

Translation Difficulties Encountered by Translation Students at University Level

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ABSTRACT: This paper seeks to identify various difficulties that translation students face during the translation process. The data for this descriptive qualitative and quantitative study came from students' verbalizing their translation loudly. The participants in the study were five fourth-year students from the Department of Translation, University of Duhok who voluntarily participated to translate two texts (literary and non-literary) from English into Kurdish. Any use of resources was permitted, and think-aloud protocols, as a research tool was used to collect the data. The experiment recordings, and verbal reports produced by the participants were used to analyze the data. According to the study's findings, translation students had several difficulties within the process, including translating words with no equivalents, comprehending the figurative language (simile), translating cultural-specific items, struggling with the style of the given text, putting ideas together, relating background knowledge to the text at hand, choosing the right equivalent, and confusing between the two Kurdish dialects (Sorani and Kurmanji). The findings recommend additional research to look at potential solutions to such difficulties. The study's findings led to conclusions that have ramifications for theory and practice. The summary of the major translation difficulties demonstrates the theoretical value of the study. It was also found out that the difficulty of translation is not always anticipated and is not always conceptually explicable.

Keywords: Translation difficulties; Translation difficulty identification; Cognitive process; Think-aloud protocols; Translation students.

1. Introduction

The idea of what happens in translators' minds when translating is essential to understanding the translation process and cannot be learned solely from an analysis of the final product, which offers an incomplete and insufficient view of the translation process, in general, and translation difficulties encountered during the process, in particular. According to Ghazala (1995), any challenge that causes the translator to pause and consider his/her translation process is a difficulty marker. Most frequently, translators deal with certain difficulties in the translation process, including ambiguity, differences in structure and lexis across languages, multiword units like idioms and collocations, and grammar, because many of its constructions are unclear in terms of how they ought to be represented or what rules ought to be applied to explain them. However, there are numerous factors that impact those difficulties. The five primary factors as reported by Sharifudin (2019) are: translating lengthy sentences, translating idioms, choosing the appropriate words that have multiple meanings, discovering the meaning of words that are not defined in dictionaries, and identifying a complex sentence pattern that is challenging to translate into the target language (TL). Translators should navigate these difficulties and make informed decisions to ensure the target text (TT) accurately reflects the intended meaning of the source text (ST). They often rely on their language proficiency, cultural understanding, subject matter knowledge, and translation strategies to overcome these challenges and produce high-quality translations. The main and one question raised by this study is: What are the difficulties that confront translation students during the translation process? The current paper aims to identify the most potential translation difficulties that the translation students face when translating literary and non-literary texts from English into Kurdish to better understand the translation process.

2. Literature review

2.1 Translation process

The discipline of translation studies has witnessed a lot of theoretical and experimental research in the domain of cognitive translation processes during the last decades. Numerous observational studies have been undertaken to comprehend what translators accomplish vs. what they are thought to do. Gaining access to the black box and a greater understanding of what happens during translation will progress the field of study by applying Think-Aloud

Protocols (TAPs), open new areas of research, and improve how translation is seen and taught. Researchers have concentrated on various parts of the process, such as professional and student approaches (Séguinot, 1989; Tirkkonen-Condit, 1989; Jääskeläinen and Tirkkonen-Condit, 1991), creativity (Kussmaul, 1995), revision (Shih, 2003), uncertainty management (Khorasani and Yousefi, 2016) and many more. Furthermore, Baker (1992) stated that the translation process is the process of issue solving, which includes recognizing, assessing, and solving specific difficulties. Similarly, House (2000) emphasized that when using the phrase 'translation process', it is vital to keep in mind there are a set of procedures, a complicated series of difficulty-identification/solving and decision-making processes.

2.2 Translation difficulties and translation problems

Difficulties encountered by translation students when translating a task is a major area of interest within the field of translation-process studies. However, it is necessary first to distinguish between 'translation problem', and 'translation difficulty' to adopt the right term for the purpose of this paper. In her analysis of translation process, Nord (2005) pointed out that translation problems are person-independent and usually objective, and have to be addressed and solved in order to create a TT that performs the desired purpose, whereas translation difficulties are subjective and individualized; what is difficult for one translator or trainee may be fairly simple for another, depending on their proficiency in the TL, target culture, general and specific knowledge, and so on. Difficulties can be overcome by using the right documents and research tools. Problems, on the other hand, will always arise in translation tasks even if a translator may have mastered the quick and efficient resolution of them. As expertise and experience grow, translation difficulties should, in turn, become less common. This view is supported by Al Nakhal (2017) who defined translation problems as a linguistic phenomenon known to be problematic in the translation process, and independent from the individual translator, whereas translation difficulties are those personal difficulties that individual translators may experience when working on a project. Since this study deals with students' performance of the translation task and captures their subjective and personal way of identifying an obstacle, the phrase 'translation difficulties' would be employed to comprehend this claim.

2.3 Types of translation difficulties

Regarding the types of translation difficulties encountered by translators and translation students in general, Nord (2005) mentioned that there are two difficulties: ST related difficulties and translator-related difficulties. Certain texts are more challenging than others. This could be due to the lexis complexity, syntax complexity, a disproportionately high number of non-verbal elements, text deficiencies, or poor text reproduction quality. Any translator would find these difficulties frustrating as they might even require the translator to clarify some things with the customer or the translation service. When it comes to translator-related difficulties, every assignment will undoubtedly be more challenging for a beginner who has not yet mastered the ability to tackle translation difficulties than it will be for a professional with years of experience and routine. Incorrect assumptions are frequently made by teachers who are or have been practitioners regarding the difficulties a task creates for their students. These issues could be brought on by inadequate knowledge of the topic or terminology, inadequate expertise in the source or destination languages and cultures, or a lack of translation competency. In the same vein, Hertzum et al. (2015) established several primary criteria, each of which indicates a connection to the "difficulty": 1) an explicit or implicit acknowledgement of a difficulty, 2) a dictionary reference, or 3) translation errors found by the translator. The second range offers secondary criteria for spotting translation difficulties. These are: 1) the presence of two or more different translation options, 2) editing the translation output, 3) underlining problematic areas in the original, and 4) dissatisfaction with the outcome of the translation, pauses, paralinguistic cues of difficulty (sighs, interjections), translation errors, and references to general translation theory during the translation process. In conclusion, there are challenges that emerge from weaknesses in language proficiency (understanding issues) and challenges that stem from weaknesses in their translation proficiency (transmission problems). Along the same lines, Sharifudin (2019) proposed four basic types of translation difficulties confronted by students particularly, which are as follows: words with no equivalents in a dictionary, idiomatic expressions, lengthy and complex sentences, and the text's organization in the TL. However, today's students might even have access to the Internet or other tools they might require. Nevertheless, the quantity and caliber of dictionaries and other available materials, the time allotted for the

translation process, access to computers and online resources, and other factors all play a role in determining the degree of translation difficulty.

2.4 Previous studies

The existing literature on translation process is extensive and focuses particularly on translation strategies chosen when dealing with a difficulty. However, there are relatively a few studies that attempted to concentrate deeply on translation difficulties. One of the earliest studies is that by Lorsch (1991) who recorded translations orally by eighty-four university students taking English as a foreign language class in the first and second years; they had different levels of proficiency in the foreign language but little to no experience or training in translation from German into English and vice-versa. The following difficulties were identified during the process: lexical, syntactic, and lexico-syntactic difficulties. The only prior experience the individuals had was translating in a language testing scenario, thus it is likely that they paid little attention to stylistic and text-type appropriateness. Students were not permitted to use dictionaries, thus there was less pressure to be accurate than there would have been if they had. When a student becomes aware that they are unable to transfer or to transfer adequately a ST segment into the TL, the researcher acknowledges that there is a translation difficulty.

In his seminal book, "Translation as problems and solutions", Ghazala (1995) categorized translation difficulties when translating from English to Arabic into four categories: lexical, grammatical, stylistic, and phonological difficulties. When it comes to lexical issues, translators frequently run across difficulties with literal translation, synonym translation, collocation translation, metaphor translation, and cultural terminology translation. Word order differences, "complicated SL grammar", and grammatical differences between TL and SL can all cause grammatical issues. Additionally, style has a significant impact on meaning. Stylistic difficulties can occur in a variety of ways, including formal versus informal language, ambiguity, repetition, nominalization versus verbalization, and the use of irony. Particularly in poetry – the genre where phonological difficulties tend to manifest themselves most prominently – phonological difficulties can detract from the beauty of language. It is crucial that translation students are aware that the same difficulties can have different solutions according to different texts, situations, and different sorts of readership.

In his research, Benfoughal (2010) investigated the attitudes of third-year students, encountered problems, and preferred translation procedures through a questionnaire and translated text. He noticed that the translation level of his students was average, and their word-for-word and direct translation techniques need improvement. He recommended that the extensive reading is deemed crucial for the establishment of a strong linguistic foundation, as translation tasks necessitate linguistic knowledge. Furthermore, competence can be enhanced through the practice of translation, which exposes translators to various structures, expressions, and text types.

The grammar, vocabulary, and spirit of the text should all be thoroughly considered by the students, when translating a literary text. In this respect, Eftekhary and Aminizadeh (2012) attempted to identify the difficulties when translating four literary excerpts from four short stories from English into Persian. Twelve participants were expected to translate the materials and keep track of their initial versions, including edits, crosses, and stages of development, up until the conclusion of the evaluation session as part of the investigation's first phase. The authors of this study primarily paid attention to the mechanisms and mental processes the students usually go through when translating a work of literature, and noticed that comprehension issues, hesitation to discover better equivalents, linking phrases to understand meanings, and the use of metaphorical language were the main difficulties encountered in the study.

Background knowledge should be seen as an essential part of language acquisition, and teachers of translation courses should inform students about important background knowledge references at the appropriate places.

In this regard, Kim (2006) considered the relationship between background information and translation quality. In a course on Korean/English translation at a university in Korea, he compared two groups of thirty-two undergraduate students. While the first group just employed dictionaries to complete the same work, the other one did a background study on the translation difficulties before beginning translation. According to this study, background information quantity had a significant influence on the translation quality and achieving a more accurate translation.

A broadly similar point has also been made by Akalin (2013) who stated that the lack of sufficient background knowledge makes it difficult for students to understand materials, accordingly, the students should be given the abilities necessary to both understand and correctly produce meanings in the TL. If they have enough prior knowledge, language learners can more effectively master the TL. Most subjects in her research, which involved

sixty-five participants from the English Language Teaching Department, were unable to understand the sentences presented to them prior to gaining context-relevant background knowledge. The second parts of the sentences, where the subjects attempted to translate the identical lines after receiving context information about the content, were successful though. The researcher aimed at investigating how to offer useful teaching resources that can be applied in undergraduate translation courses, and having access to the translation's background information was the main purpose behind it.

Likewise, Garipova and Latypov (2019) suggested to underline the significance of enhancing students' prior knowledge since the interdisciplinary approach is the path to future linguists' professional mobility across disciplines and personal development. The participants in the experiment were fourth-year students from Kazan Federal University, who were translating from Russian into English. The main difficulties found in the study were clichés, idioms, and terms, followed by translating metaphors and collocations, whereas translating greetings expressions and the clichés associated with the formula of politeness which hindered the translation process were also among the difficulties faced by the students. Evidently, this situation demonstrates the necessity of ongoing revision of knowledge acquired during the earlier phases of language acquisition.

Translation and culture are inextricably linked since culture is the source of language. The cultural background of languages has a significant impact on their meanings, both in the SL and the TL. Al Nakhal (2017), in his study, aimed to pinpoint the difficulties that students encountered when trying to translate cultures from English to Arabic and vice versa. He found out that undergraduate students faced a variety of difficulties while trying to translate certain cultural concepts. These difficulties are typically linked to: 1) translating particular cultural conceptions, 2) futile attempts to achieve language similarity in English, and 3) a lack of understanding of translation methodologies and approaches. This paper stressed that translation should be given the importance it deserves instead of reducing it to a mechanical process that can be carried out with the help of a dictionary alone. It should be seen as a much more complex activity going beyond simply linking words to produce a translation that is correctly understood by the target audience unfamiliar with the SL.

Elhajahmed (2017) examined, analyzed, and categorized lexical and textual translation difficulties encountered by thirteen students at the Islamic University of Gaza. A translation test, consisting of a politically argumentative text, was administered to the students, and the analysis of their translations was based on the linguistic judgments of the researcher's assessment and a model translation provided by a professional translator. The results revealed that students encountered both lexical and textual difficulties. Lexical issues included incorrect word choices, improper lexis, and collocation errors. Textual difficulties encompassed non-parallel structures, omissions, lexical repetition, redundant pronouns, and incongruent information. He argued that these difficulties might also be attributed to students' poor translation abilities, such as their inability to proofread their work.

Adopting a similar position, Alrishan (2018) divided the difficulties that thirty-five students had when translating a text into four key categories: layout, tone, collocations, and lexical phrases. Students were able to offer the text's meaning, but most of them were unable to supply the professional, linguistic, precise counterparts. Additionally, when translating collocations, students lacked professionalism. Students' inability to translate extremely formal terminology into their mother tongue equivalents was the issue that results in poor translation at the tenor level. Students often translate materials literally or by paraphrasing since they are unfamiliar with the vocabulary used in the writings.

These results, according to the researcher, can be attributed to the students' lack of professionalism and training, their lack of familiarity with collocations in both the SL and the TL, their lack of experience translating various texts, their lack of competency, and their poor command of the linguistic systems of both languages.

Another study was conducted by Pulungan et al. (2019) who offered a thorough analysis of difficulties in the translation process. They stated that there are three main categories into which the difficulties encountered by subjects when translating can be divided: difficulties encountered by subjects when translating lingual word units, lingual phrase units, and lingual clause units. The translation of linguistic units of words has four difficulties. The first is that the subject is unaware of the original meaning of the target word. Second, when one is familiar with the equivalent word, it might be challenging to translate lingual word units, considering that the equivalent word did not fit the context. The third difficulty is concerned with mistranslating or inaccurately translating a word from the text. Other difficulties can be spotted in translating the linguistic units of phrases displayed by research participants. These are related to the sequences of core words, modifiers of the phrases, or phrases with ellipses. Regarding the clauses, the examination of the data revealed that participants had trouble translating clauses when they do so into

multilevel compound clauses without taking into account the relative pronouns. It can be concluded that the shortcomings in subjects' translation were mostly caused by their lacks of background knowledge regarding the translated material, and their focus on finishing the translation.

Huong (2020) conducted a study involving thirty students, examining language difficulties in translation tasks from Vietnamese into English. The findings revealed that the most significant portion of criticism was related to vocabulary and expressions. In fact, there was a large increase in the quantity of comments on various types of difficulties, particularly non-linguistic ones (extralinguistic, extratextual characteristics, and stylistic standards). There was little attention paid to how the students perceived difficulties with sentences and sentence patterns.

Overall, individuals participating in any translation endeavor, regardless of their level of experience, harbor concerns about the difficulty of translation. Every word, phrase, or sentence that prompts them to hesitate and carefully contemplate its translation represents a difficulty. It occurs when the translation students find it difficult to translate the ST into the TT without consulting dictionaries, whether they are monolingual or bilingual, or without making a great deal of effort to locate, utilize, and draw from their linguistic and cultural knowledge, as well as their life experiences. Most of the time, translation students deal with translation difficulties that can have a variety of root causes, including grammatical, lexical, stylistic, phonological, and cultural issues.

3. Methodology

3.1 Research design

In this study, both qualitative and quantitative analyses were used.

3.2 Participants

The participants were five fourth-year students (two males and three females coded as A1, A2, A3, A4, and A5) from the Department of Translation, College of Languages, University of Duhok. They voluntarily consented to participate in the experiment. The participants' privacy was assured, and they had access to all the tools and resources needed to complete the task. They were instructed to verbalize their translation aloud.

3.3 The materials of the study

The literary text "To Kill a Mockingbird" used in this study (See Appendix A) was obtained from sparknotes.com, which includes printable worksheets designed to engage students in a variety of activities that improve reading comprehension, develop critical thinking, and demonstrate knowledge of the highlighted text, whereas the non-literary text (See Appendix B) was derived from dailymail.co.uk, which is one of the first and popular British publications to mainstream its reporting in order to appeal to a larger readership. Each text consists of approximately 275 words.

3.4 Data collection and procedures

The data were collected in November 2021. The students verbalized their thoughts using TAPs, conducted via Zoom application. The verbal reports were videotaped and recorded for further analysis. The procedures were as follows:

1. Requesting that participants install the Zoom application, which includes audio and video recording features, so that the translation process can be graphically documented.
2. Holding a TAPs warm-up session to familiarize students with this tool.
3. Getting spoken instructions from the researcher to ensure that the participants understood the purpose of the translation session and what was expected of them.
4. Conducting the experiment in the privacy of participants' homes at different times and on different days and providing the ST to participants once they logged in to the application.
5. Giving participants complete access to the Internet and a variety of other resources.
6. Collecting, arranging, and transcribing verbal reports.

4. Data analysis

This study investigated the difficulties encountered by five fourth-year translation students at the Department of Translation, University of Duhok when translating two texts (literary and non-literary) using TAPs. The study employed qualitative and quantitative analyses of the results obtained and Table 1 demonstrates eight difficulties reported by the participants from most frequent difficulties to least ones together with their percentages. Moreover,

a numerical scale with a value of 1 for low difficulty, 2 for moderate difficulty, and 3 for high difficulty would be used to calculate the mean value. Then, the participants' average of these values would be determined. When the participant did not reflect a particular difficulty, (x) was put instead.

Table 1. Analysis of Translation Difficulties Faced by Participants

No.	Translation Difficulties	A1	A2	A3	A4	A5	%	Mean Value
1	Translating words with no equivalents	✓	✓	✓	✓	✓	100%	3
2	Comprehending the figurative language (simile)	✓	✓	✓	✓	✓	100%	3
3	Translating culture-specific items (CSIs)	✓	✓	✓	✓	✓	100%	3
4	Struggling with the style of the given texts	✓	✓	✓	x	✓	80%	2.75
5	Putting ideas together	✓	✓	✓	x	✓	80%	2.75
6	Relating background knowledge to the text at hand	✓	✓	X	x	✓	60%	2.5
7	Choosing the right equivalent	✓	x	X	✓	x	40%	2.25
8	Confusing between two dialects of the TL	x	x	✓	✓	x	40%	2.25

The Table above demonstrates the difficulties encountered in translating different aspects and presents the percentage of participants facing each difficulty, as well as the mean value indicating the overall difficulty level. The participants universally faced three main translation difficulties with 100% occurrence: translating words with no equivalents, comprehending the figurative language (simile), and translating CSIs. These difficulties were rated with a mean value of 3, suggesting they were highly difficult for all participants.

Other difficulties, such as struggling with the style of the given text and putting ideas together, were encountered by 80% of the participants. These difficulties received a mean value of 2.75, indicating a moderate level of difficulty.

Relating background knowledge to the text at hand was a difficulty for 60% of the participants, with a mean value of 2.5, indicating a relatively lower difficulty level. On the other hand, choosing the right equivalent and confusing between two dialects of the TL were encountered by 40% of participants, with both difficulties receiving a mean value of 2.25. This suggests that these difficulties were relatively less common compared to the others.

In summary, the Table highlights the varying degrees of translation difficulties faced by participants, with some difficulties being more prevalent and rated higher in terms of difficulty level.

5. Results and discussion

The findings indicated that students had several difficulties when verbally translating the two texts. These difficulties would be listed from the most frequent difficulties to least ones and as follows:

1. Translating words with no equivalents

Some words have multiple meanings; they can be translated into numerous equivalents; their meanings depend on their context and collocation. However, some terms from the source material are not yet lexicalized in the TL; therefore, the students may be faced with a difficult situation. This difficulty was experienced by 100% of the participants, and the mean value of 3 indicates a significant level of difficulty in this aspect. In the current study, all the participants found 'nut grass' and 'mission creep' are the hardest to translate since their meanings cannot be identified in all available English-Kurdish dictionaries, and all the participants failed to render them correctly. They either skipped or offered a literal translation of them as can be seen in Table 2.

According to the participants, the cultural differences between English and Kurdish, resulted in having many words in English that do not have an equivalent in that language. These results reflect those of Benfoughal (2010) and Sharifudin (2019) who mentioned that when a word has no meaning, it said to be lexically problematic and ambiguous. Thereby, the central question of the lexicographic work is the meanings of words; the students have to

be exposed to all the contexts in which a word may occur. This is logically hard to achieve within their years of study, as this requires lots of time, effort, and experience, especially after graduation, students can work on improving their background knowledge regarding the cultures involved in translation, and real-world knowledge when facing items with no equivalents in the TT.

Table 2. Translating Words with No Equivalents

A1	A2	A3	A4	A5
- if she found a blade of nut grass in her yard ئەو ئى نرانت يەئنى "blade of nut grass" I need to see the image "blade of nut grass" (reads what she searched for online) دئ يەلا ئى هات قىجا image image ئەو ئى هات قىجا -- ئەقئىت هە (murmuring) what does nut grass.	-I will check the word, nut grass which grass (mumbling). sometimes I search in photos, so I know what it actually means, because even the word in Arabic sometimes, does not make any sense. Well, I do not know it so, okay I am not sure about this word,	-I know what nut is, I know what grass is. But I (don't) know what nut grass is. Aha. Ok nut grass is not grass. What a surprise.	- a blade of nut grass.. ومكى جىنگى دووئ يەئنى بو وئ.. تمام.. دوو يەئنى تاكيد دئ بئته ج blade.. كم لقيزئ؟.. بس ئەف تئته تئبعيت.. ئىز دئئىم، بىمە ئەمخىر.. ئەمگىر.. ئەوئ.. (rereads the sentence).. بەئنى ئەمگىر ئەوئ.. بەلگەئى.. بئدەق؟.. بئدەق؟.. بەلگەئى گىيائى بئدەق، بس بەلگ و گىيا.. بەلگەئى بئدەق؟	-I will just search again about "mission creeps" because I am not sure (giggles) a mission creeps.
- I am not good in Kurdish stuff. بئتى دا بەلەيدىك ئى بەلەيد چ بو؟ چ تئته "blade" هەمە د گوگل چ تئته blade meaning blade meaning not blade movie. (Mumbling) (reads from the laptop) okay فكه گەهەشت بس مەئنا هەم نە گەهەشت يەئنى - mission creep چكى ئەفە بؤ كرپ، هەما بەرئىكفە ناهەيت ب كوردى ناهەيت	- mission creep. I will skip that word. I can't translate it	-Umm mission مهمە Kurdish we just write مهمە I have no idea, <u>mission creep</u> . What is <u>mission creep</u> ? I heard <u>creepy</u> , but مهمە من الزحف	- mission creep? / mission creep <mission creep> search mission creep... ئىز دئ.. ددەقئى.. ئىز دئ جارەكا دئ خىمە فە (mumbles the sentence) بېچەئى يا بىز مەمەتە ئەفە	

2.Comprehending the figurative language (simile)

Any text with figurative language has always been difficult to translate because it often contains symbols, metaphors, similes, and the like. This difficulty was universal among all participants with 100% of them facing challenges in this area. The severity of these difficulties, as indicated by the mean value of 3, was considered high. All the participants concentrated on vocabulary and sentence construction issues. They frequently reported having trouble understanding metaphorical language and using the right words in the TL. Foreign language learners seem to frequently concentrate on linguistic issues when they translate. This finding broadly supports the work of other studies, including those by Lörcher (1991); Nord (2005); and Sharifudin (2019). According to these studies, language learners frequently interpret local ST elements like words and phrases without paying much attention to the contextualized meanings conveyed by the surrounding sentences and extratextual textual aspects.

This view is also supported by Daghougi and Hashemian (2016) who wrote that the more complicated the contrasts between cultures are understood by a translation, the better product the translator will produce. Language and culture are so intimately linked to and inseparable from one another. The problem of producing well-translated texts while being faithful to the meaning makes translating figurative language in translations one of the most difficult tasks for a student to complete. In the same vein, Huong (2020) concluded that the students' remarks about their understanding and translation of vocabulary and expressions, such as idioms, metaphor, and similes were referred to as the vocabulary and expressions difficulty. The difficulties identified with language and expressions were ST comprehension with which the students had trouble deciphering terminology and idioms, and TT production in which the students claimed to have the equivalent, but they had trouble translating it.

The literary text chosen for the current study has several similes, which the participants had no ideas about why they were mentioned in the text, and all offered literal translations to them. These similes (in bold) are:

1. Miss Maudie is compared to a **chameleon lady**.
2. Finding a nut grass in Miss Maudie's yard is compared to **Second Battle of the Marne**.

3. Miss Maudie's face is compared to an Old Testament pestilence when finding a nut grass.

Table 3. Comprehending the Figurative Language (Simile)

A1	A2	A3	A4	A5
<p>-A chameleon, I heard this word but I am not sure whether if it's, so نام دئ بئس سئز چمکئ لئکئمئ ئی this one who has a chameleon personality can see chameleon lady so چ دئبئزئئ</p> <p>ژنمکاشئن بئزئئ ژنمکە بئ دەنگ okay yeah I will just make it like.</p> <p>-Old Testament یه عئى oh okay ج"ج" العهد القدیم وباء چ تشت بوو بکوردی ؟ بئس فئ ژئ لئ بگمئ نئم بخو تئر جئسمکە بئسئ مئ دا یا هئى چ دئبئزئئئ وئکئ هئائئ</p>	<p>-I will check the word Battle Marne. I cannot find it in google. I am still searching for that... Marne Battle.</p> <p>-her face was like something, what was that thing? I have some words here that I don't know, I think I got the idea about this story "eee" I am not sure I will just I will check this word, test, testament I will check this word okay</p>	<p>-Miss Maudie's face likened such occurrence unto an old testament pestilence—that's is a little hard to be honest. Unto old testament. Old testament. (<i>exhales in exhaustion</i>). yes, it is hard actually... A little bit hard not that hard but. The main struggle. I am facing is some particular words that are confusing the whole idea for me. Because of just one word or two. Maybe one, two, three words, like testament.? That I have no idea why it is written in italic.</p>	<p>-chameleon lady مئ بئزانئ چئبئ بئس کا دئ سئزچ کم کا دئ چ هئئ. بئلکئ چافئئ وئ... کا دا <سمکئمئ> گوگئ... ژئ... کا دا پئکفئ گرئدئئ کمکئمئ. بئس chameleon بئس هئز دئ فئ هئلمئ ..نئ مه عئوله خالئ، هئز دئ بئسار کم.. کا هئما دا رابم بئزمئ هئقالئکئ خو.. بئس دئ بئزمئ هئقالئ خو، بئس ومختئ هئز بئزمئ، هئز دئ بو وئ جملا کامل فرئکم دا بزائئئ دا نئ بئزئئ.. نان بئرى هئگئ فرئکم نان پشئئ هئگئ دا دئف وئ دئار context دئ بئزمئ کمئ.. دئ بئزمئ</p>	<p>-chameleon, I do not know the meaning (<i>goggling the meaning</i>) actually I did not get the chameleon lady.</p>

3. Translating culture-specific items

The main issue has historically been with words and expressions that are so deeply ingrained in one culture that it is nearly hard to translate them into that other culture's terminology, verbal or otherwise. Translators and translation theorists were fascinated by all these "untranslatable" culturally bound words and expressions. All participants encountered this difficulty without exception, with the percentage of affected individuals being 100%. Moreover, the mean value of 3 indicates a significantly high level of severity for this particular difficulty. This appeared especially when translating the non-literary text, since it contained some CSIs, such as NHS, UK's privacy tsar, and pingdemic, and they were either left out, or transliterated, as shown in Table 4.

However, the cultural backgrounds of the students always play a significant part in the whole process. The students' task is to comprehend the uses and implications of words and choose appropriate counterparts for various settings. They have to choose between using the original phrase to retain the culturally specific word's meaning and using a suitable translation equivalent. Given that they are still undergraduate students who are learning; they may find this difficult.

This study supports evidence from Benfoughal (2010) who stressed that even professional translators find it difficult to deal with the culturally distinctive expressions in some cases. This is due to the cultural context's overly nebulous representation of a society's worldview, beliefs, emotions, and values. As a result, it contains some crucial elements that aid in gathering the knowledge required to decipher the message and make it possible for the translator to translate quickly and accurately. For this reason, any term, word, or expression is said to be culturally specific when it refers to tangible things or abstract ideas that may be connected to religious beliefs, social customs, habits, or traditions, moral values, a type of clothing or a lifestyle, a particular type of food, an economic tenet, or a political ideology that are unique to the culture in question. Similarly, Al Nakhal (2017) also discussed that CSIs are the most challenging areas in translation studies. According to him, the challenge of translating culturally marked words from one language or culture into another has always been troublesome when it comes to translating culturally unique objects, symbols, or references.

Table 4. Translating Culture-specific Items

A1	A2	A3	A4	A5
-United Kingdom's privacy tsar, says کادی گوگل بۆ مه چ بێژین (Goggling), paste (guessing), خوشه؟ why do you have to be so hard?.. - what is <u>pingdemic</u> /meaning? Google, بوجی, what does term <u>pingdemic</u> mean? Okay (reading the text)	-I know the word tsar but I just don't know how to say it\ umm--tsar? I am stuck with that word- tsar.	-I will just start with some words. Tsar. T.S.A.R.I will search for it in the translation it says <u>Cesar</u> so, I will go with Cesar قیصر. Maybe that is wrong but I have no idea what we call Cesar in Kurdish. - pingdemic. Pingdemic meaning – (mumbles). Is a play on words describing the rule – that the national health service system has played in the pandemic. Ok so I must have lived in the United kingdom during the coronavirus to know the meaning of this word.	- tser?... tsar? کا دا سێر چ کم بام من نه () تی ئیس نار چیه؟! ب کوردی! دئ کمه A form of – (Inaudible) ب عمری مه یا هه ی! ب عمری قاصر ده () قه یسه را هه ما دئ ب عمری بکار نیتم - NHS چیه.. (searches the meaning of NHS).. NHS ئه یلکیشنه که.. مه زانی.. بام نه فقه چ کلیمه یه؟.. - Let me search pingdemic.. pingdemic چیه؟ I could not find it. (searches pingdemic)	-I didn't get tsar- I will search on Oxford dictionary about the scrap (giggles) it is important but I don't get the meaning the right meaning. - NHS I actually don't know the NHS\ so I will write it down as it is

4.Struggling with the style of the given text

As style is so crucial in translation, students should be familiar with both the SL and TL styles. In other words, they may encounter issues with the styles and structures of the SL and the TL. The data revealed that struggling with the style of the given text was encountered by 80% of participants, resulting in a mean value of 2.75.

The finding is also reported by Ghazala (1995) who explained that every facet of language, and hence every aspect of meaning, depends on style. A translator decides whether to write in a formal or informal tone or utilize jargon or everyday language. They do this to convey meaning, because such styles are incongruous and cannot be employed in the same context.

This point was further supported by Benfoughal (2010) who also noticed that if the translator is translating a language that is not his mother tongue, but rather a second language, they would be perplexed or think of them as strange, ambiguous constructs.

The impact of ambiguity was considered while dealing with ambiguous and complex language (grammatical issues), which is particularly important. Since grammar and style are two sides of the same coin, the translator is urged to use caution when working with these types of styles. Although the issues raised by the multiplicity of these styles are less severe than those raised by lexical or grammatical errors since one of them will predominate in a given work, they nonetheless exist.

Table 5. Struggling with the Style of the Given Texts

A1	A2	A3	A4	A5
-“tin tub” what? -let me just get my things together. دئ پنگه یه دی (repeats sentence over and over) هافینه سهر و دا چ کت؟ (reads text)	I still do not know how to put campaign into Kurdish. لغیری دینه /It is easy.. to find Arabic. But Kurdish. We usually forget the words. - I cannot find anything of this word. So I will check them one by one limp. let us see what limp is.. Umm... Usually I translate it into Arabic. - I am getting so confused here. Is it so difficult or am I so	- The last part doesn't make any sense. it does make any sense but... the important thing is it gives the idea. So, yeah. But after her five O'clock bath she would appear on the porch and ...	X	دقیت مروف پیچکه لاو - هزیت خو بکه تن هه تا، و دی لوغزیه، مروف زکا/ نه شیت بکه هیته ته رجوما وئ

nervous? Could not find the right words so... I am just going to write down what I understood from the text.

5. Putting ideas together

All the participants aimed at presenting a product that was succinct, and lexically and grammatically acceptable. However, the data revealed that this difficulty was encountered by 80% of the participants. The mean value for this was calculated as 2.75 which is regarded as a moderate difficulty. This difficulty was particularly evident with phrases like 'gold prongs clipped to her eyeteeth', and 'a prolonged campaign against a blade not three inches long'.

There are several reasons for this. Firstly, the participants neglected to ensure access to relevant reference materials such as reputable dictionaries, glossaries, and online resources. Secondly, they failed to underline words requiring further research and neglected to consult monolingual dictionaries when struggling to find appropriate translations in Google Translate and other bilingual dictionaries. Thirdly, participants overlooked the significance of proper nouns, including names of individuals, geographic locations, historical events, and cultural terms, which affected their translation accuracy. Examples of these proper nouns included *Miss Maudie*, *Ms. Elizabeth Denham*, *Maycomb County*, *the Second Battle of Marne*, *an Old Testament pestilence*, *The Telegraph*, *Tsar*, and *Pingdemic*.

Moreover, participants encountered challenges when translating difficult terms and often did not continue translating, opting instead to leave a temporary translation and return to it later with more context. Additionally, they did not consider the degree of complexity in their translations, missing the opportunity to perform translations in a non-sequential manner or skip difficult passages to focus on other sections of the text.

Table 6. Putting Ideas Together

A1	A2	A3	A4	A5
- "Gold prongs"? Image image. (Reads from the internet) نوکه مه نهز تیناگههم زانی چیه، باس نوکه دی چوا تهرجسه کین - "gold prongs clipped to her eyeteeth" I can't I am stopping. ومختی نهو دگر نژی وئ دوو-- چ نشتی؟ وئ دوو زیر زیره؟-- دوو چ نشتی زیر؟ چ نشتی زیر؟	-she revealed two minutes' gold prongs, I will check prongs, this is hard! "hummm wait I will check word, نزانم بهحس ددانیت وئ ییت، نزانم بهحس چ دکهت - I cannot find it	- a prolonged campaign. A blade not three inches long. بشتی من. بشتی من. کشمبینهکا کتلهک دریز دینی بو نینانا نازنی بو دقر نینانا. yes. ok now I'm confused	x	-campaign prolonged بکه مه هیش، پشتی نهز بویمه دیده فان بو هیشه کا دریز/.. "نه" مس نه زدی جاره کا دی تیکستا خو خینم، ژمنه/ به عنی چ مه عنا هوسا من نه داین. نهز هه سپن دکه م کو یا خه له نه (reads the translation all over again) (reads English text),

6. Relating background knowledge to the text at hand

A thorough analysis of a sentence can be used to determine the key points of the statement if one has the necessary background information. This phase is where resources like dictionaries, glossaries, webpages, and the like demonstrate their value. The data revealed that 60% of participants encountered this moderate difficulty, which had a mean value of 2.5. However, teaching undergraduates how to translate into a second language might be difficult.

This finding is consistent with that of Kim (2006) who stated that students frequently lack both the necessary level of linguistic proficiency and the necessary breadth of general knowledge to complete translation tasks effectively. The study also discovered that the translation quality was significantly impacted by the quality of the background material. These days, students constantly use the Internet to find resources. Nevertheless, undergraduate students lack the necessary level of proficiency to distinguish between reliable, authentic resources and ones that may seem reliable but are ineffective. This also accords with Akalin (2013); Garipova and Latypov (2019) who found out that lack of sufficient background knowledge makes it difficult for students to understand materials that are translated into their native tongue and contain background knowledge references. Although it may not seem to be the most important issue in the process of learning a language, background information, and language are interconnected; therefore, students should be taught the abilities necessary to both understand and correctly produce meanings in the TL. If they have appropriate background information, language learners can improve their proficiency in the TL.

Table 7. Relating Background Knowledge to the Text at Hand

A1	A2	A3	A4	A5
- "blade of nut grass" (reads what she searched for online) دئ بهلا ئى هات قيجا image image -- ئهفیت هه (mumbling thinking of the right context) (murmuring) what does nut grass . I am not good in Kurdish stuff.	-It is easy to find Arabic, but Kurdish. We usually forget the words. (پیشغه کرن هات) I will just use that word. I will use a little literal translation. Umm	x	x	-during Corona Virus I did not practice anything at home so, I lost my... everything, grammar and words.
-mission creep. "aha"! (reading the text) (.) this is not at all. (mumbling), مه گوئی نهو دیژیتن. قهیسه را تایبه تا شاهنشینا ئیکگرتی هوشداریا نه ندامین په رله مانی، نهز دئ که مه نه ندامین په رله مانی چونکی I have no other background knowledge about it.				

7.Choosing the right equivalent

Although the participants were exposed to multiple equivalents, the findings showed that they were reluctant to use the one that best matched the text. Finding the appropriate equivalent was difficult for A1 and A4, with a percentage of 40% and a mean value of 2.25, but not significantly so for others. This difficulty appeared with the word 'mockingbird', the first one offered a translation she was uncertain of (she translated it as "bird"), whereas the other one left it out, as he was not familiar with this type of birds, as shown in Table 8.

As seen by students' translations of particular words/phrases, bilingual dictionaries do not convey the contextual meaning of the lexical item, thus, making it difficult for students to select the best suitable meaning for the SL item. This finding is in line with Hertzum et al. (2015) and Elhajahmed (2017) who pointed out that students concentrate on accessing words rather than phrases or longer texts. They apply the bottom-up method of digesting the ST (micro analysis) rather than the top-down method of "macro" or "textual analysis". This was also supported by Alrishan (2018) who noticed that students of translation typically rely on bilingual dictionaries to determine the meanings of lexical words found in a text. Students may or may not locate the equivalent, due to the type of dictionary they use – general or specialized, that provides lists of counterparts for many terms.

In this situation, students struggled to use the appropriate word. Students would fail to offer the correct term in the area and their usage of the dictionary would be unhelpful in aiding them in solving the lexical problem they meet if they had prior knowledge in the subject to choose the suitable equivalent.

Table 8. Choosing the Right Equivalent

A1	A2	A3	A4	A5
-“mockingbird” in Kurdish umm okay I don’t know, should I make it just “چیک” I’ll make it چیک let’s write umm hold up I will just make sure it’s what it’s, so I am using for my Kurdish translation I am using (glosbe) dictionary it has lots of let’s say translation words. Okay, I am still not sure دئ بیژین نقیسارا، نقیسارا سییی کوشتنا نا of this but okay کوشتنا چیکمکی. چیک کا کئ. کوشتنا چیکمکی	x	x	-bird, search کا چ نوعه، نام دئ، لسمر نینه من ئهف ناغه بهری هنگی گولی نه background دهم کا دئ ناقي وئ ل ئ google بوويه بس ئمز دئ ل نقیسم بلکی بو من تسویریت وئ بهین، ههما دئ google ئهفه جورمکی بریکا تسویری زانم ئهفه چ جورئ بالندایه. بالندایه.. بو مه تسویری وی دهرکمت ژئ، بيس.. ئمز ناقي فی بالندهی بکوردی نزانم یهعنی من ئهفه نه دیتیه. لغارا، قيجا. ئهفه نوعیت وی ژئ بیت ههین، بيس ئهفه بخو.. ئمز دئ فی کمه. ههما ئمز دئ ناقي وی همر ناقي وی ههلم ههما	x

8.Confusing between two dialects of the target language

Competence in translation refers to a person's proficiency in their native tongue, which affects how they use a language's linguistic code in the TT. In other words, the translators' TT accurately reflects their TL proficiency. According to the data shown in Table 9, participants had trouble telling apart two different dialects of the TL. Participants A3 and A4 in particular identified this difficulty with few items, but others did not reflect this difficulty. The identified difficulty of confusing between the two dialects of the target language (Sorani and kurmanji) had an

occurrence rate of 40%, indicating a relatively low level of difficulty. This was further supported by the computed mean value of 2.25, reinforcing the notion that participants faced a manageable challenge in distinguishing between the dialects.

The equivalents are more in Sorani than in Kurmanji dialect, since Sorani is regarded as the predominant dialect in Iraq, despite opposition from Kurmanji speakers in the nation as stated by Hassanpour (2012). Sorani is reportedly the language of instruction and is spoken by most Iraqi Kurds. This has led to the dominance of Sorani over Kurmanji and the development of more dictionaries in this dialect. Another reason for this confusion according to Hassani and Medjedovic (2016) is that Kurdish language has dialect diversity, grammatical separations, vocabulary variances, and mutual incomprehensibility. These two dialects are spoken, and they do not use the same grammar. Each dialect has a different degree of difference. There are a few difficulties with translation. The most glaring one is the absence of a single language for all Kurdish dialects, which is one of the primary problems with Kurdish machine-translation. Hassan and Hassan (2018) mentioned that while Google Translate and Inkurdish Translator dictionaries are intended for Kurmanji and Sorani, respectively, speakers of neither dialect can profit from them.

Table 9. Confusing Between Two Dialects of the Target Language

A1	A2	A3	A4	A5
x	x	-Time spent indoors was time wasted. نەم دشیین دەمی دناف مالدا دهاته مەزاحەن.. That is Sorani I have no idea what is in Bahdini (Kurmanji)but it is definitely wasted. So, we can translate that word into Sorani. It's better than if I translate it into Arabic - I am kind of struggling because the lack of Kurdish sources. So if there was an English to Bahdini not to Sorani because there is Sorani. If there was English to Bahdini translation that would have been a lot easier. - the problem is I am translating this and it does not make any sense to me. (you) read it in Kurdish). نەجافین خاتین ماودی بی وەک لی هاتن. کۆتار او ی یا هەشک بو. does not make any sense. But this time the text was so – not that hard but because of some particular words and the lack of Kurdish. the lack of Kurdish sources.	- Chos (searches chaos) نەژاوه؟ نەژاوه؟ سۆرانیه بهختی خودی بادینی چیه نەژاوه؟..	x

6. Conclusions and Recommendations for Further Research

Based on the study's findings, it is concluded that the difficulties related to words with no equivalents, figurative language (simile) and CSIs are the most frequent difficulties found in this study and encountered by all the five participants, followed by struggling with the style of text and putting ideas together when translating. Having insufficient background knowledge was demonstrated by three participants. Choosing the right equivalent and confusing between two dialects of the mother tongue were the least expressed difficulty identified in the current study. The students aimed to mimic SL style and structure, which was obviously impacted by ST misunderstanding, due to several reasons, such as the students' comprehension of the SL structure and the differences between the SL and TL, improper use of non-equivalent terms, and insufficient TL competence, which was primarily brought on by the students' TL proficiency. Based on the findings of the study and considering the limitations of the study, the researcher puts forward the following recommendations:

1. It is highly recommended to conduct further research on translation difficulties, with a specific focus on English-Kurdish translation difficulties. This recommendation arises from the substantial number of lexical and textual translation difficulties encountered by student translators during this study.
2. Comparing existing bilingual dictionaries to other dictionaries that are primarily used for translation, such as dictionaries of collocations, idioms, and phrasal verbs, it would be beneficial to investigate the impact these dictionaries have on the quality of translation.

3. It would be crucial to put the difficulty-identification criteria proposed in this study to use on various collections of texts and to further refine the criteria to aid future researchers in any study that analyzes difficulties.

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Appendices

Appendix A: The Literary Text

indoors was time wasted. She was a widow, a chameleon lady who worked in her flower beds in an old straw hat and men's coveralls, but after her five o'clock bath she would appear on the porch and reign over the street in magisterial beauty. She loved everything that grew in God's earth, even the weeds. With one exception. If she found a blade of nut grass in her yard it was like the *Second Battle of the Marne*: she swooped down upon it with a tin tub and subjected it to blasts from beneath with a poisonous substance she said was so powerful it'd kill us all if we didn't stand out of the way. "Why can't you just pull it up?" I asked, after witnessing a prolonged campaign against a blade not three inches high. "Pull it up, child, pull it up?" She picked up the limp sprout and squeezed her thumb up its tiny stalk. Microscopic grains oozed out. "Why, one sprig of nut grass can ruin a whole yard. Look here. When it comes fall this dries up and the wind blows it all over Maycomb County!" Miss Maudie's face likened such an occurrence unto an *Old Testament* pestilence. Her speech was crisp for a Maycomb County inhabitant. She called us by all our names, and when she grinned she revealed *two-minute gold prongs* clipped to her eyeteeth. When I admired them and hoped I would have some eventually, she said, "Look here." With a click of her tongue she thrust out her bridgework, a gesture of cordiality that cemented our friendship.

Appendix B: The Non-literary Text

Government must scrap pinging NHS Covid-19 app once pandemic eases, UK's privacy tsar says as she warns MPs against 'mission creep' and keeping hold of users' data

The UK's privacy tsar has today called for the Government to scrap the [NHS](#) Covid-19 app once the pandemic eases - as she vowed 'we'll be watching its evolution very carefully'.

In a stern warning, Information Commissioner Elizabeth Denham said ministers must 'decommission' the app once its use is over and avoid developing it into a more permanent feature of British life. Ministers had initially wanted to build a version of the app that would collect anonymised data on users on a single large NHS database - a plan which was dropped after switching over to a version built by Apple and [Google](#). But, vowing to keep tabs on 'mission creep', Ms Denham said the Information Commissioner's Office (ICO) would continue to closely scrutinise the app's evolution. And she said her office would not hesitate to take action if the Government 'overreached' and the app strayed from its contact-tracing function. It comes as the app continues to spark 'pingdemic' chaos across Britain, forcing tube lines to shut and prompting the Government to announce emergency measures in a bid to keep food supplies reaching supermarkets. Speaking to [the Telegraph](#), Ms Denham said: 'We will be watching the evolution of the app very carefully. 'My modus operandi has always been how can we help government get this right and build in privacy to these innovations. 'At the end of the day, if there is a contravention of the law with the app or overreach in its use then we will take action.'

<https://www.dailymail.co.uk/news/article-9823203/Government-scrap-pinging-NHS-Covid-19-app-pandemic-eases-says-Information-Commissioner.html>