

## Pedagogical Solutions for Problems Facing Translation Process

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### Abstract

*To improve the quality and outcomes of translation courses at the university level, the instructors are required to integrate learners' needs, identified with the help of a needs survey, into syllabus content. Based on a systematic needs-based syllabus design, of course, the students can be equipped with sufficient skills to face the challenges of the world of translation. In order to structure such a syllabus, first the problems experienced by the students need to be identified and their exact nature needs to be determined. Once a problem has been identified, selecting and teaching the best strategies to deal with it would follow. The present study, as a result, was conducted to hit two targets. First, it aimed at identifying the Iranian translation students' difficulties in translating English texts into Persian through analyzing the errors committed in their exam papers. Second, the research intended to investigate the experiences of the educators engaged in teaching translation to the Iranian university students to offer a set of guidelines to solve the problems through suggested learning and teaching activities in translation classes. These aims were accomplished through two phases. First, the students' errors were traced in their exam papers during six semesters (2016-2019) and were mainly categorized into syntactic, lexical, cultural, stylistic and miscellaneous errors, each of which was further divided into subdivisions. Second, by conducting in-depth interviews, the suggestions of some of the experienced faculty members of the Iranian universities involved in teaching translation to solve the problems were extracted and synthesized. The discussions centered around applying the constructivist approach to teaching translation, which the interviewees believed can provide opportunities for translation students to play an active role in their own learning by integrating and activating corresponding knowledge, skills and attributes specifically in the form of group work in translation classes.*

**Keywords:** Error analysis, Learning-centered Syllabus, Translation pedagogy.

### Introduction

Based on the well-known linguist experts' perspectives on the nature of language and translation, translation is defined in numerous ways. It is basically defined as carrying the meaning of a text from one language to another. As a result, if the translator cannot get the right meaning from the source language, the result of the translation will be misled.

House (2015) defines translation as "the result of a linguistic-textual operation in which a text in one language is re-contextualized in another language" (p.2). However, she believes, a variety of interacting extra-linguistic or contextual factors and conditions affect translation. Some of these factors are as follows:

- the extra-linguistic world which is 'cut up' in different ways by source and target languages;
- the source text with its linguistic-stylistic-aesthetic features that belong to the norms of usage holding in the source lingua-cultural community;
- the linguistic-stylistic-aesthetic norms of the target lingua-cultural community;
- the target language norms internalized by the translator;
- intertextuality governing the totality of the text in the target culture;

The need for translation appears as a result of the emergence of different societies with various languages and cultures, so that it could serve as a cross-cultural bilingual or as Newmark (1988) puts it, "a multilingual communication means" among peoples. Globalization, as well as the expansion of the mass media and

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technology, thus, makes the role of a translator as a cross-cultural transmitter of culture and truths entirely significant.

Identifying problems is a first step towards positive evaluation and analysis of successful solutions or strategies to design a course by studying of which the students can realize many of the problems related to the task in hand and get awareness of the requirements of the task of translation they are assigned.

Reviewing the relevant literature indicates that translation theories more or less mention four types of translation problems: linguistic, cultural, pragmatic and text-specific problems. The difference between grammatical structures, idiomatic expressions, and different terms of the source language and those of the target language lead to linguistic problems. Cultural problems arise from the culture-bound or culture-specific concepts, the concepts that are so deeply rooted in the source culture that have no equivalent in the target culture "be it because they are unknown, or because they are not yet codified in the target language" (Fernandez Guerra, 2012). Pragmatic problems, according to Nord (1991), arise from the differences between the extralinguistic situations and can be identified by checking on the extratextual factors such as sender, receiver, medium, time, place, motive, text, and function. For example the communicative intention of the sender of the message might be different from what the message seems to say. Finally, Text specific problems are related to a particular text the author of which may have presented various innovations throughout the text.

Solutions to the problems suggested by different scholars are , in fact , the strategies discussed in the first part of the chapter, the best well-known and leading taxonomy of which is proposed by Vinay and Darbelnet (1995) including adaptation, calque, equivalence, modulation, borrowing, literal translation and transposition.

Other scholars such as Pym (2017) and Schaffner (2001) have reformulated and added new procedures or subcategorized the strategies suggested by the pioneers in the field.

Teaching translation, the final section of this chapter covers the experts' suggestions and hints to improve the productivity of departments of translation in different universities across the world and to enhance the students' employability in today's multicultural workplace while focusing on the drawbacks and weaknesses of the current curricula applied in the translation schools in both Iran and some other countries.

This paper aims at exploring the major challenges or problems that Iranian undergraduate students majoring in the English language face when translating English texts into Persian. By analyzing students' errors, then, this study hopes to classify those translation issues into appropriate patterns generalizable into any other texts to identify the sources of errors that impede the translation process quality to overcome as the way a problem is worded and understood has a huge impact on the number, quality, and type of proposed solutions.

Moreover, to conduct successful and more effective translation classes, the researcher aims to look at the present situation of translation teaching at Iranian universities through the eyes of the highly-experienced specialists in the field of translation teaching and gather their valuable tips to have more effective translator training classes at the Iranian universities.

This study is inevitably limited in scope. It commits itself to trace translation problems

reflected in the undergraduate students' performance errors in translation classes through error analysis; however, it does not attempt to prescribe solutions for every single problem observed in their papers although the translations suggested by the researcher and her colleagues will occasionally offer remedial guides. Rather, it looks for general guidelines offered by the experienced Iranian translation educators and trainers, practical and applicable in translation classes in the Iranian context so that the trainers and trainees can cooperate in a cooperative teaching- learning environment to solve the problems through teaching and learning activities in translation classes. Accordingly what this research focuses on is the pedagogical value of finding the translation students' Achilles heel in order for those who are involved in translator training to look for remedies that can help students improve their translation competence. As a matter of fact, as

Pym and Torres Simon (2014) assert, typologies of translation strategies or solutions suggested by different well-known scholars such as Vinay and Darbelnet (1958) have been used in translator training at least since the 1950s. These strategies, however, are proved to be effective in solving problems when they are taught and practiced based on a well-designed teaching learning environment.

In defining a translation problem, however, a distinction should be made between a process difficulty, on the one hand, and a product error, on the other as the former refers to a problem as a source of puzzlement and the latter implies a defect in performance, i.e. a product "error" (Deeb, 2005). Such a distinction is crucial in the present study as the data comes from the students' errors to find out the sources of puzzlement. Trying to help the students recognize their weaknesses results from the fact that relying on their knowledge of two languages, most of the students are not aware of the requirements of the task of translation. They think that the ability to speak two languages makes them qualified for translation.

Due to the fact that most of the translation courses in Iranian universities are usually run by the holders of post graduate degrees in teaching English, literature or linguistics who have not received any kind of training in teaching translation, the objectives of these courses have either been misunderstood or difficult to achieve (Jafari, 2011). Although all English departments course descriptions state that the goal of each course is to develop in the students certain qualities expected of translators, there is a wide consensus among teachers of translation that the training falls short of its expectations. There have always been some questions keeping the university instructors' mind busy such as what should be taught in translation courses to meet the needs of the prospective students and give them the real qualifications they aspire to, or whether the theory based textbooks in translation succeed in fulfilling the needs of the trainees themselves.

As a matter of fact, in order to structure such a syllabus to effectively reach desired instructional goals, first the problems experienced by the students of translation need to be identified and their exact nature needs to be determined. Once a problem has been identified, selecting and teaching the best strategies to deal with it would follow.

This study, as a result, attempts to review the most persistent problems faced by Iranian trainees in the translation process to open the gate to discussing changes in the current model of translator training. Of course, it will not be easy to make fast pronouncements about the possible changes that should be taken into account by training programs, but it is possible at least to suggest avenues of discussion.

## Significance of the Study

The term "Medical diagnosis" is defined as "the determination of which disease or condition is causing a person's signs and symptoms" (Medical Dictionary, 2009). Diagnosing problems in educational research also follows the same procedures as medical research does to find the sources of the problems using a variety of measurement tools to prescribe what seems to result in adequate efficient remedies.

From the researcher's experience students and novice translators are, generally, not aware of the requirements of the task of translation they are assigned. More importantly they seem unable to realize many of the problems related to the task in hand. This leads to the gap that exists in translation training programs which is the lack of a detailed classification of problems of translation on one hand, and of the translation requirements of particular texts on the other.

Believing that "the practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher", Corder (1978, p. 2) draws some general conclusions about the usefulness of error analysis in planning remedial courses:

In general we can say that remedial action becomes necessary when we detect a mismatch or disparity between the knowledge, skill, or ability of someone and the demands that are made on him by the situation he finds himself in. This general definition ...could almost serve as a definition of any learning situation. We reserve the term remedial, however, specifically for those situations which occur contrary to our plans and expectations, where the demands of the situation could not have been foreseen or, if foreseen, could

not have been avoided - that is, where they lie outside the control of the language teaching planners, or the normal curriculum structure in an educational system (p.45).

## Design And Methodology

The present study is qualitative descriptive research consisting of two phases, the first phase of which is based on the content analysis including, for the most part, descriptive data rather than numerical and statistical data in line with Ary, Jacobs, and Sorenson (2010, p. 457) who stated that "content or document analysis is a research method that is applied to written or visual materials for identifying specified characteristics of the material." This type of research method can have different purposes, one of which can be analyzing types of errors in students' writings to classify their errors in different areas (Ary et al. 2010). This design, as a result, was chosen to investigate the hindrances confronting the Iranian undergraduate students of translation when translating different texts from English into Persian by analyzing the errors they made in their exam papers.

In defining a translation problem, however, a distinction should be made between a process difficulty, on the one hand, and a product error, on the other as the former refers to a problem as a source of puzzlement and the latter implies a defect in performance, i.e. a product "error". Such a distinction is crucial in the present study as the data comes from the students' errors to find out the sources of puzzlement.

In an attempt to find out the answers to the third and the fourth research questions, the second phase of the study followed the first one. The findings of the first phase of the study in addition to some tips and feedback in literature to improve translation pedagogy helped the researcher design a semi-structured open-ended interview both in the form of face-to face and email interview to ask for the guidance some of the well-known experienced university instructors, the faculty members of different universities involved and experienced in teaching translation, might offer to plan ways to improve teaching and learning translation process in the Iranian context and to make translation tasks successful.

## The setting

The first phase of the study was conducted at Jieroft Islamic Azad University English Department during the six semesters of the academic years 2015/2016 (1394/1395), 2018/2019 (1395/1396), and 2017/2018 (1396/1397).

The face -to face interviews in the second phase of the study with some of the experienced faculty members of the universities were conducted at Jieroft University, Jieroft Azad University.

## Participants

The participants in the first phase of the study were 18 Iranian junior and senior students enrolled in the undergraduate program of translation in the English department at Jieroft Islamic Azad University, Iran. They were the researcher's students at different translation courses such as Advanced, Journalistic, individual, and literary translation courses in different sections during three academic years at Jieroft Islamic Azad University. They were of both sexes, aged between 19 and 26 years old.

The selection of the participants at this stage was based on the criterion-based sampling technique. The major reason why these groups were selected is the fact that these participants had already studied many specialized courses including language skills courses, grammar courses, linguistics, syntax and Persian language structure and writing courses. They had also completed at least two courses in translation.

The assumption was that these students had necessary linguistic knowledge, both theoretical and practical, and a cultural bilingual background, achieved during their three or four years in college. The sample size was based on theoretical saturation as no new information was obtained through the research instrument.

The participants in the second phase of the study were five faculty members of four Iranian universities, English departments, all with considerable practical experience of teaching translation. These participants

were considered to be experts in the field of translation as the term "expert" is defined as "people who possess special knowledge of a social phenomenon which the interviewer is interested in" (Glaser&Lauder, 2009, p. 117).

## Data Collection Instruments

In this research, two instruments were used to collect data. The data collected for the first phase of the study came from the assigned papers, quizzes and exams given to the undergraduate translation students at Jieroft Islamic Azad University during six semesters (2015-2018).

The second tool was an informal open-ended semi-structured in-depth interview based on the guidelines and tips in literature to design and conduct qualitative in-depth interviews (Boyce & Neale, 2006; Hunter, 2006; Turner, 2010). This procedure seemed to be an appropriate method for data collection for the second phase of this study as the questions could be formulated, while it was possible for the researcher to modify the format or questions during the interview process (Ary et al. 2010, p. 438); in addition it could provide flexibility for the research participants to elaborate on the points of each question that are meaningful to them, thereby driving the conversation even deeper. The interview guide contained twelve questions designed in English, but sometimes Persian was used to facilitate communication.

In general, the interview consisted of three main topics. First of all, explaining the probable predicament, the researcher asked the interviewees if they had had the same experience with translation problems as the researcher did to which their answer was affirmative. Second, some of the questions triggered the reasons for the difficulties and the resolutions to overcome those difficulties. The interviews also looked at the ways the translation task can be simplified to foster the students' success in translation.

## Phase One: Translation Problems

In order to detect the problems the Iranian English major students face when translating English texts into Persian, the researcher followed the procedures of error analysis put forward by Corder (1987), the pioneer of error analysis. The procedures include sampling, identification, description, explanation, evaluation, and correction of errors (as cited in Li, 2017, p.30).

Initially, the errors were recorded in a notebook under headings referring to the nature of the problem. The errors observed in students' sheets, of course, were gradually and subsequently added to the categorized list during the whole semesters under investigation.

In addition to the notes categorizing the problems, the researcher added some memos checking the translation error identification and classification with two teacher-evaluator colleagues involved in teaching translation courses in order to increase the reliability of the results.

Miremadi's (2008) model of translation problems including syntactic and semantic problems provided the basis for the main categories of the errors. However, the researcher added three more categories, cultural, stylistic, and miscellaneous errors, as the study moved forward.

To increase the credibility of the research the researcher used triangulation method including peer review so that three of the researcher's colleagues were provided with the raw data along with the researcher's interpretation and explanation in order for them to decide if the findings and interpretations are credible through discussion (Ary et al., 2010, p. 499)

### *3.6.2 Phase Two: In-depth interviews*

Due to the dynamic nature of the study the researcher developed a semi-structured interview dealing with open-ended questions to be able to devise follow-up questions to draw out more specific details about the participants perspectives on the issues. The questions were based on both the findings of the first phase of the study and the literature.

The participants in the second phase were nine faculty members of the Iranian universities. All the questions covered three main topics: 1. The reasons for the translation majors' poor performance in translation , 2. the quality of the present curriculum for undergraduate translation programs in Iranian universities, 3. discussing and suggesting teaching methods in translation classes in the Iranian context

In order to analyze the responses, the answers to each question were read carefully to find any commonalities across responses; in other words, the attention was focused on thematic units or the answers with similar topics scattered about the interviews, a method of analyzing the interviews as suggested by Meuser and Nagel (2009,p.35).

In order to answer the first two research questions the researcher followed the model proposed by Miremadi (2008) which identified two main categories: syntactic problems and lexical problems. Each of these two categories was subcategorized into different types. Furthermore, three more categories were added to the list as the data analysis moved forward: culture problems, stylistic problems, and miscellaneous errors.

Miscellaneous errors, the last category, were those errors that could not fall under any of the other categories. Accordingly, these errors were categorized as miscellaneous, which consisted of the errors related to the lack of general information or the knowledge of the world and the students' weak deduction as well.

The following tables summarize the types of syntactic problems and the other problems classified under general categories of lexical, cultural, stylistic, and miscellaneous problems as observed in the students' papers:

Table 1 Classification of syntactic problems

<b>Problems at the Level of words</b>	Nouns	Changing the grammatical function of the headword in NP Having difficulty translating noun adjuncts Countability
	Pronouns	Missing the antecedent or pronoun referent
	Verbs	Ignoring tense harmony Misuse of tenses Having difficulty recognizing the verb phrase replaced by an auxiliary in ellipsis -substitution
	Adjectives	Wrong modification
	Adverbs	Wrong modification Missing the connection between a relative adverb and its antecedent
	Prepositions	Misunderstanding the function of the preposition "for" in adverb phrases of purpose Having difficulty finding appropriate equivalents

	Articles	Distorting the message by changing a definite article into indefinite one and vice versa
	Conjunctions	Misunderstanding the cohesive function of conjunctions

Table 4.2. Classification of lexical, cultural, stylistic, and miscellaneous problems

Cultural Problems	Difficulties translating clothing and bedding terms Difficulties translating cuisine terms Difficulties translating metaphors and similes Difficulties translating expressions
Stylistic Problems	formality vs informality Fronting Complex vs. simple style Passive vs. active style Punctuation marks
Miscellaneous Problems	Lack of general information or the knowledge of the world Weak deduction

The following source text samples and their translations present the problematic areas. Of course, the samples are abridged forms of the original data due to focusing on problematic areas. The back translation of each sample is presented to compare the source and the target text to evaluate the compatibility of meaning between the two languages, thereby assessing the accuracy and quality of translation. In addition, the problem reflected in each of the samples is explained and the suggested translation is added to the discussion.

### Syntactic Problems

Preliminary data analysis has suggested that grammatical problems arising from the students' translation fall into two general categories: problems at the level of words (parts of speech) and problems at the level of sentences. These two general categories then could be divided into subcategories.

#### Problems at the Level of Words

##### *Nouns*

Problem: Changing the grammatical function of the head word in a noun phrase

Example 1:

Text: Malala Yousafzai is one of the female activists and the youngest Nobel Prize laureate in the world.

Translation: زنان فعال سیاسی /zænane fæʔale siasi/

Back translation: women who are activists

Suggested translation: فعالان سیاسی زن /fæʔalane siasi zæn/

The adjective female is translated into زنان /zænɑn/ (women), which is a noun in Persian; activists is translated as an adjective, so the noun in the noun phrase is replaced by its adjective so that the noun becomes a modifier and the modifier becomes a noun.

Problem: Countability

Example 1:

Text: The research on the effects of remarriage indicates that younger children have more problems than older children.

Translation: تحقیق نشان میدهد که ..... /təhqiɒq/

Back translation: The study shows that .....

Suggested translation: تحقیقات نشان میدهد /təhqiɑt/

Back translation: to find answers Trisha, Michael's twin sister, went to the police officers because she thought she could help them.

Suggested translation:

در جستجوی / به دنبال جواب خواهر دوقلوی مایکل، تریشا، به سراغ افسران پلیس که فکر میکرد میتوانند کمک کنند رفت. /mitævɑnænd komæk konænd/

This problem may arise due to the omission of relative pronoun in the reduced adjective clause- she thought could provide some help- which is ignored or unknown (the police officers who she thought could provide...); as a result, the translator supposes she to be the subject of the verb help, not paying attention to the clause structure after the verb thought.

Example 2:

Text: Work on yourself in developing a strength and then a newer one every time that thought of remembering comes back.

Translation:

جدیدتر هر زمان که چیزی را بخاطر //tʃizhɑje/ روی خودتان کار کنید و تلاش کنید برای ایجاد یک قدرت و سپس چیزهای میآورید.

Back translation: newer things

Suggested translation:

جدیدتر روی خودتان کار /tævɑnɑ jje/ هر زمان که خاطرات به سراغتان می آید با پرورش یک توانایی و به دنبال آن توانایی کنید.

One or Ones are the pronouns most commonly used for nominal substitution in English. In the second example, one is a substitute term for strength. However, the translator translated it as if it were a new element in the sentence

### *Culture Problems*

Problem: Difficulties translating clothing and bedding terms

Example 1:



Text: She was smartly dressed in a black velvet jacket with a reddish-brown collar and cuffs, and a bulgy, round tam of the same material with a red leather buckle on the side.

Translation:

از مخمل مشکی با یقه و سر آستینهای قرمز مایل به قهوه ای و یک کلاه /zakæti / او هوشمندانه لباسی پو شیده بود شامل ژاکتی در کنارش / tæsme tʃæirmi / از همان جنس با تسمه چرمی / kolahe gerde pofkærde / گرد پف کرده

Back translation: She had intelligently worn a dress including a black velvet jacket with a brownish- red collar and cuffs and a bulgy round hat of the same material with a red leather buckle on its side.

Suggested translation:

از مخمل سیاه با یقه و سر آستینهای قهوه ای مایل به قرمز و کلاه بره /nimtæneie / دخترک جامه زیبایی در برداشت، نیمتنه ای سرخ رنگی در کنارش / که قلاب چرمی //qollabe tʃæirmi / از همان جنس با قلاب چرمی / kolahe bere gerdi / گردی / سرخ رنگی برکنارش دوخته شده بود.

Translating cultural terms such as clothing items cause many difficulties specifically when the translator faces items for which no direct equivalence can be found. For example, tam, according to the explanation given in Collins English Dictionary is a Scottish brimless wool cap. This piece of clothing is not common to be worn in Iranian society; as a result, this term is translated generally as a round bulgy hat which cannot create a clear picture of tam in the mind of the target reader; moreover, the term buckle which refers to the way a tam is decorated is translated as تسمه (tæsme), thong or band in English, as the translator does not have any idea how this cap may look like.

A Patchwork quilt, an American cultural icon, is a quilt with traditional patchwork designs sewed and stitched by women's' hands (Gunn, 2011). It is made of pieces of fabrics beautifully joined together. The Persian adjective وصله دار (væsledar) meaning with patches is usually used for an item of clothing which is mended or strengthened on a torn or weak point by a piece of cloth. Using such a term in the target text implies that the quilt was torn and mended, while the source text includes the term patchwork referring to the design of the quilt.

Translation trainees in Iran do not have an acceptable level of proficiency in both English and Persian; however, they are admitted to the Bachelor of Arts in Translation.

Moreover, in spite of technological developments, the students are not in touch with or do not search to know anything about the culture of the target language which covers a wide range of subjects from geographical features to social and religious culture, or they are not persistent to acquire general knowledge of the world which can be gained through interactions with the physical world (Collombat, 2006). In other words, they lack what Bachman and Palmer (1996) call topical knowledge or real world knowledge or knowledge schema, which plays a fundamental role in decoding the source texts, resulting from the fact that in the age of technology, "many students have turned from the feel of papyrus between their fingers to the smooth metal of the newest Apple product" (Dollisso and Cochran, 2017). In spite of having access to a variety of books, newspapers, magazines, internet and in general information and communications technology (ICT), few students appreciate such means of communication to better understand the global village they are living in.

The students' inability to bridge the theory-practice gap, also, is a factor affecting the students' academic performance. In fact, the theories determine the strategies and techniques by using of which the students can cope with translation problems. However most of the students are not trained enough or do not have enough practice to apply the strategies they have been introduced to in their translation introductory courses. According to the participants from Jieroft Azad University, this might, of course be due to weaknesses in the translation curricula in the current Iranian educational system or the teachers' teaching methods as well.

Besides, teaching translation needs expert practitioners tackling translation problems themselves and conducting research, to try out new ideas in their classrooms and see for themselves what works and what does not. However, the translation teaching staff in Iran's universities includes the instructors, some or most of whom neither translate nor conduct research in translation which is in contrast to what Venuti (2017) believes to be the identity of the scholar-teachers as he states that "only instructors who are professionally current in a field, who are not only conversant with its trends and methods but conduct research in it and participate in its debates, should be assigned to teach courses in that field" (p.4).

It seems that conducting needs assessment used to guide strategic and operational decisions is, most of the time, ignored by the instructors despite the fact that needs assessment by using different instruments such as short quizzes and pre-planned challenging assignments helps the instructors to identify wants and needs and detect the students' progress (Watkins, Meiers & Visser, 2012).

## Conclusion

Teaching translation as a sub-branch of applied translation studies is an exciting and pleasant challenge facing teachers specifically in the university settings. The excitement and pleasure derive from the trainer's efforts to satisfy the trainees' passion for understanding and observe the trainees' gradual translation competence development. One of the beneficial strategies helping translator teachers and trainers to meet the challenges is conducting action research. Action research is defined as "a process of concurrently inquiring about problems and taking action to solve them. It is a sustained, intentional, recursive, and dynamic process of inquiry in which the teacher takes an action purposefully and ethically in a specific classroom context to improve teaching/learning" (Pine, 2009, p.30). Consequently, this research set out to achieve two main goals. The first objective was finding out what problems and difficulties the Iranian undergraduate students majoring in the English language, especially translation students, encounter while translating from English to Persian through the systematic analysis of their output which aimed at getting enough information about the translation students' needs. Second, given that many of the expected challenges occur simultaneously across the country, the research intended to extract the views of the educators engaged in teaching translation to the Iranian university students on these problems and to investigate their experiences to offer a set of guidelines to solve such problems by applying an appropriate teaching method to improve teaching and learning activities in translation classes in Iran.

The lexical errors were mainly the students' wrong lexical choices and collocation errors mostly caused by, ignoring contextual clues, lacking the skills of using references like dictionaries or internet resources, or the poor level of the target language proficiency. Some lexical errors, also reflected the students' having difficulty finding the meaning of the multimorphemic words not easily found in dictionaries.

The stylistic errors were those related to stylistic devices such as fronting and punctuation marks as well as formal versus informal style, complex versus simple style, and passive versus active style. Among these errors the ones related to punctuation marks heavily affected the meaning of the source text showing that this area has been neglected to be focused on by either the students or the teachers or both.

The researcher conducted an open-ended semi-structured interview with some of the experts in the field of translation, all of whom were faculty members of the Iranian universities to yield additional information from the experts' point of view regarding these problems and their causes and more importantly to collect the interviewees' best practices and advice as precious guidelines to improve translation pedagogy by focusing on the students' weaknesses and their needs by which the fourth and the final question of the research could be answered.

The reasons for the students' poor performance mirrored by the errors observed in the data, as suggested by the interviewees, can be attributed to the proficiency level of the students, the trainers' skills qualifications and experience, and the translator education system. The reasons are in short as follows:

1. The students' unacceptable level of proficiency in both SL and TL, their poor topical knowledge, their inability to bridge theory-practice gap and their lack of motivation due to lack of job opportunities after graduation

2. Teaching staff not properly trained in teaching translation, few numbers of trainers experienced and involved in translation and translation-related research, and trainers with limited focus on needs analysis

The researcher's giving enough information about the findings of the first phase of the present research to the participants in the second phase of the study, a few of the faculty members of the English departments

in some of the Iranian universities, led to hot discussions on translation teaching and learning activities in the Iranian context. The constructivist approach to teaching translation, as the interviewees believed, can provide opportunities for translation students to play an active role in their own learning by integrating and activating corresponding knowledge, skills and attributes specifically in the form of group work in translation classes. What the participants agreed upon was in line with Kilary (2000), who believes a constructivist approach does indeed lend itself to the education of translators. By recognizing the inherently personal and social nature of knowledge construction, and by negating the possibility of transferring objective knowledge from one mind to another, the approach inherently promotes a more equitable distribution of authority in the classroom and higher levels of motivation and active participation. It also encourages students to assume responsibility for their own learning (p.53).

The findings of the error analysis procedure indicated the problems the translation students had in translating different English texts into Persian especially syntactic, lexical, cultural, and stylistic ones. Some other miscellaneous errors, also reflected the students' poor topical or , in terms of Hatim and Mason (2005), the "encyclopedic knowledge" and their weak deduction or weakness in reasoning from one or more sentence elements to reach a logically certain conclusion about the meaning of the whole.

The syntactic problems can result from students' low level of the source language proficiency resulting in having difficulty reading and comprehending the source texts due to inability to parse the sentences into their constituents and recognize their functions especially when the sentences are long multiple sentences with complicated structure. One of the common errors made by the students was losing the text coherency so that the sentences in the target text took separate directions as if there were no logical connection between them. This problem may be due to the students' poor knowledge of linking devices and ellipsis or clause reduction rules in English as the source language.

The focus was on constructivist approach to teaching translation, the core principles of which are collaborative learning, developing autonomy in the learners, creative, individual self-expression, and authentic tasks. In contrast to transmissionist approach to teaching "in a constructivist view of education, personal meaning-making replaces the acquisition of static knowledge while learners are seen to reflect on and interpret experience according to their own mental structures" (Varney, 2009, p.28).

The following conclusions can be drawn from the discussions on the interview highlighted topics by the Iranian academics active both in translating and translation teaching:

- Promoting student discussion and group activities involves them in their own learning. Furthermore, engaging in group-work in a cooperative learning environment increases students' intrinsic motivation, leading to "higher achievement and greater productivity" (Gillies, 2016).
- "A fairly common discourse among professional translators is that the formal training programs are inefficient, misleading, too theoretical, irremediably out of touch with market developments, and in some instances saturating the labor market with graduates" (Pym, 2012). Consequently, using authentic translation tasks prepares students to function efficiently as a professional. For example, assigning the students with the source business texts and discussing their performance in the class prepares them for performing appropriately within the context of the client relationship.

The teaching programs implemented by the departments based on the local needs discussed and recognized by reregular staf meetings, in fact, may act as the only and the best rescue lifeboat to guarantee learning of at least those students who are motivated enough to work in their field after graduation due to the fact that the English departments in the Iranian universities differ in regard to their students' capabilities, methods of teaching, textbooks adopted as teaching materials, and in general needs and wants; accordingly, providing the students with a set of transferable skills necessary to achieve translation tasks successfully needs local decision making strategies.

On the whole, the benefits of detecting problematic areas in translation students' performance have been demonstrated in countless studies as mentioned in literature review (Hubscher-Davidson, 2008; Wang, 2011; Nicodemus, B., & Swabey, L.,2015). What all the experts in the field of translation agree upon is the fact that problem identification is prior to prescription and medication. Once the translation problems are identified, the first step to prepare for the battle is lesson design and planning. What can be ranked as a highly problematic issue may easily be handled by the interaction and cooperation of teachers and students in the teaching program.

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