts at the time of product may consist of several different parts may be covered by different warranty period ( here in after' warranty period' ).

.....  
.....  
.....

Please translate this sentences following :

1-Do not turn on or use the device when the battery compartment.

.....  
.....

2- The warranty period may very depending on the country.

.....  
.....

3- The charger should remain close to the electric socket and easily accessible while charging.

.....  
.....

4-Do not allow children or animals to chew or suck the device.

.....  
.....

5- The media on which any software is provided e.g. CD ROM, memory card est. Are not covered under this limited warranty.

.....  
.....

