

واقع تعلم مهارات الترجمة بين متخصصي اللغة الانجليزية في جامعة
القدس المفتوحة بفلسطين: عقبات وحلول

د/ أيمن حسن أحمد أبو العينين

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بفلسطين: عقبات وحلول

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الملخص: هدفت الدراسة الى التعرف على العقبات والصعوبات الرئيسية التي تواجه طلاب وطالبات تخصص اللغة الانجليزية في جامعة القدس المفتوحة. ولتحقيق هذا الهدف، تبني الباحث المنهج الوصفي التحليلي. كما واستخدم الباحث وطبق اداتين: وهما المقابلة والاستبانة. من خلال المقابلة، استنبط الباحث عدة عقبات وصعوبات تواجه طلاب وطالبات تخصص اللغة الانجليزية في تعلم الترجمة. وفي ضوء استجابات الطلبة في المقابلة، صمم الباحث الاداة الثانية وهي الاستبانة، والتي من خلالها تم استنتاج الكثير من العقبات والصعوبات التي تواجه (٨٠) طالب وطالبة في تعلم الترجمة. لقد تكونت عينة الدراسة من (٨٠) طالب وطالبة من تخصص اللغة الانجليزية في المستوي الثالث والرابع تم اختيارهم عشوائيا، حيث شكلت هذه العينة حوالي (٥٥٪) من مجتمع الدراسة. وأظهرت نتائج الدراسة أن أكثر من (٥٨٪) من عينة الدراسة يتفقون بأن: أولا النصوص المستهدفة للترجمة في كتب الترجمة مجتزأة ومنزوعة السياق، ثانيا ان طلاب وطالبات تخصص اللغة الانجليزية لا يعرفون الخطوات الصحيحة والدقيقة للترجمة الصحيحة، ثالثا ان المحاضرين غير قادرين بخلق مواقف وسياقات حقيقية لتعلم الترجمة بشكل عملي. علاوة على ذلك، اظهرت الدراسة انه لا يوجد فروق ذات دلالة احصائية في العقبات التي تواجه طلبة تخصص اللغة الانجليزية في جامعة القدس المفتوحة تعزو لمتغير الجنس او المستوى الأكاديمي. وأخيرا، أوصت الدراسة بضرورة توسيع قراءة

واطلاع طلبة تخصص اللغة الانجليزية على نصوص خارجية متنوعة وفي مجالات عدة، كما اوصت
بضرورة استخدام تكنولوجيا الاتصالات والمعلومات والاستفادة منها في تعلم الترجمة.
الكلمات الدلالية: عقبات التعلم، الاستبيانات، مهارات الترجمة.

The State of Learning Translation among English Majors of Al-Quds Open University: Obstacles and Solutions

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Abstract: This study aimed to identify the main obstacles encountering English majors at Al-Quds Open University in learning translation. To achieve the aim of the study, the researcher adopted analytical descriptive approach. The researcher used and applied two instruments: an interview and a questionnaire. Through the interview, the researcher elicited the most important obstacles and difficulties in learning translation. In light of responses of English majors in the interview. The researcher designed the second tool which is the questionnaire. More obstacles and difficulties were deduced from 80 English students under three domains through the questionnaire. The sample of the study consisted of 80 junior and senior English majors forming (55%) of the population of the study. These subjects were randomly selected to participate in the study. Findings of the study showed that study: More than 58% of English students at Al-Quds Open university were in agreement that "the targeted texts in the university syllabus are fragmented and decontextualized", "Students aren't accurately trained on steps of translating texts from instructors", "Instructors don't create real situations and contexts for students to practice translation practically", " Translation books neglects the necessary and suitable texts that motivate students to translate them " and " Translation books don't explain the process of translation accurately " were the major obstacles encountering English majors in learning translation at Al-Quds Open university. Moreover, the results demonstrated that there are no statistically significant differences at ($\alpha \leq 0.05$)

between male and female students due to gender and academic level in the obstacles facing English Majors at QOU in learning translation in light of the questionnaire.

Finally, the study pointed out to many recommendations such as the necessity for lecturers to expand their students' reading of different texts and fields and also there is a need to use ICT in learning translation.

Keywords: learning obstacles – translation – questionnaire

Introduction

English language is regarded an international language and it is the only foreign language that is being taught to all learners in public and private schools and also at Palestine universities. Thus, teaching English should aim at developing the learner's language skills especially in communicating with others effectively. This development can be accomplished via providing the learners with communicative learning activities to practice them in a meaningful and natural way.

Abu Elenein (2015) assures that Palestine is one of the countries which gives attention to teaching English as foreign language to enable learners to communicate well together. There are many strategies and trends that can be used to improve the students' abilities in English. One of the important strategies and trends to develop English skills of students in schools and universities is to develop their translation skills. Translation is ultimately a human activity which enables human beings to exchange ideas and thoughts. As translation plays a global role in sustaining communication and interaction among peoples all over the world, it also plays an important role for language learners and learning. Translation is an important tool for improving student's linguistic ability.

El-Tantawi (2011: 5) mentions that translation is a very important art and science because it transfers the cultures of the others to the native countries. Without translation we cannot know any information about our ancestors. The researcher adds that translation plays an important role in transferring science and technology from the developed countries to the developing countries.

The researcher believes that translation can be employed to enhance English language skills and develop learners abilities in learning English. Translation courses at Gaza universities in general and at Al-Quds Open University are considered an important course for English majors. Thus, the researcher thinks that it is very important to focus on learning and teaching translation and identify challenges and obstacles encountering English majors to acquire it.

Dahroug (2007: 3) clarifies that translation is neglected in schools and university levels because of the previous history of translation in language teaching.

she added that grammar – translation method played a dominant role in teaching the foreign language.

Abdellah (2007) shows that there is a bad need for designing a systematic programme for developing basic translation skills for first year English majors in the faculty of Education. This study also added that there is a need for a systematic translation test that measures translation ability. Moreover, the researcher of this study considered it as an ambitious work that begins with indicating the skills and sub-skills of translation in order to build upon them a suggested translation course.

The researcher demonstrates that translation is neglected in university though it is often taught as a compulsory course for English majors because of the multi-skills that the majors and students should have for translating and also the absence of a systematic written books for both the students and instructors. Furthermore, the majority of lecturers lack of teaching strategies which enabling them to teach translation courses properly.

Thus, this study will shed light on the main difficulties and obstacles encountering English majors at Al-Quds Open University. Thus, the study tries to pinpoint the main difficulties and obstacles and then suggest the suitable prospects and solutions.

Statement of problem

The researcher noticed after interviews that there is a general weakness in learning translation on part of English majors and also there is a weakness in teaching translation courses effectively on part of the QOU lecturers. That's why, this problem begins to attract the researcher's attention and the researcher believes that it is very important to identify challenges and obstacles facing English majors in learning translation.

Questions of study

The problem of the study is represented in English majors at Al-Quds Open University who encounter many challenges and obstacles in learning translation.

To address this problem, the present study formulates the main question of the study:

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What is the state of learning translation among English Majors of Al-Quds Open University?

From the main question of the study, the researcher tries to answer the following questions:

- 1- What are the difficulties encountering English majors at Al-Quds Open University in learning translation?
- 2- What are the suggested solutions for English majors at Al-Quds Open University in learning translation?

Hypotheses of study

- 1- There are no statistically significant differences at ($\alpha \leq 0.05$) in the challenges encountering English majors in learning translation due to gender variable.
- 2- There are no statistically significant differences at ($\alpha \leq 0.05$) in the challenges encountering English majors in learning translation due to academic level variable.

Delimitations of study:

This study is delimited to:

- 1- Identifying challenges encountering English majors at Al-Quds Open University at Rafah educational area.
- 2- The targeted students are 2nd and 3rd year English majors (sophomores and juniors) or the 2nd semester (2017-2018) at Al-Quds Open University in Rafah Branch who enrolled English courses.

1.9 Definition of terms

1- Translation

Abu Elenein (2015) defines translation as a process of transferring meaning from one language to another language.

Translation is a process of interpreting and transferring meaning from one language to another language. (The researcher)

2- Obstacles

They are as a factor causing trouble in achieving a positive result or tending to produce a negative result. (Advanced Learners Oxford Dictionary)

They are considered as the level of resistance to successful performance or acquiring some tasks easily. (The researcher)

Definition of translation

Theorists on translation like Enani and Kharrat develop this definition and state that translation is an art. Enani in his book "Art of Translation", defines translation as an art. (Enani, 2004:2) defined it as it an applied science. He elaborated that translation is the profession that is the result of practice. This practice depends on the talent of the translator.

According to Kharrat (2013:29-32) translation is an art but at the same time it is a science. Kharrat shows that translation is not only an art but also a science that requires knowledge of the secrets of the target language on-the part of translator. This study demonstrates that translation is the act of transforming the meaning of a text into another language and this is done by: "going from the form of the first language to the form of a second language by way of semantic structure".

Baker (1992:3) defines translation as it is transferring meaning from one language to another. As can be seen, there are two key words in this definition:-

a- transferring b- meaning

Types of Translation

Farghali (2006) shows that there are many types of translation:

1. Literal Translation

Literal translation is probably the oldest type of translation practice. It involves the conveyance of denotative meaning of phrases and sentences in a text from one language to another.

2. Metaphorical Translation

Metaphorical translation involves the translation of SL metaphors into TL metaphors. It is inevitable in literary translation, as serious works of literature abound in creative metaphors whose formal rendition in the TL is as important as the conveyance of the messages they carry.

3. Precise Translation

Precise translation is a translation method whereby the translator gives a TL summary of the SL text he is dealing with. Such TL summary translations usually provide the reader with only the main points of the SL text, thus ignoring many fine details that are deemed contextually unimportant or, even, irrelevant.

4. Free Translation

Free translation is a translation method whereby an SL literary text is relayed into the TL by reproducing the matter without the manner, or the content without the form. Therefore, it is usually a paraphrase that is much longer than the original.

5. Adaptation

It is another translation method whereby the SL text is freely translated into the TL. It is mainly a procedure appropriate to particular circumstances such as translating plays for the stage that aims to achieve a particular kind of equivalence that can be appreciated within the TL culture. Consequently, the themes, characters, and plots are usually preserved, while the SL culture is converted into the TL culture and the text is rewritten.

Objectives of teaching translation

Kelly (2010: 169) suggested that the main objective of teaching translation is to test reading comprehension. He added that there are many objectives of teaching translation such as:

- a. The ability to grasp the grammar of (TL).
- b. The ability to have basic vocabulary as well as vocabulary specific to the subject of the text on hand.

- c. The ability to reconstitute the text on hand as well as it was written in the (TL).
- d. The ability to capture the style and metaphors of the original text.
- e. The ability to know the TL without any noticeable gaps.

He also added that the objective of teaching translation are to improve the students' sensitivity to the differences between the mother tongue and the foreign language.

Approaches of translation

Newmark (2004:24) stated that there are two approaches to translating, and they are as follows:

1. The translator starts translating sentence by sentence, for say the first paragraph or chapter, to get the feel and feeling tone on the text, and then deliberately sits back, reviews the position, and reads the rest of SL text.
2. The translator reads the whole text two or three times, and finds the intention, register, tone, marks the difficult words and passages and starts only when he has taken his bearings.

There are two methods for translation; **the first one**; is that the translator trusts his intuition and his power of analysis. This method is more suitable for a literary text. But the danger of this method, is that it is time wasting because it requires much revision. The translator may prefer the first method for a relatively easy text. The **second method**; depends on the power of analysis. This method is more suitable for technical or institutional texts. It is more preferable and can be mechanical. A translational text analysis is useful as a point of reference, but it should not inhibit the free play of the translator's intuition.

The heart of translation theory is translation problems (admitting that what is a problem to one translator may not be to another); translation theory broadly consists of a large number of generalizations of translation problems.

Translation skills

This part of the review is important as it is an attempt to get an understanding unto the sub-component of the process of translating and translating competence, so as to determine the skills and sub-skills needed for students and hence incorporate these skills in the translation program.

El-Tantawi (2011:14) defined translation skills that they are analyzing the sentence, knowing the differences between the source language and the target language, translating, and then editing the sentence to be like the original. The study depended on different resources to identify the translation skills and he listed them in the following:

1. Knowledge of typographical differences between the SL and the TL.
2. Knowledge of syntactic differences between the SL and the TL.

2.7. Techniques of teaching translation

Dahroug (2007: 21-24) outlined this technique as follows:

1. The teacher chooses two short texts for translation, each of which should be as self-contained as possible.
2. The teacher divides the class into two halves, 'A' and 'B'. He divides each half into pairs and gives one text to the pairs in one half of the class. In addition, the other text 'B', to the other half of the class. He sets a time limit for each pair to produce a legible translation. The teacher circulates and helps with any problems of comprehension but leaves translation to the students.
3. The teacher calls the class back together and asks each group to raise the most interesting translation points that they come across in the two texts. He invites comparisons and comments of the other groups. The teacher makes sure that each group has the chance to raise at least one point. If there is time, he checks on the groups again, raising more points.

The above technique reflects by the teacher's and the learner's participation in the situation. The students are working in groups. There is a great importance given to the timing of the class of translation.

Translation Teaching Strategies

1- The think-aloud protocol as pedagogical technique

Wakabayashi (2003: 61) stated that the desired outcome of bringing think-aloud into the classroom is to make students aware of their ineffective problem-solving strategies, which is the first step toward overcoming such inefficiencies.

2- Paraphrasing

Wakabayashi (2003: 68) stated that paraphrasing is a useful strategy when a translator has difficulty in expressing meaning using a single lexical item. In addition, deverbalizing is related to paraphrasing.

3- Checking Strategies

Wakabayashi (2003: 70) stated that some students were not in the habit of checking their draft against the source text after each sentence, resulting in minor errors and unjustified omissions. She suggested that it is more effective to do the accuracy check immediately after drafting each sentence, while the source text is still fresh in the mind. Later, at the revision stage, it is only necessary to refer to the source text if there are particular problems.

Translation assessment

Kiraly (2000) argued that a portfolio approach to both summative and formative assessment can support a 'social constructivist approach to translator education'. He also states that the goal of translation programs is to transform them into competent translators. The aims of translation classes are:

1. to raise students' awareness of factors involved in translation.
2. inspire reflection on the translation process.
3. help students develop the practices.

4. improve the quality of their translations, and initiate them into the community of translators.

These aims can be achieved through class discussions, collaborative activities, detailed written feedback, process modeling and one to one conversations-not through assessment. Assessment tends to be incidental to the intended learning.

Teaching Methods of Translation

1- Communicative Translation Teaching (CTT)

Hu & Liao (2009:14) shows that the Communicative Translation Teaching is a student-centered teaching approach that incorporates and utilizes communicative and interactive activities from the CLT approach in translation studies. In a CTT class, the teacher functions as a facilitator and students are encouraged to be active and autonomous learners. The characteristics of CTT can be organized to four parts:

- | | |
|------------------------|-------------------------|
| a- Authentic materials | c- Cooperative learning |
| b- Task-based learning | d- Autonomous learning |

2- Teaching Translation based on humanism.

This method sets learners as the top priority and advocate independent teaching.

Rogers (1983:24) explains that this teaching method is primarily based on human educational concepts. According to this method, teachers ought to focus on learners' overall needs. However, teachers should consider the individual difference among the learners. This method depends on the following factors:

1. Teaching learners upon their abilities.
2. Stimulating their learning motivations and interests.
3. Training their independent learning abilities.
4. The humanism focuses on personal emotion, perceptions, beliefs and intentions.

He also pointed out that learning should take learners as the first priority, interest as the premise, and success motivation stimulating as the starting point, and let learners develop on their own in the process of perceiving and acknowledging knowledge. Then, he proposed the concept of meaningful learning, and believes that “The meaningful learning combines logic and intuition, sense and sensibility, concept and experience, and idea and meaning. We will turn into a complete human being when using this method to study.”

Previous studies related to teaching and learning translation

Abu Elenein (2015) aimed at developing some translation skills for English majors at Al-Aqsa university in Gaza, through using a suggested program based on pragmatics. The study adopted the experimental pre-posttest control and experimental group design. The study sample consisted of (200) English students from the English department at Al-Aqsa university in Gaza, and the sample was divided into two groups: an experimental group and control one. English majors of the experimental received training through the proposed program based on pragmatics while English students in the control group received regular instruction. The researcher used many instruments that include a checklist of translation skills, interview, pre-posttest of translation skills and satisfactory questionnaire. The study results revealed the suggested program based pragmatics was effective in developing the identified translation skills. Moreover, that there were statistically significant differences at 0.01 level between the mean scores of the control and the experimental groups on the post test in favor of the experimental group in the identified translation skills. In addition, there were statistically significant differences at 0.01 level between the mean scores of the experimental groups on the pre-posttest in favor of the posttest in the identified translation skills. The results of the study also showed there were statistically significant differences at 0.01 level between the mean scores of female English majors and males in favor of females in the post test. Furthermore, the study indicated that English majors and professors were satisfied towards the scores of the posttest in particular and the whole suggested program in general.

Hummel (2014) addresses the role that active translation may have in second language (L2) vocabulary learning. Some research suggests that translation might be an effective cognitive strategy for L2 vocabulary learning. Participants were 191 native French-speaking students enrolled in a TESL (Teaching English as a Second Language) program. The study compared results across three different tasks: (1) L1 to L2 translation; (2) L2 to L1 translation; and (3) a rote-copying task. Results indicated significant short-term lexical recall following all three conditions, with no difference between the two translation conditions. However, a significant advantage was found for the rote-copying condition compared to the two translation conditions.

Kelly (2013) showed that this mixed-method study investigated how and to what extent direct instruction in Spanish-English translation and interpretation affects the acquisition of academic language proficiency in both English and Spanish by Heritage Language Learners of Spanish's (HLLS). The participants were enrolled in the 2006 annual 3-week Professional Language Development Program (PLDP), held in July at the University of Arizona. The PLDP's additive teaching translation and interpretation model engaged the participants in learning by not only the novelty of practicing real-life, challenging exercises in class, using their unique cultural and linguistic skills, but also by the dynamic collaborative learning environment. The improvement in the participants' academic language proficiency was assessed through a battery of 9 tests. The participants' perceptions of their experience in the PLDP were explored through individual interviews of six case study participants, their high school teachers and the two PLDP instructors.

Cummins (2011) shows that the use of translation and interpretation to improve the HLLS's academic English (and Spanish) stands in stark contrast to the subtractive teaching English-as-a-Second- Language model that promotes English proficiency at the expense of the heritage language. The study, therefore, expands research on minority HLL's cultural capital that is not utilized in American education, where limiting the use of bilingual education for English language learners is the norm. The success of the program was demonstrated by the students' newfound appreciation for their heritage language and culture, academic learning, motivation for

higher education, and statistically significant gains in Cognitive Academic Language Proficiency.

Shadi (2011) investigated the effectiveness of a remedial program based on error analysis to develop translation skills of first year secondary school students. Subjects were two secondary classes, randomly assigned into two groups; experimental group, and control group. The study instruments included translation skills list, which is contrastive linguistic competence, a pre- post translation test divided into three parts; the first part (10) sentences: translate into Arabic; the second part (7) sentences: translate into English, and the third part (5) sentences: multiple choices. The other instrument is the remedial program which contains (10) lessons; each lesson intended to develop some translation skills by practicing some translation activities. Results indicated that the remedial program was effective in developing the specified translation skills. The study concluded that systematic training on translation skills which focuses on translation as a process rather than a product and as a skill rather than a means is needed for language programmes in secondary education.

Abdellah. A. (2007: 28) shows that Egyptian English majors in the faculty of Education, South of Valley university mistranslated the plural inanimate Arabic pronoun with the singular inanimate English pronoun. A diagnostic test was designed to analyze this error. Results showed that a large number of students (1st and 4th year students) make this error, that error becomes more common if the pronoun is cataphori rather than anaphori, and that the further pronoun is from its antecedent, the more students are apt to make the error. On the basis of the study results, sources of the error are identified and remedial procedures are suggested.

Abdellah. A. (2007) explores the actual practices of pre-service teachers of the faculty of education in learning and studying translation as well as the practices of university instructors in teaching and evaluating translation. Tools included two questionnaires and guided interviews with the instructors. Results of study showed that students-teachers of the faculty of Education were shown to lack most of the

basic skills of translating and instructors seemed to be dissatisfied with the current practices of course design, teaching and evaluating translation tasks.

Dahroug (2007:134) showed that using some metacognitive strategies affected positively towards improving some translation skills. She added that translation should be taught as a process. She affirmed that the metacognitive strategies were effective in improving the total of translation skills. The researcher recommended that the learners should be aware that translation is a process based activity, not as a product.

Attallah (2006:3) conducted a study to investigate the effectiveness of a suggested strategy in developing some translation skills appropriate for a group of first year secondary school students (n= 27). Instruments included a list of translation skills (which included three main skills, contrastive linguistics competence, strategic competence and extra linguistic competence. The suggested strategy comprised ten lessons; each lesson intended to develop some translation skills. Results indicated that the suggested strategy was effective in developing these translation skills. The study concluded that systematic training on translation skills which focuses on translation as a process rather than as a product and as a skill rather than as a means is needed for language programmes in secondary education. Recommendations included that much interest should be given to the place of translation in English syllabus at the secondary stage, a separate translation class should be given at least once per two weeks in the syllabus distribution plan, and a need for implementing the new technologies in translation classroom.

Gabr. M. (2002) investigated the attitude of the undergraduate students towards three basic elements in the translation programs and also explored the students' understanding of the theoretical aspects of translation and their personal efforts to develop their translation skills. The study adopted the descriptive analytical approach. The researcher utilized two tools to achieve the objectives of study : an interview and a questionnaire. Results of study demonstrated that The majority of the students do not have a clear understanding of the correct definition of translation,

which aspects should be given first priority of transfer when translating and the skills essential to the professional translator in order of priority. Moreover, findings of study showed that the students are dissatisfied with the content of the course, the teaching methods used in the course, the efficiency of the teacher and with the overall translation program offered to undergraduate students in the Department of English Language and Literature. The study concluded that those who teach translation are academics, with no professional background in translation, translation teachers have not received any kind of training in teaching translation, the processes of developing objectives and selecting material are carried out randomly, there is a severe shortage in resources and classroom facilities, this limits the choice of appropriate teaching methods and keeps teachers from distributing handouts and correcting assignments and the spirit of teamwork among translation teachers is virtually non-existent. The study recommended that it is necessary for preparation of translation program content, selection of teaching methods and techniques for translator training and prerequisites for translation instructors.

Al-Dakal (2003:6) conducted a study to measure the efficiency of a suggested program for developing translation skills among student teachers in English language sections in faculties of arts in Libya. He stated the objectives of the suggested program in the light of: (a) the review of literature; (b) the results obtained from both students and experts' questionnaire. He selected samples from fourth year English language students, and divided them into experimental and control groups. He designed the suggested program. He taught the program to the experimental group. He conducted the post – test on both groups. He evaluated the suggested translation program in light of the results obtained through the test. Findings revealed that the suggested program for translation is very effective for the students and changed the performance of the experimental group students to the better.

Commentary

The previous studies helped the researcher in designing the study tools. It also clarified to the researcher to identify the difficulties and hindrances encountering English majors in learning translation. This section also provided the researcher with a solid background in carrying out the whole study instruments.

Conclusion

In light of reviewing the previous studies, it can be concluded that:

1. It is clear that few studies have been conducted in identifying the difficulties and obstacles encountering English majors in learning translation at universities.
2. The current study made an association among the state of learning translation and the related difficulties facing English majors in acquiring it. Moreover, it emphasizes the importance of learning translation in universities context.
3. The present study is expected to provide students with chances to successfully pinpoint their difficulties and obstacles facing them and the ways how they can overcome.

Design of study

The study used descriptive analytical method to investigate the state of learning translation among English majors at Al-Quds Open University. Students of English were randomly selected from three academic levels in order to represent the study.

The population of study

The population of the study consisted of all male or female students of English department at Al-Quds Open University who enrolled in the second term (2017–2018). The population of the study was (170) students (51) males and (119) females.

The sample of study

The sample of the study consisted of (80) English students from the English department at Al-Aqsa university. The sample of study was (25) males and (55) females. The sample aims at completing the instruments of the study which is a questionnaire.

Instruments of study

The researcher believes that the most suitable tool for achieving the purpose of the study is implementing a questionnaire for collecting, describing and analyzing data concerning the obstacles and difficulties encountering English majors at Al-Quds Open university in learning translation. Moreover, the researcher used another instrument that is the interview in order to collect and identify difficulties or obstacles encountering English students at Al-Quds Open University in learning translation.

1. The interview

The researcher used an interview as a main instrument to achieve the aims of the study. Therefore, the researcher depended on different sources to construct the interview that consists of two open questions to English students at Al-Quds Open University to identify the obstacles difficulties encountering them in learning translation.

2. The questionnaire

The researcher used a questionnaire as a main instrument to achieve the aims of the study. Therefore, the researcher depended on different sources to construct the questionnaire:

- a. Previous studies in general.
- b. Asking an open question to students to express the difficulties encountering them in learning translation.
- c. Theoretical framework.

The questionnaire was developed to identify the main obstacles and problems encountering students in learning translation. The questionnaire consisted of 35 items classified into three domains:

Results of the study questions

1. The findings of the first question

The first question is: **What are the obstacles encountering English majors at Al-Quds Open University in learning translation?**

To answer this question the researcher used two tools and used the frequencies, the sum of responses, means, std. deviation, and the % weight and rank of each item from the questionnaire.

To answer this question in light of the questionnaire, the researcher used the frequencies, sum of responses, means, the percentage weight and rank of each item of the questionnaire.

1.1. The questionnaire:

First: The content or syllabus.

- Item no. (4) " The targeted texts in the books are fragmented and decontextualized " occupied the first rank with percent weight (%58.96).
- Item no. (9) " Translation books neglects the necessary and suitable texts that motivate students to translate them " occupied the second rank with percent weight (%58.57).
- Item no. (8) " Translation books don't explain the process of translation accurately " occupied the third rank with percent weight (%58.05).
- Item no. (2) " Lack of fixed expressions, idioms and proverbs in courses books " occupied the eleventh and the last rank with percent weight (%44.68).

Second: teaching strategies and techniques:

- Item no. (7) " The steps and mechanisms for translating aren't clear especially during teaching translation " occupied the first rank with percent weight (%57.79).

- Item no. (10) " Lack of organized self-assessment methods in teaching and learning translation." occupied the second rank with percent weight (%49.87) additionally, " There are no applied and practical strategies to learn how to translate well.", "Intralingual errors occur in paraphrasing in the same language.", " Learning translation throughout contexts aren't included when teaching translation " and " Occurrence of interlingual errors in translating from Arabic to English or vice versa " were serious obstacles encountering English students in learning translation.

- Item no. (9) " The strategy used to teach translation don't include new audio-visual instructional aids." occupied the tenth and the last rank with percent weight (%37.79).

Third: lecturers and instructors

Item no. (4) " Instructors don't create real situations and contexts for students to practise translation practically." occupied the first rank with percent weight (%61.17).

Item no. (2) and Item no. (5) " Students aren't accurately trained on steps of translating texts from instructors " and " Instructors provide students with theoretical frameworks and concepts rather than practical translation " occupied the second rank with percent weight (%58.96).

whereas, Item no. (10) that " Lecturers don't have a good rapport with their students that motivate them to work eagerly" was the tenth and last rank with percent weight (%41.69). in obstacles encountering English students in learning translation.

Fourth: The whole scope of the questionnaire:

To conclude the results, the researcher used the sum of responses, means, standard deviation, the percentage weight and the rank of each field of the questionnaire. Table (1) shows this:

Table (1)

The sum of responses, means, std. deviation, and the % weight and rank of each domain from and all questionnaire

Field	No. of Items	Sum	Mean	Std. Deviation	% weight	rank in the scope
First: the content or syllabus	10	4636	30.104	8.421	54.73	1
Second: teaching strategies and techniques	10	3936	25.558	8.290	46.47	3
Third: lecturers and instructors	10	5158	33.494	9.282	51.53	2
SUM	35	13730	89.156	21.953	50.95	

From table (1), we notice that the first field "the content or syllabus" occupied the first rank with percent weight (54.73%), and the third field " Lecturers and instructors " occupied the second rank with a percent weight of (51.53%), whereas the second field " Teaching strategies and techniques " occupied the third rank with percent weight (46.47%) That indicates that " The content or syllabus " constitutes the most serious difficulty encountering English students in the process of learning translation. Consequently, the instructors and lecturers should take in consideration the importance of improving and developing the translation content or syllabus.

The researcher also observes that the total score of the obstacles and difficulties of the questionnaire had a percentage weight of (50.95%) that indicates these obstacles and difficulties have a serious effect on the level of students in learning translation and also their academic achievement.

1- The findings of the second question: What are the suggested solutions encountering English majors at Al-Quds Open University in learning translation?

The researcher can deduce many results that can be considered the suggested solutions:

- 1- University should give English majors more and sufficient university courses related to learning translation.
- 2- Translation books ought to include more fixed expressions, idioms and proverbs in courses books.
- 3- Translation university courses should include oral interpretation exercises.
- 4- The targeted texts in the books ought to be contextualized.
- 5- University should provide English students with various resources for learning translation.
- 6- Theories included in the books should include and address the students' needs.
- 7- Translation books have to explain the process of translation accurately.
- 8- Translation books should include the necessary and suitable texts that motivate students to translate them.
- 9- The content of translation books ought to contain real-life texts that approach students from the reality.

Findings of study hypotheses

1. Results of first hypothesis

The first hypothesis is: **There are no statistically significant differences at ($\alpha \leq 0.05$) in the obstacles encountering English Majors at QOU in learning translation among male and female students?**

To answer this question in light of the questionnaire the researcher used T-Test. Table

(2) shows this:

Table (2)

Means, , Mann-Whitney U value, sig. value and sig. level for the questionnaire domains according gender

Variable	Gender	No.	Mean	Std. Deviation	t	Sig. value	sig. level
First: the content or syllabus	male	25	28.000	8.666	1.883	0.062	not sig.
	female	55	30.867	8.237			
Second: teaching strategies and techniques	male	25	25.171	7.768	0.349	0.728	not sig.
	female	55	25.699	8.501			
Third: lecturers and instructors	male	25	31.439	10.218	1.664	0.098	not sig.
	female	55	34.239	8.848			
SUMB	male	25	84.610	22.074	1.555	0.122	not sig.
	female	55	90.805	21.773			

t table value at df (152) and sig. level (0.05) = 2.58

t table value at df (152) and sig. level (0.05) = 1.96

The previous table shows that computed T value is less than the critical ($\alpha \leq 0.05$) and that proves that there are no statistically significant differences at ($\alpha \leq 0.05$) due to the gender.

2. Results of second hypothesis

The second hypothesis is: **There are no statistically significant differences at ($\alpha \leq 0.05$) in the obstacles encountering English Majors at QOU in learning translation between junior and senior students?**

To answer this question according the questionnaire the researcher used T-Test table (3) shows this:

Table (3)

Means, , Mann-Whitney U value, sig. value and sig. level for the questionnaire domains according to academic level

Fields	classification	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. value	sig. level
First: The content or syllabus	Junior	50	81.305	12521.000	586.000	1.266	0.206	Not sig.
	Senior	30	100.900	1009.000				
Second: Teaching strategies and techniques	Junior	50	80.994	12473.000	538.000	1.596	0.110	Not sig.
	Senior	30	105.700	1057.000				
Third: lecturers and instructors	Junior	50	81.945	12619.500	684.500	0.588	0.556	Not sig.
	Senior	30	91.050	910.500				
SUM	Junior	50	80.886	12456.500	521.500	1.708	0.088	Not sig.
	Senior	30	107.350	1073.500				

The table (3) shows that computed Z value is less than the critical ($\alpha \leq 0.05$) and that proves that there are no statistically significant differences at ($\alpha \leq 0.05$) in all domains and the total domain of the questionnaire in the obstacles and difficulties encountering English majors at QOU in learning translation according to academic level.

Discussion of the results of the study questions

The researcher used the frequencies, the sum of responses, standard deviation, means, the percentage weight and rank of each item of the questionnaire. The results of the study questions.

The only major difficulty and the most important one was difficulty No. (4) in the third domain: " Instructors don't create real situations and contexts for students to practise translation practically." which occupied the highest rank of obstacles with a percentage weight of (61.17%). Then, Item (2) in the first domain and Item (2), (4)

and (5), "The targeted texts in the books are fragmented and decontextualized", "Students aren't accurately trained on steps of translating texts from instructors", "Instructors provide students with theoretical frameworks and concepts rather than practical translation" occupied the second, third and fourth ranks with percent weight. (%58.96) and (%58.96), (%58.75). From the results above, the most and highest obstacles in facing English majors at QOU in learning translation are closely related to lecturers and lecturers. The researcher attributes this to the fact that lecturers don't meet students of English regularly (weekly) because of the open academic system of university and this doesn't enable instructors to teach translation courses effectively. In addition, social factors related to instructors relations with English majors played an important role in the obstacles encountering English majors in learning translation. Thus, it is advisable for the instructors to prepare the students psychologically and socially through building bridges of confidence and friendly relationships between the students themselves and between instructors and their students.

Discussion of the results of the study hypotheses

1. there are no statistically significant differences at ($\alpha \leq 0.05$) in the obstacles encountering English Majors at Al-Quds Open university in learning translation between male and female students according to the questionnaire?

The results show that there are no statistically significant differences at ($\alpha \leq 0.05$) in the obstacles encountering English Majors in learning translation between male and female students in light of the questionnaire.

The researcher thinks that the obstacles in general are of the same importance for male and female students. That result is simply because both male and female students live in the same social, political, educational and economic circumstances. In addition, they have the same teachers and instructors, and study the same courses. Besides, they also have received the same education before entering the university and the genre is new and challenging to both.

Moreover, The findings in show that there are no statistically significant differences at ($\alpha \leq 0.05$) in the difficulties encountering Al Aqsa English Majors in giving

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academic oral presentations between junior and senior students in light of the questionnaire.

The researcher thinks that both junior and senior students encounter the same obstacles and difficulties in learning translation. That result is simply because both junior and senior students live in the same social, political, educational and economic circumstances. In addition, they usually registered the same courses together with the same instructors.

Pedagogical Implications for Teaching

The findings of this study revealed that there are many obstacles and difficulties encountering English majors at QOU in learning translation. This study has some implications. First of all, QOU English students don't have much experience in doing learning translation and interpretation effectively, and were generally more anxious, so it is important to provide psychological and academic support and encouragement when they join Teaching English Methods department. Thus, the researcher raises some pedagogical implications:

First, due to psychological and social factors such ". English majors are unfamiliar with the accurate criteria of effective process for learning translation. Moreover, it is possible to reduce stresses and obstacles aroused by the above mentioned factor. This can be done factor throughout providing information such as the grading criteria and the purpose of learning translation by the instructors. With this information available to students, they will be able to engage in a more realistic appraisal process. That is, students will be able to learn translation effectively.

Secondly, teachers should help students reduce their fear of making grammatical and pronunciation mistakes. It is also true that grammar and pronunciation are often taken as grading criteria, but teachers may inform students of the importance of learning to translate content rather than grammar and pronunciation.

Thirdly, it was found that "Instructors don't provide students with steps of translating texts. Therefore, it is very necessary to build a strong rapport and friendly relationships between the students themselves and between them and their instructors.

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This will likely to be effective in relaxing students and developing their ability in ask their instructors about everything.

Finally, lecturers should motivate the students to memorize vocabulary and use them practically in order to be able to relate the different ideas with each other in a logical way and bridging the gap between the text and the translator.

Recommendations

On the basis of the findings of this study and in the light of the obstacles encountering English students in learning translation, the researcher suggests some recommendations to overcome these obstacles and difficulties and to improve the learning teaching process generally and translation in particular.

1. It is recommended to provide Al-Quds Open University classes with the necessary technological devices such as LCD, OHP and a computer in order to help the English instructors in teaching translation and save their time and efforts and facilitate their academic tasks as well.
2. Instructors ought to encourage their students to prepare and organize how to translate authentic texts in light of the specific and clear criteria that are known for both the teacher and the students.
3. It is advisable to English students to expand their reading for different and various texts to be able to translate effectively and accurately.
- 4- It would be highly effective for English students to use discourse markers, transitional and signal words when translate texts and to relate the whole ideas together.
5. It is recommended to build a strong rapport and friendly relationships between the students themselves and between them and their instructors. This will likely to be effective in relaxing students and developing their ability in learning translation.
6. Lecturers ought to remove the psychological and social obstacles in order to reduce students' anxiety. Therefore, a friendly, patient personality and non-threatening error correction approach from the professor will likely to be effective in relaxing students and improving their academic performance.

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7. Instructors should motivate English students to translate and speak and talk in order to enable them to be fluent interpreters of English and also lecturers ought to enhance the participation in the class and give every student the chance to translate, speak and express his ideas.
8. Lecturers ought to emphasize the importance of showing appropriate and respectful behavior while the students are translating.
9. It is strongly recommended to teach and add many courses that are closely related to the development of translation skills in order to enhance the abilities of English students in the translating skill.
10. Professors should encourage English students to translate and interpret English between them outside the academic sections and practice the academic interpretation and translation with their colleagues inside and outside the university.

Suggestions for Further Studies

Future research may concentrate on organization of learning translation, criteria of translation, social and psychological factors of affecting translation and they also focus on the oral interpretation in the schools and universities which might influence the academic translation and interpretation. More research should be dedicated to examine the role of foreign culture in the process of the anxiety-coping in EFL students who study in countries other than their native ones.

The result of this study is hopefully planned to be the base for English department at Al-Quds Open university to start orientation courses that are closely related to the oral interpretation of English majors which will help them to develop their abilities in interpreting orally in particular, and the speaking and conversational skills of English language in general.

Furthermore, more researchers must be encouraged to study in depth what are the obstacles and difficulties encountering EFL in learning translation and what are the social, linguistic and psychological factors affect their translation skills among English students in the Gaza strip.

As a result instructors will be able to help their students become better translators and speakers of English language. The results of the study will contribute to this field by giving information and ideas on for EFL learners in order to use them to translate well.

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No.	Statements	Strongly Agree	Agree	disagree
A.	First : The content or syllabus			
1	Insufficient university courses related to translation.			
2	Lack of fixed expressions, idioms and proverbs in courses books.			
3	Translation university courses don't include oral interpretation			
4	The targeted texts in the books are fragmented and decontextualized.			
5	Lack of other various resources for learning translation.			
6	The content of courses doesn't include speech acts and discourse markers.			
7	Theories included in the books are old and don't address the students' needs			
8	Translation books don't explain the process of translation accurately.			
9	Translation books neglects the necessary and suitable texts that motivate students to translate them.			
10	The content of translation books don't contain real-life texts that approach students from the reality.			
B.	Second: Teaching strategies and techniques			
1	There are no applied and practical strategies to learn how to translate well.			
2	Translating texts isn't based on clear and specific methods but random ones.			
3	Occurrence of interlingual errors in translating from Arabic to English or vice versa.			
4	Intralingual errors occur in paraphrasing in the same language.			
5	Lack of the pragmatic meaning in translation process.			
6	Learning translation throughout contexts aren't included when teaching translation.			
7	The steps and mechanisms for translating aren't clear especially during teaching translation.			
8	Lack of linguistic and communicative bases in teaching translating process.			

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No.	Statements	Strongly Agree	Agree	disagree
9	The strategy used to teach translation don't include new audio-visual instructional aids.			
10	Lack of organized self-assessment methods in teaching and learning translation.			
C.	Third: The lecturers and instructors			
1	Lecturers don't enrich the mentalities of English majors with various vocabulary needed for translation.			
2	Students aren't accurately trained on steps of translating texts from instructors.			
3	Lecturers don't have enough skills in teaching translation in correct and accurate ways.			
4	Instructors don't create real situations and contexts for students to practise translation practically.			
5	Instructors provide students with theoretical frameworks and concepts rather than practical translation.			
6	Lecturers embarrass students when they commit mistakes during translating texts.			
7	Students aren't engaged by instructors in situations where they should solve translation problems.			
8	Lecturers don't expand their students ability to translate more various texts.			
9	Students aren't exposed to various linguistic and semantic tools of analysis needed for translation by their instructors.			
10	Lecturers don't have a good rapport with their students that motivate them to work eagerly.			