



عدد خاص

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ردمك (النشر الإلكتروني): 1658-7472

مجلة جامعة الباحة

للعلم الإنساني

دورية - علمية - محكمة



مجلة علمية تصدر عن جامعة الباحة



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مجلة جامعة الباحة للعلوم الإنسانية



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الرؤية: أن تكون مجلة علمية تتميز بنشر البحوث العلمية التي تخدم أهداف التنمية الشاملة بالمملكة العربية السعودية، وخدمة البحث العلمي الأصيل وطنياً وعالمياً، وتساهم في تنمية القدرات البحثية لأعضاء هيئة التدريس ومن في حكمهم داخل الجامعة وخارجها.

الرسالة: تفعيل دور الجامعة في الارتقاء بمستوى الأداء البحثي لمنسوبيها بما يخدم أهداف الجامعة ويحقق أهداف التنمية المرجوة ويزيد من التفاعل البناء مع مؤسسات المجتمع المحلي والإقليمي والعالمي.

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Title of Paper

Investigating the Problem of Equivalence in the Translating Process at Al-Baha University, Saudi Arabia. A Case Study in Al-Aqiq

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Abstract:

This paper investigates the problem of equivalence in the translating process. The researcher tries to answer the following questions. 1. What are the factors that influence equivalence in the translating process? 2. What are the problems and difficulties that encounter translators? 3. Why an exact equivalence is impossible in the field of translation? The study adopts the Descriptive Analytic Method. The researcher uses a questionnaire as a main tool in this study, and analyzes the data by using Statistical Package for the Social Science Program which is known by the abbreviation of Latin letters SPSS. The participants consisted of 30 university students who study the English language (L2) as their major subject. They study in different levels at the English Department. Their ages almost between 23 to 25 years old. All of the students speak the Arabic language as their mother tongue and English language as (L2). The study reaches the following results: 1-There is no exact equivalence between two languages in the field of translation. 2-There are some real problems and difficulties that encounter translators. 3-There are many types of equivalence that can be used to reduce the problem of translating. 4-Different cultural aspects of two languages give inexact equivalence. The study, therefore recommends the following: The translator has to possess the important helping tools in order to perform his work or duty well. The translators have always a suitable knowledge about linguistic and cultural challenges. The learners have to know all problems which surround translation process. EFL learners should study seriously all the theories and types of equivalence and techniques of translation. Modern techniques of translation must be familiar with Specialized Learners. The learners must know all phrases which concern culture.

Keywords: Source language (SL), Target Language (TL), First Language (L1), Second Language (L2), English as Foreign Language (EFL)

عنوان البحث

التحقيق في مشكلة التكافؤ في عملية الترجمة: جامعة الباحة، المملكة العربية السعودية، دراسة حالة في العقيق

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الملخص:

تهدف هذه الورقة البحثية إلى دراسة مشكلة التكافؤ في عملية الترجمة. ويحاول الباحث الإجابة عن الأسئلة التالية - 1. هل هناك عوامل تؤثر على التكافؤ في عملية الترجمة؟ 2. هل هناك بعض المشاكل والصعوبات التي تواجه المترجمين؟ 3. لماذا التكافؤ الدقيق مستحيل في مجال الترجمة؟ اعتمدت الدراسة المنهج الوصفي التحليلي. واستخدم الباحث الاستبانة كأداة رئيسة في هذه الدراسة، وقام بتحليل البيانات باستخدام الحزمة الإحصائية لبرنامج العلوم الاجتماعية المعروف اختصاراً بالحروف اللاتينية SPSS. يتكون المشاركون من 30 طالباً جامعياً يدرسون اللغة الإنجليزية كلغة ثانية (L2) وهم طلاب في قسم اللغة الإنجليزية بمستويات مختلفة. وتتفاوت أعمارهم بين 23 إلى 25 عاماً. يتحدث جميع الطلاب اللغة العربية بصفقتها لغتهم الأم، والإنجليزية كلغة أجنبية. وقد توصلت الدراسة إلى النتائج التالية: 1- لا يوجد تكافؤ دقيق بين لغتين في مجال الترجمة. 2- هناك بعض المشاكل والصعوبات الحقيقية التي تواجه المترجمين. 3- هناك أنواع عديدة من المعادلات يمكن استخدامها لتقليل مشكلة الترجمة. 4- اختلاف الجوانب الثقافية للغتين يعطي تكافؤاً غير دقيق. كما أوصت الدراسة بما يلي: يجب أن يمتلك المترجم الأدوات المساعدة المهمة من أجل أداء عمله أو واجبه بشكل جيد. يجب أن يتمتع المترجمون دائماً بمعرفة مناسبة بالتحديات اللغوية والثقافية. يجب على المتعلمين معرفة جميع المشاكل التي تحيط بعملية الترجمة. يجب على متعلمي اللغة الإنجليزية كلغة أجنبية أن يدرسوا بجدية جميع نظريات وأنواع التكافؤ وتقنيات الترجمة. يجب أن تكون التقنيات الحديثة للترجمة معلومة لدى المتعلمين المتخصصين. يجب أن يعرف المتعلمون جميع العبارات التي تتعلق بالثقافة.

الكلمات المفتاحية: (SL) اللغة المصدر (TL); اللغة المستهدفة (L1); اللغة الأم; (L2) اللغة الثاني (EFL); الإنجليزية كلغة أجنبية

Introduction

The importance of equivalence has been pinpointed by all scholars of translation and has always remained a key point in the study of translation. But two streams of equivalence have remained in debate ever since the study of translation has started—they are formal equivalence and dynamic equivalence. Formal equivalence corresponds to 'word for word' translation while dynamic equivalence corresponds to 'sense for sense' translation. Although both thoughts are not demarcated by any clear line and can exist in translation task simultaneously however, they have one thing in common. Both acknowledge the presence of some problems which challenge the translators to achieve equivalence. Translation between two different languages poses a tremendous challenge, especially for translators. The principle that a translation should have an equivalence relation with the source texts is problematic. Therefore, even for the same individual, a text cannot have two different interpretations. Therefore, why exact equivalence is difficult to be achieved? Translation sometimes is not possible for translators to determine how audience responded to the source text when it was first produced. The problem has broadly been attributed to two factors—linguistic and cultural factors. The study attempts to present how cultural and linguistic factors that cause a real problem in translating two different languages. When translating difficult phrases such as an idiom, the translator needs to understand the meaning behind the idiom (or cliché, or proverb, etc.). For example, the idiom "don't put all of your eggs in one basket" would be lost on someone of another language if it was directly translated. Because these terms are frequently translated into easily understood counterparts by translators. It's possible to interpret the proverb "don't put all your eggs in one basket" as "keep your options open" first.

The objectives of this study are as follows: 1. To show the factors that influence the translation process. 2. To discover the problems and difficulties that face translators. This study tries to answer the following questions: 1. What are the factors that influence equivalence in the translation process? What are the problems and difficulties that encounter translators?

The following hypotheses have been formulated in this study: 1. There are some problems and difficulties that encounter translators. 2. There are some problems and difficulties that encounter translators. 3. Exact equivalence is hard to achieve in the field of translation. The significance of the Study lies in the fact that the researcher intended to investigate the problem of equivalence in the translation process. These problems meet some Saudi university students in Al-Aqiq, Faculty of Arts and Humanities, at Al-Baha University. The researcher hopes that students

correct their mistakes and concentrate on using exact equivalence. In addition, students should practice more translation about equivalence (target language). This study also needs to fill in the gap in the literature on equivalence in general.

The Study Problem

The research problem of this study focuses on investigating the problem of equivalence in the translating process. Translation between two different languages poses tremendous challenge, especially for translators. The principle that a translation should have an equivalence relation with the source texts is problematic. Therefore, an exact equivalence is difficult to be achieved. No translator would hinder the reader's comprehensions by using absolute expressions in order to achieve equivalent effect, because the target text can never be equivalent to the source text in all levels.

The Study Questions

In this study, the researcher tries to answer the following questions: 1. What are the factors that influence equivalence in the translating process? 2. What are the problems and difficulties that encounter translators? For this study, the following hypotheses were formed: 1. Some factors influence equivalence in the translation process; 2. Some problems and difficulties that encounter translators; and 3) Why an exact equivalence is impossible in the field of translation.

Significance of the Study

As long as equivalency persists, it will continue to play a significant role in human translation. More specifically, when it comes to localizing straightforward translations, equivalency is one of the most crucial factors taken into account by both freelance translation service specialists and professional translation agents. As a result, there are translation-related issues that can affect equivalency. This study will be helpful to students and translation professionals alike.

Literature Review

In the field of translation the word equivalence is a major terminological ambiguity. Contrary to its precise meaning in mathematics and logic, this term becomes ambiguous, vague and subject to various interpretations when used in the field of language and translation. The problem lies, in fact, in the question whether we cannot define translation equivalence in terms of sameness. In the sense of "complete equivalence of communicative effect" being non-existent within the same language, becomes obviously an impossible thing to achieve between

two languages. Similarity, Jakobson (1966- 232-239) considers. "Equivalence cannot be defined in terms of sameness and synonymy in translation theory. He sees that no translation can be a complete version of the original, for translation is no more than "a creative transposition".

The translation of poetic art, for instance, according to him can only be a creative transposition from one poetic shape to another in the case of rewording. He sees it as an interlingual transposition in the case of translation from one language to another. Finally, he considers it as an intersemiotic transposition in the case of the transfer of signs from one system to another.

In fact, anyone well acquainted with the complexity of languages can realize that Van Den Broeck's and Jakobson's views reflect an undeniable truth. Indeed, equivalent when used in languages cannot be defined in terms of sameness and synonymy. Languages are very complex systems determined by various factors some of which are related to the structures of these languages and others are extra linguistic such as the social and cultural contexts, the collective, as well as the individual uses made of them. Since no two languages share similar structures and/ or have identical social and cultural associations, equivalence, in the sense of sameness, is thus an impossible achievement in translation.

Indeed, no matter how strong the translator's desire to achieve a complete equivalence is, what s/he ends up with cannot be completely identical to the original. Therefore, equivalence in translation should not be defined in terms of sameness and identity, but should rather be viewed as being an approximate rendering of a text from an SL to a TL. Having accepted the relativity of translation equivalence, one can go further in the discussion of this controversial issue in the translation process. To accept that translation equivalence is an approximate rendering of a text from an SL to a TL is not enough to solve the problem of equivalence in translation for we still have to find out the condition of such an "approximate rendering". In other words, when does one say that there is translation equivalence? Is it when a text is adequately transferred in the TL? Or when there is an adaptation of the SL text cultural context to the TL reader's perception.

The conflict over what a translator should render is illustrated by the principles Savory (1957, p.49) presents in contrasting pairs and from which the researcher would like to quote the first pair:

1- A translation should render the words of the original.

2- A translation should render the ideas of the original.

These two principles are significant in that they reflect the dilemma any translator is confronted with, and which is more explicitly formulated. Such issues have largely been discussed, and despite the numerous and various definitions of proper translation, there seems to be a general agreement about the importance of adhering to both the manner and the meaning of the original. Achieving equivalence of both form and content is consequently an ideal task, for, in the actual translation process, the translator inevitably encounters a situation in which the one must be relinquished in order that the other may be preserved.

There are three fundamentals suggested by Bassnet-McGuire, (1980, p. 63):

1. A translation should give a complete transcript of the ideas of the original.
2. The style and manner of writing should be of the same character as that of the original.
3. A translation should have all the ease of the original,

Tytlar's and Campbell's views are significant only in so far as they serve as a description of what an ideal translation is. They do not serve as guidelines in the actual translation process, Nida (1964) suggests that: "No two languages are identical either in meaning given to corresponding symbols or in the ways in which such symbols are arranged in phrases and sentences" - (p.156).

Reproducing both the manner and the meaning of the original is a hard task. Therefore, the translator must distinguish between formal and functional equivalents and choose the one that should be preserved depending on the function assigned to this translation. Indeed, if one surveys theories on translation equivalence, one would conclude that the notion of equivalence has been defined by translation theories according to the translator's position, her/his original text on the one hand and her/his target reader on the other, i.e., depending on whether s/he focuses her/his attention on the text itself or on the effect it is supposed to produce on the TL reader. This bipartite division is what translation theories refer to as literal vs. free translation, which Nida calls 'formal' and 'dynamic' equivalence.

Literal translation or Nida's formal equivalence characterizes a translation basically source oriented in that it aims at revealing as much of the original as possible in terms of both the content and form. Nida (ibid, 1964) defines formal equivalence as the one which "focuses attention on the message itself in both form and content" (p.159), while Kelly (1979) refers to

it as the one which “Depends on one-to-one matching of small segments, on the assumption that the center of gravity of text and translation lies in the significant for terminological or artistic reasons”(p.131).

Bassnett- McGuire, (1980) also approach translation equivalence from the same angle. They distinguish two categories of equivalence which could correspond to formal equivalence: “Linguistic equivalence: where is homogeneity on the linguistic level of SL and TL texts, i.e., word for word translation. - Paradigmatic equivalence: where there is equivalence of elements of a paradigmatic expressive axis” (p.25). I.e. elements of grammar, which he sees as being a higher category than lexical equivalence.

Catford (1965) also refers to this type of translation equivalence which he calls "formal correspondence and distinguishes it from "textual equivalence (p.32)". He maintains that: “A formal correspondence is any TL category which may be said to occupy, as nearly as possible, the 'same' place in the economy of the TL as the given category occupies in the SL (p.32) ".Therefore, this type of equivalence aims at maintaining the syntactic and lexical structures of the original text and results in a literal translation, i.e., a correspondence at the structural level between the SL and TL. A translation, on the other hand, can be oriented towards the receptor's response and, then, aims at rendering the meaning of the SL message. This type of translation would remove nearly all indications of "foreignness" in order to create a target language (TL) text that appears consistent with the receptor's culture. As such, there are modifications in idioms, grammar, and lexicon. Both Nida and Kelly agree on naming this second type of translation as "dynamic" equivalence. Nida (1964) explains that "based on the principle of equivalence effect, i.e. that the relation between receiver and message should aim at the same as that between the original receiver and the source message"(p.159).

Kelly (1979) maintains that what he calls "dynamic" equivalence "seeks for the word of the source text a unit equivalent in communicative function (p.132) ".Communicative function is also the condition Catford refers to translation to occur. He (1965) points out that “*for translation to occur, then both source and target texts must be related to the functionally relevant features of the situation-substance*”, And adds for precision, “*and those which are functionally relevant is that they are relevant to the communicative function of the text in that situation*”(p.94).

As noticed, these views on translation equivalence, although relying on different terminologies, reflect Nida's bipartite division of translation equivalence 'formal vs. dynamic

equivalence'. The researcher would rather say that dynamic and formal equivalences are not two conflicting poles in translation, but rather two interrelated phases of the translation process. The translator also believes that, for equivalence to occur both are necessary. The TL reader ought to be presented with the stylistic features of the original. This, however, does not mean that the translator should give a word for word translation of the SL text to the extent as to distort the linguistic structure and the literary norms of the TL. Absolute fidelity to the form of the SL message does not guarantee a successful translation.

On the contrary, it may lead to awkwardness and ambiguity. Formal equivalence, therefore, should not be "undynamic", in so far as it should not consist in word for word rendering of the form of the SL text, but rather in an attempt to find TL textual elements that have an equivalent stylistic function to that of the original. While aiming for formal equivalence, the translator should not stick blindly to the original text, but should also be independent as long as his independence is pursued for the sake of the original text, i.e., in order to avoid an ambiguous and awkward rendering of the SL message.

Similarly, dynamic equivalence, to which the translator resorts whenever the cultural contexts of the SL and the TL are too divergent to allow a word for word translation to happen, should not consist only in an attempt to adapt the semantic substance of the original message to the target readers perception. It should also consist in rendering that semantic substance with stylistic elements that are equivalent to those which have been used in the original text so that the stylistic appeal of the SL message would not be underemphasized.

The translation process, thus, involves a simultaneous relevancy of formal and dynamic equivalences. Formal equivalence is "dynamic" in so far as it is not a simple word for word translation but also a transposition of the SL textual elements from their stylistic norm to an equivalent stylistic norm in the TL. On the other hand, dynamic equivalence is "formal" in so far as it aims to convey the communicative effect of the SL with TL structural elements that are equivalent to those which have been used in the SL. Formal and dynamic equivalences are, thus, two interrelated phases of the same process. The translator should resort to both of them in his task. He cannot restrict himself to one of them only, for if s/he does, the result will be a translation which will lose both the stylistic appeal and the communicative effect of the original.

The researcher concludes this by saying that the aim of the translator should not consist in looking for sameness which is impossible in translation as already mentioned. What is

important in translation process is that the equivalence found for a stylistic element or a concept performs approximately the same function in the target text as it does in the source text.

Translation is, in fact, a reproduction of the original text in the TL with an attempt to keep the closest meaning and effect. This act of reproduction is not performed directly and without its difficulties. The translator, while trying to achieve stylistic and communicative equivalences, faces another problem in the translation process which is that of selecting an appropriate unit of translation in the SL text on which he operate to find equivalence in the TL text.

Previous Studies

Many studies have been done in the field of translation especially, of the problems of equivalence to EFL in different countries. Here are some international and local studies about equivalence problems in translation process.

The Problem of Equivalence in Translation – Applied Study on the Family

There is a case study done by: Gasim Mustafa in 2014; The study's goal is to shed light on the challenges and issues associated with translating between Arabic and English, with a focus on the analytical method that used the content analysis method as a tool to examine the information gathered from primary and secondary sources. The study has come up with the following findings:

- There are cases of partial equivalence in the vocabulary mentioned in the Holy Qur'an and Hadith about the family and its members, family education, engagement and marriage.
- There are cases of total equivalence in new vocabulary about the family education, engagement and marriage.
- There are cases of null equivalence in the vocabulary related to local Sudanese marriage.

The Most important recommendations are as follows:

- The translator has to be aware of the socio-cultural and religious background of the source and target languages of the text, for it is impossible to understand the words apart from the socio-cultural and religious phenomena they symbolize.
- The translator has to possess the necessary helping tools to perform her/his duty.
- The translator has to possess a vast amount of information about the subject.

Critical Problems of Translation Encountered by EFL Saudi Students

A case study by- Haitham Bahir-, 2014, The study uses the University of Shagraa as a case study to identify and address the most pressing issues in translation from English to Arabic and vice versa. The significance of this study is that it introduced ideas which are different from previous studies as it combined together theory and practice. It presupposes that the different language families that Arabic and English belong to create many problems concerning language structures (equivalence, vocabulary and thinking in mother tongue). Also, student translators are biased when translating cultural and political texts and wrongly translate words rather than intentions when translating idioms, proverbs, besides misunderstanding of grammar which lead to critical problem. A questionnaire, test, and an interview were used as a tool to collect data. The descriptive statistical analysis methodology was applied in this study. Two variables were employed (critical problems and translation).

The researcher has come up with the following findings:

- The difference in structures between the two languages account for difficulty 78.6% of students and EFL teachers agree.
- The students translate words rather than intentions and cultural and political background of translator affects the accuracy of translation.
- 80.6% of EFL teachers have the same opinion that grammar causes a problem.

The study recommended that: there must be special designed units in syllabuses showing and comparing differences between the two languages (comparative studies). Translators must be cultured and trained to avoid falling in cultural and political bias.

The Problem in Translating Collocations:

A case study by: Fanit Rabeh, 2009. The study uses a qualitative approach to show a student's actual translation issues. That is, the translation of phrasal verbs. It attempts to find out the reason why learners of English are unable to find the right/ appropriate equivalents of the English phrasal verbs into Arabic. The quantitative research data is collected using a test of two exercises. The First is to collect information on the learners' knowledge and their familiarity with these typical English linguistic items. The qualitative research data is collected by means of the second exercise which aims at having a picture on learners' ability to translate the English phrasal verbs into Arabic. The analysis's findings demonstrate the learners' incapacity to

translate phrasal verbs into their precise Arabic counterparts because of their complete ignorance and lack of exposure to the language; as a result, their translations are inappropriate.

Lexical Translation Problems: The Problem of Translation Phrasal Verbs

A case study by: Ayad, 2009. The aim of this study is to gain some understanding of the students' collection awareness, and the different problems which the students may face when translating different types of collocations. It also aims testing and evaluating their awareness by examining their translation of English collocations into Arabic, and vice versa. The study is carried out through a test divided into two parts. The first part is a test of knowledge in which the students answer three separate questions relying on their background knowledge about collocations. The second part is the translation of collocations from English into Arabic and vice versa. The results of this research reveal two main causes of students' errors in translating collocations. First, students adopt literal translation as the main translation method. Second, students do not give enough importance to collocations which belong to another culture and language. The main conclusion is that collocations are both a linguistic and cultural issue and are not just a matter of substituting words by their equivalents in the other language.

Difficulty in Translation the Arabic Grammatical Category the Accompaniment Complement into English (المفعول به)

The case study of University of Constantine first-year master's English students was written by My Bounaas Housna in 2009–2010. The researcher attempts to test the student's ability in translating the accompaniment complement (المفعول به) from Arabic into English. The objectives of this study are to determine whether or not students have trouble translating it into identify these potential problems and their causes. The research's hypotheses highlight that students who fully comprehend the accompaniment will be able to translate it, and that if there is no English equivalent for the accompaniment, they will translate it literally.

The findings reveal that students have serious problems that make them unable to translate the accompaniment complement into English appropriately. The absence of accompaniment complements equivalent in English and the difficulty in understanding its meaning lead to inappropriate translation. The findings hand in hand with hypotheses which emphasize that the absence of the equivalent of the accompaniment complement in English and the difficulty in understanding its meaning lead to serious problems in translating this category into English. The study recommended that in order to reduce the difficulty of this category, teachers should

deal with its translation into English in their translation sessions. Students should also read in Arabic in general and read about the accompaniment in particular in order to be familiar with it and to be able to understand its meaning at least.

1. Methodology of the Study

The Descriptive Analytical Method is used for collecting data by means of a questionnaire and then analyzed by using SPSS (Statistical Package for Social Sciences). This methodology is a scientific way to test the hypotheses and the direction of equivalence. The sample was selected randomly; also the study concentrates on learners who study translation, to support the process generally and equivalence specifically. The questionnaire consists of fifteen questions that suits the level of learners.

Population of the Study

The population of this study consisted of thirty Saudi six-level university students who study the English language as their major at English Department, in Al-Aqiq, at Al-Baha University in Saudi Arabia. Their ages average between twenty-three to twenty-five years old. All of the students speak the Arabic language as L1 and English language as L2.

Instrumentation of the Study

The researcher used one tool to collect students' data. The tool was an oral questionnaire. In the questionnaire, students were asked to answer different questions about the difficulties of equivalence.

Procedures of the Study

The questionnaire is widely used and useful for collecting data. The purpose of the questionnaire was to find out the opinions of learners and translators about what the problem of equivalence in translation process. The questionnaire was randomly distributed to thirty participants. The students were asked to answer different questions about the difficulties of equivalence. Also, the researcher analyzed the results by using Social Package of Statistical Sciences program SPSS.

Limitation of the Study

This study is limited to some students at English Department, Faculty of Arts and Humanities, in Al-Aqiq, at Al-Baha University. It takes place in the first semester in the academic year 2022- 2023.

2. Data Analysis

The data of this study collected from twenty-five Saudi students in the second semester in 2022-2023. The researcher collected the data from Saudi university students at the English Department, Faculty of Arts and Humanities, in Al-Aqiq. The researcher used the Descriptive Statistical Method which is a method that analyses, describes and organizes collected data in different graphs, tables and charts. In this study, the researcher used one tool a questionnaire to collect the data. The data was analyzed by SPSS Program.

What are the Factors that Influence Equivalence in Translation Process? To answer this question, the research calculated the percentages, means and relative weight of the respondent's answers on the items of the first dimension can be summarized the by the following tables:

Table one

Answers of the Respondents about the first Statement in the first Dimension "Text type is an important factor in deciding how much a translation should be equivalent"

Answer	Frequency	Percent
Not agree	5	10.0%
To some extent	9	18.0%
Strongly Agree	36	72%
Total	50	100.0%

Regarding the first statement of the first dimension, "Text type is an important factor in deciding how much a translation should be equivalent," 72% of participants in the questionnaire "strongly agreed" 18% agreed "to some extent" and 10% disagreed. The demonstrated that has a significant impact on equivalency since it is difficult for a text to be understood consistently by the same individual twice.

Table two

Answers of the Respondents to the first Statement in the first Dimension "Sameness to the source (ST) and target text (TT) is requested for equivalence"

Answer	Frequency	Percent
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Not agree	5	10.0%
To some extent	9	18.0%
Strongly Agree	36	72 %
Total	50	100.0%

On the first statement of the first dimension, "Sameness to the source (ST) and target text (TT) is requested for equivalency," 72% of respondents "strongly agreed", 18% answered "to some extent", and 10% disagreed. This suggests that for something to be considered same, every component of the language must be the same.

Table three

Answers of the Respondents to the first Statement in the first Dimension "Equivalence to a text in another language entails more obstacles and linguistic challenges"

Answer	Frequency	Percent
Not agree	5	10.0%
To some extent	10	20.0%
Strongly Agree	35	70 %
Total	50	100.0%

The respondents who "strongly agreed" on the first statement "Equivalence to a text in another language entails more obstacles and linguistic challenges" of the first dimension were 70%, while respondents who answered "to some extent" were 20% and who did not agree were 10% -This ensured that correspondence between two languages could face some linguistic challenges.

Table four

Answers of the Respondents to the first Statement in the first Dimension "Translation problems arise especially where cultural aspects are crucial in translating texts"

Answer	Frequency	Percent
Not agree	5	10.0%
To some extent	11	22.0%
Strongly Agree	34	68 %
Total	50	100.0%

Respondents who "strongly agreed" on the first statement "Translation problems arise especially where cultural aspects are crucial in translating texts" of the first dimension were 68%, while respondents answered who to "some extent" were 22% and those who did not agree were 10%-From these results, one concludes that the cultural aspect of the text increases difficulty in translation process.

Table five

Answers of the Respondents to the first Statement in the first Dimension "Untranslatable words and phrases dominantly related to cultural constraints".

Answer	Frequency	Percent
Not agree	6	12.0%
To some extent	11	22.0%
Strongly Agree	33	66 %
Total	50	100.0%

Respondents who "strongly agreed" on the first statement "Untranslatable words and phrases dominantly related to cultural constraints" of the first dimension were 66%, while respondents who answered "to some extent" were 22% and those who did not agree were 12%.5-Actually,non-understandable phrases and words relate directly to cultural obstacles.

Table six

Answers of the respondents about the first Statement in the first Dimension "Linguistic different factors of language stands as a barrier to perfect translation".

Answer	Frequency	Percent
Not agree	7	14.0%
To some extent	11	22.0%
Strongly Agree	32	64 %
Total	50	100.0%

Respondents who "strongly agreed" on the first statement "Linguistic different factors of language stands as a barrier to perfect translation" of the first dimension were 64%, while respondents who answered "to some extent" were 22% and others who did not agree were 14%.6-This indicates, any different linguistic elements of language affect the perfection of translation.

Table seven

Answers of the Respondents to the first Statement in the first Dimension "The real problem of words are those which assume an awareness of a certain culture or convey a certain emotion"

Answer	Frequency	Percent
Not agree	6	12.0%
To some extent	12	24.0%
Strongly Agree	32	64 %

Total	50	100.0%
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Respondents who “strongly agreed” on the first statement "The real problem of words are those which assume an awareness of a certain culture or convey a certain emotion" of the first dimension were 64%, while respondents who answered “to some extent” were 24% and those who did not agree were 12% - Respondents agreed on that, because every word has a specific meaning according to culture.

Table eight

Answers of the Respondents to the first Statement in the first Dimension Different linguistic components of two languages give inexact Equivalence.

Answer	Frequency	Percent
Not agree	7	14.0%
To some extent	11	22.0%
Strongly Agree	32	64 %
Total	50	100.0%

Respondents who “strongly agreed” on the first statement "Different linguistic components of two languages give inexact Equivalence" of the first dimension were 64%, while respondents who answered “to some extent” were 22% and others who did not agree were 14%.8 -This indicates that exact equivalence needs same linguistic components.

3. Results and Discussion

The study came up with the following results:

There is no exact equivalence between two languages in the field of translation. Some real problems and difficulties encounter translators. Many types of equivalence can be used to reduce the problem of translation. Different cultural aspects of almost any two languages give inexact equivalence.

Hypothesis One: Some factors influence equivalence in the translation process. Actually, there are specific factors that can affect the process of translation; this hypothesis is tested in statement, I where the result shown in tables is (4.47). The result ensures that the factors can stand as a barrier to perfect translation so the hypothesis is proved by the result.

Hypothesis Two: Some problems and difficulties that encounter translators. Such as unfamiliarity with the subject matter and translator’s experience. This hypothesis is tested in statement, 2 where the result is shown in tables is (4.48).The result emphasizes that so many obstacles in the field of translation encounter.

Hypothesis Three: exact equivalence is impossible in the field of translation. Because there are so many languages in the world and cultures differ, translators are unable to provide precise translations between SL and TL. This hypothesis is tested in statement 3 where the result shown in tables is (4.49). The result ensures that exact equivalence is impossible for the diversity of languages and culture. The hypothesis is proved by the result.

Findings of the Study

This Study found the following

1. Some real problems and difficulties encounter translators.
2. Many types of equivalence can be used to reduce the problem of translation.
3. Different cultural aspects of almost any two languages give inexact

Conclusion

The notion of equivalence is undoubtedly one of the most problematic and controversial areas in the field of translation theory. The term has caused, and it seems quite probable that it will continue to cause, heated debates within the field of translation studies. This term has been analyzed, evaluated, and extensively discussed from different points of view and has been approached from many different perspectives. The first discussions of the notion of equivalence in translation initiated the further elaboration of the term by contemporary theorists. Even the brief outline of the issue given above indicates its importance within the framework of the theoretical reflection on translation. The difficulty in defining equivalence seems to result in the impossibility of having a universal approach to this notion.

Recommendations of the Study

This study recommends 1.The translator has to possess the important helping tools in order to perform his work or duty well. 2. The translators have always a suitable knowledge about linguistic and cultural challenges.3.The learners have to know all problems which surround translation process.4.Modern techniques of translation must be familiar with Specialized Learners.5.The learners must know all phrases which concern culture.6.EFL learners should study seriously all theories and types of equivalence and techniques of translation.

Suggestions for Further Research

Translation is a wide area in the field of education, so there are many topics that should be regarded as future studies, such as dimensions of equivalence in translation, the religious factors which affect the concept of equivalence in translation and the problems of cultural and linguistic components which encounter University students.

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