التحديات في الترجمة الحرفية والحلول المقترحة: رؤى من الباحثين الشبان في مجال الترجمة في جامعة القدس

Challenges in Literal Translation and Proposed Remedies: Insights from Junior Translation Scholars at Al-quds University.

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الملخص: تستكشف هذه الدراسة التحديات المرتبطة بالترجمة الحرفية وتقترح حلولاً استناداً إلى رؤى من الباحثين الشبان في مجال الترجمة في جامعة القدس. هدفت الدراسة إلى تحديد ما إذا كان الطلاب يدركون قيود الترجمة الحرفية، وتحديد أنواع النصوص التي تكون فيها مفيدة أو مشكلة، وتقديم توصيات لمساعدة الطلاب في تجنب الأخطاء الناتجة عن الترجمة الحرفية. تشير النتائج إلى أن الطلاب، بينما يدركون مزايا الترجمة الحرفية، يعترفون أيضًا بقيودها، خاصة في التقاط جمال النص الأصلي ومعالجة الكلمات ذات الطابع الثقافي أو اللغوي المحدد. وتُعتبر الترجمة الحرفية مفيدة في النصوص العلمية والتقنية والتعليمية، لكن ينبغي التعامل معها بحذر في النصوص الشعرية والمتعلقة بالتعابير الاصطلاحية وبعض النصوص ذات الطابع التجاري. تشمل التوصيات إعطاء الأولوية لفهم السياق، والنظر في الرسمية، والرجوع إلى المصادر المتخصصة للتعابير الاصطلاحية، وتجنب الترجمات الميكانيكية. يُحث أساتذة الجامعات على التركيز على مصادر أخطاء الترجمة وتقديم مواد تدريبية لمساعدة الطلاب على تحسين مهاراتهم في الترجمة.

الكلمات الرئيسية: الترجمة الحرفية، التحديات، الحلول، علماء الترجمة المبتدئين، جامعة القدس

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Abstract: This research explores the challenges associated with literal translation and proposes remedies based on insights from junior translation scholars at Al-quds University. The study aimed to determine whether students recognize the limitations of literal translation, identify text types where it is advantageous or problematic, and provide recommendations to help students avoid errors stemming from literal translation. Results indicate that while students are aware of the advantages of literal translation, they also acknowledge its limitations, particularly in capturing the beauty of the original text and handling culturally or linguistically specific words. Literal translation is found to be advantageous in scientific, technical, and educational texts, but should be approached with caution in poetic, idiomatic, and certain business-related texts. Recommendations include prioritizing contextual understanding, considering formality, consulting specialized resources for idiomatic expressions, and naturalizing translations to avoid sounding mechanical. University professors are urged to highlight sources of translation errors and provide training materials to help students improve their translation skills.

Keywords: Literal translation, Challenges, Remedies, Junior translation scholars, Al-Quds University

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1. Introduction

Translation is often regarded as one of humanity's earliest vocations, emerging alongside the development of languages and the innate human desire to comprehend foreign expressions. It follows that the practice of translation is as ancient as the written word itself, with the presumption that some form of interpretation predates translation, given the precedence of spoken language over its written counterpart. Scholars widely acknowledge instances of translation dating back to ancient civilizations like Egypt and Mesopotamia, where pivotal texts, including religious scriptures and literary masterpieces extolling notable achievements or leaders, were translated. In the Arab world, translation played a significant role in acquainting the populace with the knowledge and accomplishments of foreign civilizations such as the Greeks and Romans. The establishment of the House of Wisdom, or "Bait Al Hikmah," funded by the esteemed Abbasid Caliph Haron Al Rashid and his successor Al Ma'moun, not only facilitated the translation of external knowledge into Arabic but also served as an educational institution nurturing and graduating proficient translators.

In the contemporary era, the Arab world is in dire need of an upsurge in translation for two primary reasons. Firstly, to narrow the technological disparity between the Arab world and more advanced regions. Secondly, to vie in the burgeoning translation industry, which has evolved into a substantial market generating tens of billions of dollars annually. Technological advancements, particularly in computer-based translation tools and applications such as Machine Translation, Computer Assisted Translation, Translation Memories, and the integration of Artificial

Intelligence, have intensified the competition among major corporations striving to dominate and regulate the translation sector. The translation market is experiencing rapid expansion due to the global trend towards globalization.

The simplest and most precise definition provided by dictionaries revolves around the process of converting text from one language to another. For instance, the online Merriam-Webster dictionary defines translation as "a rendering from one language into another, also the product of such a rendering." Literal translation focuses on the individual words' meanings without considering how they function together in a phrase or sentence. This approach, also known as direct or word-for-word translation, involves translating each word separately. However, because literal translation disregards context, it often leads to significant errors that obscure crucial aspects of the source text, as well as the writer's intentions and objectives. According to Liraz **Postan (2023)**, literal translation occurs when text is translated word-for-word, without much consideration for the text's overall meaning. This method often produces sentences that are unintelligible and grammatically flawed, and it can result in idiomatic expressions that make no sense in the target language.

Literal translation indeed overlooks the cultural nuances of texts and the subtle meanings that certain words may carry. However, this does not imply that literal translation should be universally condemned and avoided in all circumstances and for all types of texts. There are specific types of texts that necessitate translation methods other than literal translation. "Literal translation" refers to any translation that simply substitutes words from one

language into another without considering cultural contexts. While word-for-word translation is a common approach in language learning, it fails to convey the original content's message when each word is translated literally, highlighting significant shortcomings for businesses and other contexts.

2. The Objectives of the Study

The objective of this study is to examine whether students comprehend the constraints of literal translation in translating specific text genres and the scenarios in which literal translation proves beneficial. Through this research, the investigators aim to accomplish the following goals:

1.   Assessing students' awareness regarding the appropriate usage of literal translation across different text genres and discerning situations where it should be avoided.
2.   Identifying the advantages and limitations associated with employing literal translation for various text categories.
3.   Highlighting any deficiencies in the translation education curriculum at Al-quds University, if present.
4.   Formulating practical recommendations, grounded in empirical data, to guide translation students in selecting appropriate methods and techniques for translating diverse text genres.

3. The Problem of the Study

The present study operates under the premise that translation students at Al-quds University tend to rely excessively on literal translation, leading to errors in their translations. Additionally, the researchers hypothesize that these

translation errors stem from a lack of awareness regarding the significance of selecting appropriate translation strategies for different types of texts.

4. The Significance of the Study

Translation is increasingly becoming a pivotal aspect in light of technological advancements. As the world grows smaller and innovations flood the markets at an unprecedented pace, interchanges between nations are becoming more vital, rapid, and intensive. The present study sheds light on translation challenges that impede the accuracy of students' work, resulting in translation errors with significant repercussions on their professional capabilities as both students and future translators.

5. The Limitations of the Study

The scope of the current study is focused on investigating the awareness of minor translation students regarding the text types where literal translation proves advantageous and where it presents limitations. Therefore, no external elements beyond the community under study will be incorporated. Additionally, any topics irrelevant to the study's subject matter will be excluded. Furthermore, the findings of this study are confined to the first term of the university year 2023/2024.

6. The Questions of the Study

The following questions represent the concerns of the study:

1. Are students aware of the limitations and advantages of literal translation?

2. What are the text types in which literal translation is advantageous ?

3. What are the text types in which literal translation should be avoided?

4. How to help students avoid translation errors resulting from overusing literal translation?

2. Literature Review

According to **Abdeldjalil (2022),** Collocations pose a significant challenge for both English as a Foreign Language (EFL) learners and instructors. Despite this, literal translation remains the predominant strategy employed by EFL learners, resulting in erroneous speech patterns. This study aims to examine the relationship between literal translation and the utilization of collocations in the speech of Algerian EFL students. It seeks to underscore the importance of teaching and learning collocations while highlighting the drawbacks of literal translation and native language interference in speech. The research investigates the extent to which students have acquired proficiency in collocations in their spontaneous speech and assesses the impact of excessive reliance on literal translation on their language skills. Data collection involved a focus group comprising 20 EFL students from the Department of English at Mohammed Seddik Ben Yahia- Jijel University, along with an assessment quiz to measure their collocational awareness level and interviews with two English Language department teachers. The findings revealed a significant deficiency in the use of collocations among the sampled EFL learners. Responses to collocation use varied, with lexical avoidance being the most common due to vocabulary limitations. Furthermore, literal translation was prioritized by

students when they knew equivalent words in the target language, although some common collocations were used correctly.

Mounassar (2020) examines the translation of lexical collocations in literary texts from English to Arabic, focusing on the strategies employed by translators. Utilizing two English literary works translated into Arabic, lexical collocations were identified and analyzed. The research aims to elucidate how translators handle collocations during the translation process and assess whether the resulting target text preserves the linguistic and stylistic characteristics of the original collocations. Three key questions guide the investigation: 1) How are collocations transformed during translation? 2) What methods do translators utilize to address collocations? 3) What strategies are employed in translating collocations in literary texts? Findings reveal a variety of strategies employed by translators, with literal translation emerging as the most prevalent approach in translating collocations in literary texts. Modulation is identified as another commonly used strategy. Additionally, in certain cases, collocations are rendered into single words that represent equivalent expressions in the target language.

Translation is a nuanced and intricate task within the realm of language studies, presenting translators with a host of serious issues to contend with. This complexity is further compounded when translating from Arabic to English, requiring translators to possess a deep understanding of both surface and underlying linguistic relations. The process of translation involves the transfer and transformation of various characteristic elements between languages. Given the distinct origins of Arabic and English, translating between these languages presents numerous difficulties, encompassing

vocabulary, grammar, phonetics, style, and usage. This paper aims to explore the challenges associated with translating Arabic texts, particularly those of a linguistic nature, into English, and offers practical and acceptable solutions based on considerations such as readership, text type, context, and cultural nuances. To enhance accessibility for non-native Arabic speakers, Arabic International Phonetic Alphabet (IPA) transcriptions are provided where necessary **(Chowdhury, 2018).**

Dr. Mohammed **Elhajahmed (2017)** conducted a study aims to investigate, analyze, and categorize the lexical and textual translation difficulties encountered by professional diploma students at the Islamic University of Gaza (IUG). Thirteen students pursuing a professional diploma in translation at IUG were administered a translation test comprising a politically argumentative text. The analysis of translations was based on the linguistic assessments of the researcher and a model translation provided by a professional translator. Results revealed that professional diploma students encountered both lexical and textual challenges. Lexical issues included incorrect word choices, improper lexis and collocation, while textual problems encompassed non-parallel structures, omissions, lexical repetition, redundant pronouns, and incongruent information. The study concludes with recommendations and suggestions for further research in this domain.

Lomaka (2017) delves into the enduring debate surrounding two distinct approaches to translation: the literal approach and the free approach. This study elucidates the theoretical and conceptual underpinnings of literal translation by examining the perspectives of various researchers with differing attitudes toward this phenomenon. It highlights the absence of

consensus among scholars regarding whether literal translation or free translation should be considered the primary approach to translation. Furthermore, the paper analyzes the concept of literalism and delineates the principal types of literalisms (etymological, semantic, lexical, and grammatical) through illustrative examples. Employing general scientific methods such as observation, analysis, and synthesis, as well as descriptive, classification, generalization, and selection methods, the author demonstrates that literalism frequently results in the distortion of meaning and contravenes the norms of the target language. Consequently, the translator must judiciously choose equivalents to mitigate the artificiality of translation.

In the realm of standardized advertising, importers often face the challenge of preserving the intended impact of source advertising slogans when translating them into the target language. Translators are confronted with the decision of either directly transferring the original slogan or opting for a literal translation. However, the crux of the issue lies in the fact that the original advertising slogans are crafted for target customers who speak a different language and hail from diverse cultures. This paper elucidates how the literal translation of English advertising slogans into Arabic can result in the loss of the intended effects originally conceived by the advertisers **(Ammar, 2014).**

Mona **Elleuc (2014)** conducts a study to investigate the extent to which literal translation preserves the meaning of the original text of the Holy Quran and its compatibility with the sacred text. The research delves into how literal translation can distort the Holy book by comparing two widely used translations: the works of Arberry (Christian) and Yusuf Ali (Muslim). By

analyzing the disparities between these translations, the study elucidates the cultural and contextual factors that influenced their production, as well as the efforts made by Muslims to enhance these translations. Given the universal message of Islam, the study underscores the importance of ensuring that non-Arabic speakers grasp the precise meaning of the original text.

Wei Lu (2012) revisits Peter Newmark's theory on literal translation in the context of contemporary Translation Studies, despite the field's cultural turn and subsequent advancements. Newmark remains a significant figure in translation studies, particularly for practitioners and educators. This paper critically examines Newmark's theory, as outlined in "A Textbook of Translation," which emphasizes the importance of literal translation. Through an analysis of its applicability to Chinese-English and English-Chinese translation, the study aims to contribute to translation practice and teaching. Rather than proposing novel ideas, the paper seeks to address the academic balance following Translation Studies' cultural turn.

3. Methodology

3.1 Introduction

This research investigates the pitfalls of relying on literal translation. Its objective is to ascertain whether students studying translation at Al-quds University recognize the constraints of literal translation, discerning which text types it renders effectively and which it poses challenges for. Through the findings of this inquiry, the researchers seek to provide recommendations to aid translation students in circumventing errors stemming from literal translation.

3.2 Study Style

The current study follows the action study styles. It is both qualitative and quantitative.

3.3 Data Collection

The present study employs a questionnaire as its primary method of data collection. The questionnaire's statements are crafted based on the study's research questions and are divided into four parts corresponding to the study's inquiries. The first section delves into students' understanding of the benefits and drawbacks of literal translation, encompassing statements 1-10. The second section assesses the effectiveness of literal translation across various text types, comprising statements 11-20. The third section, spanning statements 21-29, focuses on providing suggestions and recommendations to assist students in steering clear of literal translation errors.

3.4 **Population and Sample of the Study**

The study's population comprises minor translation students at Alquds University. A random sample will be selected from this population. To ensure representativeness, both male and female students will be included in equal proportions within the sample. This is done to examine whether gender influences participants' responses significantly. The sample will consist of twenty male and twenty female students.

4. Data Analysis

4.1 Domain One: Students' Awareness of advantages and disadvantages of literal translation.

The effectiveness and appropriateness of any translation output heavily depend on the selection of the appropriate translation technique. However, no single technique fits all types of tasks or texts. Among these techniques, literal translation has both its benefits and drawbacks. Overreliance on literal translation by students frequently results in translation errors, underscoring the importance of students being cognizant of its limitations. Table One below evaluates the awareness of translation students at Alquds University regarding this matter.

Table.1

Domain one: Students' Awareness of advantages and disadvantages of literal translation.						
NO	Statement	SA	A	N	D	SD
1	Literal translation can occasionally strip the source text of its elegance and nuance.	M:40% F:30%	M:50% F:70%	M:10%		
2	Literal translation proves more challenging than commonly perceived, given the scarcity of absolute synonyms.	M:30% F:40%	M:30% F:20%	M:30% F:20%	F:10%	M:10% F:10%
3	Literal translation aims to make the translator invisible.	M:40% F:70%	M:30% F:10%	F:10%	M:30%	F:10%
4	Literal translation is unsuitable for culturally and language-specific words.	M:50% F:10%	M:30% F:80%	M:10%		M:10% F:10%
5	Literal translation is perceived as straightforward and time-saving.	M:40% F:30%	M:40% F:50%		M:10%	M:10% F:20%
6	Literal translation contributes to enriching the target language by introducing new words and phrases.	M:30% F:40%	M:10% F:10%	M:10% F:30%	M:10% F:20%	M:40%

7	Literal translations aid foreign language learners in easily grasping the language structures of the source language.	M:60% F:30%	M:20% F:70%	M:10%	M:10%	
8	Literal translation fails when a source language word lacks an equivalent in the target language.	M:30% F:100%	M:70%			
9	Literal translation may effectively convey meaning at the phrase or sentence level, but it may encounter challenges when applied at the text level.	M:90%	M:10% F:100%			
10	Literal translation guarantees that no essential information is omitted from the source material.	M:50% F:30%	M:20% F:50%	M:10% F:10%	M:10%	M:10% F:10%
11	Literal translation is unable to capture certain elements of the source text, such as humor, tone, and voice.	M:60% F:80%	M:20%	M:10%	M:10% F:10%	F:10%

The findings from table one indicate that a significant proportion of students are cognizant of both the benefits and limitations of literal translation. Specifically, regarding the advantages of literal translation:

1- A notable 70% of male students and 80% of female students acknowledge that literal translation ensures the translator remains unseen. This observation underscores that personal opinions and emotional attitudes can influence the

translation output, potentially altering the message significantly. However, when employing literal translation, the subjectivity of the translator is set aside, minimizing its impact, as emphasis is placed on conveying the literal meaning and the exact words of the text.

2- Another benefit of literal translation, supported by 80% of students, is its ease and time-saving nature compared to other translation techniques.

3- A significant majority of students, with 80% of males and 100% of females in agreement, believe that literal translation aids foreign language learners in easily understanding the language structures of the source language.

4- Literal translation, according to 70% of male students and 80% of female students, ensures that no vital information is omitted from the source content.

The only advantage of literal translation that garners relatively lower agreement among students is its ability to enrich the target language by incorporating new words and phrases. Only 40% of male students and 50% of female students agree with this statement. The lower agreement percentages can be attributed to students' limited exposure to various translated texts, with the potential for them to gain more insights into how literal translation impacts the target language in the future.

In terms of the limitations of literal translation, the results demonstrate that students are well aware of them, as evidenced by high agreement percentages on the following points:

1- A significant majority of students, with 90% of males and 100% of females, acknowledge that literal translation sometimes diminishes the beauty and flavor of the source text.

2- 60% of students in the study recognize that literal translation is not as straightforward as commonly believed, given the scarcity of absolute synonyms.

3- The majority of students, with 80% of males and 90% of females, agree that literal translation is not suitable for words that are cultural or language-specific.

4- All students in the study, 100%, concur that literal translation fails when a source language word lacks an equivalent in the target language.

5- 80% of students agree that literal translation is unable to convey certain aspects of the source text, such as humor, tone, and voice.

In conclusion, the results indicate that the students who participated in the study are well-informed about the advantages and limitations of literal translation. High percentages agree on the advantages presented in this domain, such as reducing the impact of translator attitudes and opinions, saving time and effort, ensuring no information is neglected, and aiding foreign language learners in grasping source language structures easily. However, lower percentages agree that literal translation enriches the target language. Similarly, high percentages of students agree on the limitations proposed in the domain, such as weaknesses in reflecting the beauty of the
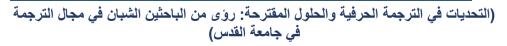
original text, problems with exact synonymy, difficulties at the text level, and with culturally or language-specific words.

4.2 **Literal Translation and Text Types**

This section aims to assess the awareness of translation students at Al-quds University regarding the types of texts for which literal translation provides satisfactory results and those that require special attention or alternative translation techniques. Table Two below illustrates the perspectives of the participating students on the effectiveness of literal translation in handling different text types.

Table.2

Domain two: Literal Translation and Text Types.						
NO	Statement	SA	A	N	D	SD
12	Literal translation is generally unsuitable for literary and poetic texts since it often fails to preserve the musicality of the original.	M:50% F:40%	M:30% F:50%	M:10%	M:10%	F:10%
13	Literal translation is ineffective for translating idioms and culturally-bound expressions.	M:40% F:40%	M:50% F:60%	M:10%	F:10%	
14	In word-for-word translation, definite articles can often lead to errors.	M:40% F:40%	M:30% F:50%	M:20%	F:10%	M:10%

#	Statement					
15	Scientific and technical texts are often suitable for literal translation to ensure precise correspondence of terms.	M:10% F:40%	M:60% F:40%	M:10% F:20%	M:10%	M:10%
16	Legal texts can generally be translated literally with minimal potential for errors.	M:50% F:20%	M:10% F:50%	M:30% F:20%	F:10%	M:10% F:30%
17	Literal translation faces significant limitations when translating business texts, primarily due to the potential costs arising from translation errors.	M:40% F:40%	M:30% F:40%	M:20%	F:20%	M:10%
18	Literal translation can be advantageous in teaching and learning languages, particularly at the early stages of learning.	M:50% F:40%	M:30% F:50%	M:10% F:10%	M:10%	
19	Translating advertising slogans literally into Arabic often results in the loss of the intended effects originally conveyed.	M:30% F:40%	M:30% F:20%	M:30% F:20%	F:10%	M:10% F:10%
20	The language of news headlines possesses distinctive characteristics at the lexical, grammatical, rhetorical, and cultural levels, which impose limitations on literal translation.	M:10% F:40%	M:60% F:40%	M:30% F:20%		

21	Literal translation encounters challenges with drug names because various countries may have different approved names for the same medications.	M:30% F:20%	M:50% F:60%	M:10%	F:10%	M:10% F:10%

The findings in Table Two indicate that a significant majority of students participating in the study are aware of the text types that pose challenges for literal translation. For example, 80% of male students and 90% of female students agree that literal translation is unsuitable for literary and poetic texts due to the difficulty in maintaining the musicality of the original. However, this does not imply that literal translation should be completely avoided when dealing with metaphors in poetry. On the contrary, these metaphors should be preserved as part of the poets' rights and as indicators of their creativity.

Regarding the translation of idioms and culturally-bound texts, 90% of male students and 100% of female students assert that literal translation is not suitable for them, as it may fail to convey the intended meaning and effect of the source text. Additionally, special attention should be given to the use of definite articles, as their usage varies across languages. Literal word-for-word translation in this regard can result in errors or produce a target text that sounds unnatural, although understood. Consequently, 70% of male students and 90% of female students emphasize the need for special care in translating such texts.

Moreover, 70% of male students and 80% of female students agree that literal translation has significant limitations in translating business texts, as errors may lead to costly consequences. Similarly, 60% of students agree that

translating advertising slogans into Arabic literally can result in a loss of the originally intended effects. Additionally, 70% of male students and 80% of female students concur that the language of news headlines presents characteristics at various levels—lexical, grammatical, rhetorical, and cultural—that restrict literal translation.

Furthermore, 80% of students who participated in the study acknowledge that drug names pose challenges for literal translation due to variations in approved names across different countries.

However, certain types of texts can indeed be translated literally with minimal errors. For instance, 70% of male students and 80% of female students believe that scientific and technical texts can be translated literally to ensure precise correspondence of terms. Similarly, 60% of male students and 70% of female students agree that legal texts can be translated literally with very few possible errors. Additionally, 80% of male students and 90% of female students view literal translation as convenient, especially in teaching and learning languages at the early stages of learning.

In conclusion, the results of this section indicate that a significant majority of students who participated in the study are aware of the types of texts that are suitable for literal translation and those that require caution or avoidance. Texts that can be translated literally with minimal errors include scientific and technical texts, legal texts, and the use of literal translation in language teaching and learning, particularly at the early stages. Conversely, texts such as poetic texts, idioms and culturally-bound text, those involving the use of definite articles, business texts, advertising slogans, news headlines, and drug

names should either be avoided or translated with special care when using literal translation.

4.3 Helping Students to Avoid Translation Errors Resulting From Overusing Literal Translation

This section is crucial as it offers recommendations for the study, providing students with guidance on avoiding translation errors stemming from literal translation. Table Three below displays students' responses to the pertinent statements.

Table.3

NO	Statement	SA	A	N	D	SD
Domain three : Help students to avoid translation errors resulting from overusing literal translation.						
22	Students should concentrate on the context to grasp the precise message instead of relying on word-for-word translation.	M:70% F:40%	M:20% F:60%	M:10%		
23	To steer clear of translation errors caused by literal translation, students should pay attention to the level of formality in both the source and target texts.	M:40% F:30%	M:50% F:60%		F:10%	M:10%
24	When translating idioms, students are encouraged to refer to specialized resources dedicated to idiomatic expressions.	M:50% F:40%	M:50% F:60%			

25	Students should pay special attention to the structural differences between the source and target languages.	M:50% F:30%	M:20% F:60%	M:10%	M:10%	F:10%
26	Students are encouraged not to rigidly adhere to the sentence order if it does not make sense in the target language.	M:30% F:20%	M:50% F:60%	M:10%	F:10%	M:10% F:10%
27	Students are advised to consider that the use of definite articles varies across languages. For example, "Assina'h" is transliterated into "industry," not "the industry."	M:70% F:30%	M:10% F:60%	M:10%	M:10%	F:10%
28	Students are encouraged to search for functional equivalents of cultural-bound expressions and proverbs.	M:50% F:20%	M:30% F:60%	F:10%	M:10%	M:10% F:10%
29	University professors should emphasize the sources of translation errors in assignments and exams.	M:40% F:30%	M:50% F:60%	M:10%		F:10%
30	University professors should offer students training materials on how to prevent translation errors.	M:40% F:20%	M:40% F:60%	M:10%	M:10% F:10%	F:10%
31	Students are advised to make their translations sound natural by avoiding the mechanical nature of literal translation.	M:30% F:40%	M:50% F:60%	M:20%		

32	A product translated formally may not appeal to the target audience.	M:50% F:20%	M:20% F:60%	M:10%	M:10% F:10%	M:10% F:10%
33	Students should aim to preserve the rhetorical purpose and organizational pattern of the target text.	M:30% F:20%	M:40% F:60%	M:20% F:10%		M:10% F:10%

The results presented in this section demonstrate that a high percentage of students agree on the recommendations outlined in this domain. Specifically:

- 90% of male students and 100% of female students believe that focusing on the context to identify the exact message, rather than using word-for-word translation, reduces translation errors.

- 90% of students agree that considering the level of formality in both the source and target texts helps in reducing translation errors.

- All students (100%) emphasize the importance of consulting specialized resources for idioms when translating idiomatic expressions and culturally-bound phrases.

- 80% of students advocate for translating idioms and expressions functionally, rather than literally.

- 70% of male students and 90% of female students believe that giving special consideration to the structural differences between source and target languages helps in reducing translation errors.

- 80% of male students and 90% of female students state that understanding the differences between languages regarding the use of definite articles is crucial to avoid translation errors.

- 80% of male students and 100% of female students highlight the importance of naturalizing translations to avoid sounding mechanical and unnatural.

- 70% of male students and 80% of female students advise maintaining the rhetorical purpose and organizational pattern of the target text.

These recommendations collectively provide valuable guidance to students in avoiding translation errors and producing more accurate and natural translations.

According to 90% of the students, university professors should emphasize the sources of translation errors in assignments and exams. Additionally, 80% of the students believe that professors should provide students with training materials on how to avoid translation errors.

5. Conclusion

Literal translation can be defined simply as translating each word in the source text directly into its equivalent in the target language. While this approach has its benefits, it also has significant drawbacks. For example, it often overlooks the overall characteristics of the text, leading to sentences that are unintelligible or grammatically incorrect. Additionally, literal translation may produce idioms that make no sense in the target language and fails to consider the cultural nuances and subtle meanings of words. However, this does not mean that literal translation should always be avoided

or banned entirely. There are certain types of texts where literal translation is appropriate, but for others, alternative translation methods are necessary.

Through this study, the researcher aimed to assess students' awareness of the benefits and drawbacks of literal translation, determine their understanding of when to use literal translation and when to avoid it, and identify the advantages and limitations of literal translation across different text types. Additionally, the study sought to highlight any shortcomings in the translation teaching program at Al-quds University and provide practical recommendations based on accurate data to guide students in selecting appropriate translation methods and techniques for various types of texts. To achieve these goals, the researcher formulated the study's objectives as questions and utilized a questionnaire as the primary method of data collection.

The questionnaire consisted of thirty-two multiple-choice statements. These statements were carefully reviewed and refined in collaboration with the academic supervisor and a referee from the university staff until they reached their final form. Subsequently, they were administered to a random sample comprising an equal number of male and female students, totaling twenty participants from each gender. The responses provided by the students were then subjected to statistical analysis, processing, and interpretation. The findings derived from this analysis were utilized to address the research questions posed by the study.

5.2 Results

The study answered the questions it was designed for as follows:

Question one: Are students aware of the limitations and advantages of literal translation?

The results of the study indicate that the students who participated are well-informed about the advantages and limitations of literal translation. A significant majority agree on the advantages, including reducing the influence of translator biases, saving time and effort, ensuring comprehensive translation without omitting information, and facilitating foreign language learners' understanding of source language structures. However, fewer students agree that literal translation enhances the target language. Conversely, a high percentage of students acknowledge the limitations, such as the inability to capture the beauty of the original text, challenges with exact synonymy, difficulty in maintaining coherence at the text level, and issues with culturally or linguistically specific words.

Question two: What are the text types in which literal translation is advantageous ?

The findings suggest that literal translation can be applied with minimal errors in certain types of texts, including scientific and technical documents, legal texts, and in language teaching and learning, particularly at the beginner levels.

Question three: What are the text types in which literal translation should be avoided?

The results indicate that literal translation should either be avoided or approached with special care when dealing with certain types of texts. These include poetic texts, idiomatic and culturally-bound expressions, the use of definite articles, business documents, advertising slogans, news headlines, and drug names.

5.3 Recommendations

Question Four: How to help students avoid translation errors resulting from overusing literal translation?

To minimize errors, students are advised to prioritize understanding the context rather than relying solely on word-for-word translation. Additionally, they should consider the level of formality in both the source and target texts. When translating idiomatic and culturally-bound expressions, consulting specialized resources for idioms is recommended. Students should also pay attention to the structural differences between the source and target languages, as well as the variations in the use of definite articles across languages. It is important for students to naturalize their translations to avoid sounding mechanical and unnatural.

Furthermore, university professors are encouraged to emphasize the sources of translation errors in assignments and exams. Additionally, they should provide students with training materials on how to avoid translation errors.

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