STRATEGIES IN ENGLISH-INTO-KURDISH AND ARABIC TRANSLATION ADOPTED BY UNIVERSITY STUDENTS AND THEIR IMPACT ON THE TRANSLATION QUALITY

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ABSTRACT

This paper examines the strategies used by 4th year students in translating a literary text into Kurdish and Arabic and the difficulties they face and how they overcome them and generate a quality final output. Think-aloud Protocols are used as a tool for investigating what is in the students' minds during the process. The study is designed as a series of experiments using five fourth-year translation students, at the University of Duhok. To process the data, the qualitative analysis was adopted. Regarding the findings, prior reading of the text was often applied by the participants as a starting point of the process. The two main problems encountered during the process were: text comprehension and the translation of references and symbols located in the text. Regarding the strategies, employing Google Translate, reading the text and the translation repetitively, and offering a literal translation to challenging items were applied. Rendering a mistranslation, and skipping a word/phrase for a while and moving to the next for connectivity were the least used strategies found among the study sample. Relying on an effective translation quality assessment model (Waddington, 2001), the influence of these strategies on the final product, was also examined by a qualified jury. It is hoped that the paper findings can shed light on the translation strategy teaching and improving students' translation competence.

1. INTRODUCTION

Translation strategies are crucial to translators since they are very important in dealing with the translation difficulties. Traditional translation studies have been concentrated on whether the translated text is faithful to the original version, and aimed at discovering a type of translation strategy with rightness and truth. However, it might be challenging to determine the most accurate translation strategies when dealing with difficulties found in a text. Modern translation studies have made it abundantly evident that the original text is not the only thing that influences the translated text; during the translation process, the translators make decisions on a regular basis. Additionally, a variety of factors, both objective and subjective, such as the type of source text (ST), the purpose of the translation, the intended audience for the target text (TT), the translator's way of thinking, value orientation, and awareness of the cultures of the source and target languages, greatly influence the choice of the translator's strategies. Therefore, successful translation strategies yield a translation that is clear, while improper translation strategies result in a translation that readers cannot understand.

2. RESEARCH PROBLEM

Based on observations made on undergraduate students at the Translation Department, Duhok University when teaching translation, it has been noticed that there are issues with students' final product and its quality, and most of the time, teachers are uncertain about the strategies the students usually follow and whether they are effective or not. Thus, a lot of questions are raised in mind. Most of the time, students are unaware of the requirements for the translation work they are given. More crucially, many of the issues relating to the task at hand, such as how to select the appropriate equivalency, how to translate figurative language, how to address target cultural references and symbols, appear to be beyond their comprehension. Therefore, students at undergraduate level should be targeted for more focused translation training and be

equipped with analytical tools when dealing with a text.

3. AIMS

The objective of this empirical study is to examine the strategies adopted by translation students using Think-aloud Protocols (TAPs) to translate a literary text from English into Kurdish/Arabic while using a variety of resources, including dictionaries and other online references that the students themselves have selected and the impact of their strategies on the final product. This paper is empirical in the sense that it takes a practical approach to investigating an actual text production and identifies specific instances of difficulty in students' work, especially at the undergraduate level.

4. RESEARCH QUESTIONS

The questions posed by this study are:
1. What do the students usually do as a starting point for the translation process?
2. What are the main problems faced by students in translating from English into Kurdish/Arabic?
3. What are the most common strategies applied by students?
4. What are the least common strategies applied by the students?
5. What is the effect of the strategies on the quality of the final product?

5. REVIEW OF PREVIOUS STUDIES

Numerous academics have conducted studies to identify translation strategies, and each of them has a different definition of what a strategy is. According to Al-Nakhal (2017), a translation strategy is a plan to address issues that arise when attempting to accomplish a specific translation aim. For Scammell (2018, as cited in Lucito, 2020), a translation strategy is a possibly intentional method for resolving issues that arise when people translate text fragments from one language into another. Additionally, Khudaybergenova (2021) defined the term as a basic method for resolving specific issues (i.e., "how to translate or do something") inside the context of a broader undertaking. The term "translation strategy" is commonly used in modern translation studies and described by some authors as a way to avoid literalisms and identify the best choice. This phrase, whose use is unrestricted, plainly claims to be

terminological, and the concept it indicates - to be among the foundational concepts of translation studies. This study offers the same understanding of strategy in order to comprehend this claim. When a translator (in this case a translation student) encounters an issue while translating and determines the most effective solution, that solution is referred to as a strategy.

A large and growing body of literature has investigated translation strategies while employing TAPs as a tool for this investigation. Kiraly (1986, as cited in Zhao, 2019, p.182), for example, provided a lengthy classification of translation strategies. These were: accepting interim solution, attempting syntactic reconstruction, back translating, breaking off attempt, breaking off translation and starting over, employing mnemonic aid, identifying problem, dictionary searching, making extra-linguistic judgements, making intuitive acceptability judgements, monitoring for accuracy, dictionary solution, proposing a dictionary solution, recontextualizing, reducing meaning, and referring to translation expectations. The aforementioned are the strategies that Kiraly (1986) discovered through his TAPs for translating German to English. Similarly, Lörscher (1991) conducted a number of investigations on translation strategies by his TAPs approach to the translation process among professional translators and students who translated from English into German. The strategies were: acknowledging a translational issue, looking for a (potentially early) resolution to a translational problem, initially addressing a translational issue, solving translational problems in parts, comprehending the ST, solving a translational problem negatively, repeating ST and TT segments, paraphrasing ST segments, reformulating TT segments, verifying a (preliminary) solution to a translational problem, mental organizing of the ST and TT, reading of ST, commenting on text, combining lexemes, translating of text segments without any problem, conceiving a second, third, etc. translation version, and finally organizing a translation discourse. Additionally, his research's findings showed that expert translators have different translation strategies than do language learners. To be more precise, the former focused more on whether the translation's style and text typology are appropriate in the TL, whereas the latter prioritized the translation of individual words or phrases while ignoring the translation's

overall textual qualities. However, the quality of the translations in both studies was not evaluated, and no mistakes were reported, yet both studies reflected the fact that, despite individual differences and the inherent variability of the translation process, there are regularities that point at the possibility of establishing taxonomies of translation strategies and the learners' ability for solving problems appears to increase as a result of thinking aloud, indicating that the research methodology may also have significant pedagogical benefits.

Aly (2004, p.19) divided the strategies that twelve students used while translating from English into Arabic and vice versa. According to his analyses, he noted the followings: First, the students read the statement in its whole once or twice to acquire its content. Second, they reread the sentence word for word before beginning the translation in order to remember the equivalent of each word. Third, they recognized a grammatical or vocabulary fault in the translation. Fourth, they attempted to tackle the problem using one of the following common sub-strategies: Using intralingual translation in conjunction with an explanation, remembering a correct solution without prompting and without explanation, proposing an incorrect explanation for a problem but arriving at the correct solution, providing no explanation and arriving at an incorrect conclusion, providing an incorrect explanation and, as a result, an incorrect solution, providing a correct explanation but an incorrect solution, and omitting one or more of the sentences from translation. Fifth, they proofread the translation for changes, modifications, and corrections. It was also discovered that the direction of the translation process plays a big role in choosing the appropriate strategy. In this study, the participants made more semantic mistakes than grammatical and syntactic ones. Additionally, they employed more self-regulatory techniques to check and regulate meaning, coherence, and quality during the translation stage. However, the difficulties encountered when translating from Arabic into English were more severe and the participants put a lot of effort into the translation into English, which required greater mental processing.

In the same vein, Machida (2011, pp.743-744) noticed that when the students were asked to translate from their first language (L1) to the foreign language (FL), they usually pay more attention to and even analyze the original text in their language, and they frequently seek help from sources other than their own FL resources to bridge the gap between the message and their FL ability. They use dictionaries for lexicon, discuss the text with their classmates, ask the teacher in class for advice, or even use websites or books to learn more about the work's content and/or to compensate for a lack of background knowledge. Translating from FL to L1 allows students not only to "understand" the language (extract meanings from text), but also "experience" the language in culturally and socially defined contexts. To accurately translate the text message into L1, the students thoroughly read the FL text and probably also did other reading. In this study, translation was used as a learning activity and it was noted that translating from L1 to FL may also aid in language acquisition effectively by increasing their grammar and vocabulary competencies. When writing in FL, students employ interlanguage techniques, such generalization, systematic composition, and paraphrasing. Learning to translate enables students to become aware of and observe the linguistic systems in their L1 and FL as well as how the two languages express meaning.

To gain a better understanding of the complex activity going on in the human mind, Zhou and Lin (2012, p.1384) adopted an old model that appeared in 1913 and involved four steps: preparation, incubation, illumination, and evaluation. According to this model, the translation process can be classified into these four phases based on the TAPs of twenty translation majors in China. This study's participants were college-level translation majors in grades two and four. The following strategies were noticed while translating from English-Chinese (E-C) and Chinese-English (C-E): In the preparation phrase, fewer strategies were used, and in the evaluation phrase, barely any strategies were used. In phase two (incubation) and phase three (illumination) while translating from E-C translation tasks, the participant used the approach of "Monitor for TT accuracy"; "Self-correction" more than in C-E translation tasks. In C-E translation tasks, however, the participant used the strategies "Accept interim solution," "Identify problem," "Dictionary search," "Make intuitive acceptability judgment," and "Remove ST Segment" more frequently than in E-C translation tasks. After applying all these strategies, it can be said that the C-E translating

process was more laborious for all participants than the E-C translating process. In comparison to C-E translation, they did reasonably well in E-C translation. Due to the participants' growing bilingualism and their experiences in translation training, there was an increase in the number of strategies they used.

When the type and genre of the translation necessitates entirely distinct conceptual processes for presenting the given language or texts, the task becomes considerably more difficult. Literary texts, for example, appear to necessitate more demanding cognitive processes in translation than other genres, owing to the complex interplay of language and culture in these texts. In this regard, Eftekhary and Aminizadeh (2012, p.1046), in their seminal study, attempted to discover the strategies used while translating four literary extracts from four short stories from English into Persian. In the first phase of the investigation, twelve participants were required to translate the materials and maintain track of their first drafts, including revisions, crosses, and phases of development, until the completion of the assessment session. They were also required to supply TAPs in Persian and in their own handwriting to the researcher. Overall, the strategies discovered in this study can be categorized as follows: The study subjects' preferred strategy for translating the literary extracts was looking up. The second and third most frequent strategies employed by the subjects were using imagery and paraphrasing, respectively. As can be noticed, the participants' lowest reported approach in TAPs was moving to L1 when translating. The second-lowest reported approach was deductive reasoning. Other strategies like referring, assessing, tracking, problem-solving, and co-textual sources fell somewhere in the middle. Moreover, the authors mentioned some additional strategies that could also be included, such as concentrating on the grammatical structure or word order of the text; concentrating on the theme and content of the texts under translation; rereading the texts under translation; looking for hints; hesitating to find better equivalents; writing the meaning of new words in Persian; and final editing and revising. The findings of this study and related studies can give students and teachers a deeper understanding of the translation process and teach them how to avoid employing ineffective and time-consuming translation strategies.

Khorasani and Yousefi (2016, p.123), in their study, focused on what distinguishes professional from non-professional behaviour and attempted to investigate translators' uncertainty and uncertainty management strategies. The participants in this study were five MA and five BA students from various Iranian universities, who translated a text composed of 250 words. The findings showed that all students encountered some uncertainties during the translation process, such as comprehensions, production, transfer, and so on, and they all attempted to control these uncertainties in some way. MA students were more likely to display uncertainty at bigger chunks of language, such as collocation and sentence, whereas BA students were more likely to show confusion at the textual level, according to the data. At the same time, MA and BA translators were compared and contrasted in terms of behavioral and locus alternatives. Looking up and rereading strategies were also discovered to be often utilized to manage ambiguity. The findings demonstrated that translators may produce a TT with less problems and can better self-monitor by having a stockpile of strategies at their disposal.

When discussing common translation strategies, the students in Garipova and Latypovs' (2019, p.100) research employed additions, which seems acceptable, particularly for written translations as the use of linking words gives the text greater coherence and effectively conveys the important semantic undertones of the original text. The students also attempted to capture the tone of the original text while working on the translation of metaphors and idioms. Moreover, they sought out analogues or counterparts that already existed in the target language. This study indicated that, it was feasible to identify the variables influencing a certain translation strategy through analysis of the texts, including grammatical, contextual, stylistic, and accuracy of the final product.

To produce a "smart" translation, Omolu and Mappewali (2020) designed a translation prototype which involves the following steps: Skimming, translating, verifying I, problem solving, verifying II, and comparing. Within these steps, the participants employed TAPs when translating English texts into Indonesian and used six different strategies: accessing a dictionary, reading frequently, guessing that a phrase is an idiom, reviewing a sentence before and after to seek for meaning connectedness,

reading repetitively translated sentences, and reading the entire text at the start and finish of the translation process. The study discovered that because learners adapted a set of Indonesian rules into English, which creates a language interference, they frequently made grammatical mistakes when translating descriptive paragraphs.

Generally, these studies can help learners and teachers have a better perspective of the translation process and show them how to avoid using and applying inaccurate and demanding strategies in their translation. In practice, one of the most important goals of TAPs research in general, and translation research in particular, is to extract and investigate the processes that make translation considerably more convenient. These studies, along with others in the field, will lead the way for academics who are interested in the cognitive and practical constraints that translators face, particularly when translating.

6. METHODOLOGY

6.1 Research Design

This study used a qualitative research design. Data were gathered through TAPs to analyze and describe the strategies followed by students in translating a literary text.

6.2 Participants

Five fourth-year students (two males, whose mother tongue is Arabic and three females, whose mother tongue is Kurdish) from the Department of Translation, College of Languages, the University of Duhok were chosen for the current research. They agreed to take part in the experiment voluntarily. The participants' privacy was guaranteed, and were also granted access to all necessary sources to help them in the task. They were asked to translate the text loud into Kurdish and/or Arabic.

6.3 The Research Tool

To investigate the translation process and the cognition of the translators, TAPs are regarded as the most effective tool for this type of research. Kussmaul and Tirkkonen-Condit, (1995) found that these protocols are sometimes the best instrument for gaining access to the translation process. Jackobson (2003) defined TAPs as a technique that enables researchers to comprehend a subject's cognitive process. The researcher keeps watching as the subject tries to finish a predetermined task. The individuals can explain their approach to attempting to perform the task and highlight any issues they run into in

the process by thinking aloud while attempting to do so. Nevertheless, TAPs can have some drawbacks which can be boiled down according to Pavlovic (2013) to four main points: 1) the think-aloud data collected through TAPs may be insufficient; 2) it is unclear what effects the TAPs methodology will have on the translation process; 3) how the two translation modes of verbal report and translation interact with one another; and 4) how the validity and reliability of the experiment are ensured. Nevertheless, the study of Fox et al. (2011) who conducted an analysis of ninety-four studies with 3,500 participants, revealed that TAPs can be trusted to reflect the translation process in response to the disagreements. They also found that TAPs resulted in little to no reliable difference in performance across think-aloud and silent conditions, though it does lengthen the time taken to reach solution.

6.4 The Material Used In The Study

A literary text of approximately 275 words was used in this study and taken from a novel by George Orwell, "1984" (See Appendix A). The text is available on *sparknotes.com* and is regarded as an "excellent sample" since it includes symbols and political references to engage students in developing critical thinking, and show their knowledge of the highlighted text.

6.5 Data Collection

The data collection was carried out in November, 2021. The students verbalized their thoughts using TAPs, conducted via Zoom application. The verbal reports were videotaped and recorded. Accordingly, two different sorts of data would be collected: one was the translated version, and the other was TAPs reports.

6.6 Procedures

The following steps were applied:
- Asking the participants to set up Zoom application with voice and video recording tools so the translation process could be visually documented.
- Conducting a warm-up session of TAPs to familiarize the students with this tool.
- Receiving oral instructions from the researcher to make sure that the students were aware of the nature of the translation session and what was expected from them.
- Conducting the experiment at the privacy of participants' homes at different times and on different days and giving the ST to the participants once they logged in the application.

- Granting the participants a full access to the Internet and to a wide range of other sources.
- Gathering, organizing, and transcribing the verbal reports.
- Gathering The TT (translations) and submitting them for assessment to external reviewers.

6.7 The Model For Evaluation

In this paper, the model of Christopher Waddington (2001) was applied since, it is used by the Department of Translation to evaluate 4th year translation projects (See Appendix B). Waddington (2001) stated that various texts should be evaluated in various ways. He therefore designed an assessment method, in which, the translation competence was considered as a whole. In this method, there are five performance levels for the assessment. He then came up with two potential scores for each level. In this situation, a translation obtains a higher grade if it fully satisfies the standards of a particular level. On the other hand, a translation is given a lower score if it is positioned between two levels but is closer to the top level.

6. DATA ANALYSIS
7.

Table 1 shows the strategies (St.), their meanings when translating a literary text utilizing TAPs, and their influence on the final product. The data collected from the five participants revealed that TAPs did not significantly obstruct them. The vast majority of them completed the translation task within a reasonable period of time (one hour and fifteen minutes for the text). Thoughts from each participant were sufficiently triggered for TAPs and were available for analysis.

Table (1): Students' strategies while translating a literary text.

Strategies Applied	Meaning
St.1	Prior reading of the text
St.2	Reading and translating at the same time
St.3	Using GT as the only reference source
St.4	Using other dictionaries besides GT
St.5	Using Google Image
St.6	Applying self-help strategy (asking family members or friends for help in translation)
St.7	Highlighting challenging words
St.8	Taking the phrase (P) or the sentence (S) as a possible translation unit
St.9	Being indecisive while searching for equivalents
St.10	Realizing a translation difficulty
St.11	Reading the text repetitively
St.12	Rereading the translations
St.13	Guessing
St.14	Using background Knowledge
St.15	Pausing in silence
St.16	Offering a literal translation to symbols or other references found in the text
St.17	Explaining to justify a mistranslation
St.18	Skipping a word for a while to save time
St.19	Skipping a word or a phrase and moving to the next for connectivity
St.20	Going through the entire text after finishing the translation for some revision

The results of the qualitative analysis of the sample's translations as shown below in Table 2 showed that:

Table (2): Students' strategies while translating the literary text

Student Code	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10	St 11	St 12	St 13	St 14	St 15	St 16	St 17	St 18	St 19	St 20
A1		+	+					P		+			+	+	+	+				
A2	+		+	+	+	+	+	P		+	+	+				+				+
A3		+		+	+	+		S	+	+	+	+				+	+			
A4	+		+					P		+	+	+						+	+	
A5	+		+	+	+	+	+	S		+	+	+				+		+		+

1. Strategies (3, 10, 11, 12 and 16) were the most employed ones in the entire process. They were employed four times as a standard and routine method. The participant stated that the text was challenging.

2. Strategies (1, 4, 5, and 6) were used three times throughout the translation process. The students read the entire text first and then realized that they would need other types of dictionaries (monolingual or bilingual) in addition to Google Image, particularity with the word "Telescreen". They also asked some friends or family members to help them find the right equivalent.

3. Strategies (2, 7, 18, and 20) were used twice by the study sample. They began reading and translating at the same time and highlighting the challenging words or phrases. They chose to leave out the words they could not find an equivalent for to save time. Once they finished, they went through the entire text for some revision or modifications.

4. Strategies (9, 13, 14, 15, 17, and 19) were used once by the participants to solve translation issues. These were more related to cognition since they involved deciding on the meaning, guessing, pausing, and using personal knowledge. They also involved some decision-making actions, such as offering a wrong translation and the reason behind it and skipping a word for a while and moving to the next for connectivity.

After exploring the strategies applied by the participants, it is now significant to examine the influence of these strategies on the final product. Since the Department of Translation employs Waddington's (2001) rubric in grading 4th year translation projects, a jury of two subject-matter specialists also employed it to evaluate the participants' translations of the literary text. Table 3l., below shows how each one was evaluated.

Table (3): Students' Final Evaluation Based on Waddington's (2001) Model

Student's Code	Evaluation
A1	Totally Inadequate
A2	Adequate
A3	Almost Successful
A4	Inadequate
A5	Adequate

8. DISCUSSION AND FINDINGS

The overall goal of this research was to investigate the translation strategies and their impacts on the product. Nevertheless, the impact of the genre and the environment should not be disregarded. The following are the most frequently employed strategies (3, 10, 11, 12, and 16) by the study subjects when translating the literary text as shown in Table 1:

A. Utilizing GT as the main reference source

The participants' sentiments toward GT were overwhelmingly favorable. This is due to the fact that GT is free and simple to use, and that it could instantly translate or display text (including phrases and paragraphs). Through verbal reports and recordings, all students in the current study revealed that the GT's translation is superior to their own and that it helps them learn a new language. Additionally, they stated that GT is helpful, dependable, and assistant in improving the quality of their writing work. However, all of the symbols and political references in the text were not precisely and contextually translated by this tool. In this respect, Yanti and Meka (2019, p.133) found that GT accuracy was very dubious, and the students needed to double-check the translation provided by Google. Furthermore, Wirantaka and Fijanah (2021, p.20) stressed that students should be aware that a machine cannot understand the emotion and the word's connotation that humans try to express.

B. Realizing a translation difficulty

The experiment led to the identification of some translation challenges. First, there were issues with comprehension, which is one of the main problems faced by the participants. The text used in the experiment is full of symbols and other references with political connotations which are ranked as the most difficult category to translate. This scenario seems to support the idea that both personal and world knowledge is essential for the future translators' professional mobility across disciplines as well as their personal growth. Thus students need to broaden their prior knowledge.

C. Reading the text repetitively and rereading the translations

It was observed that the participants repeatedly read the text in the original language. The repetitive reading will aid students in their translation efforts when they have gained solid comprehension. This view is supported by Neveu (2019, pp.2-3) who also pointed out the importance of different types of readings of the ST which should be done during the actual translation process after the initial reading and any further parallel readings in order to keep knowledge structures up to date and guarantee a thorough understanding of the text. Rereading does, in fact, enable updating of the text experience both during and after the reading, turning the reader into a creative and active participant in the reading process. The TT, on the other hand, is read and reread during the transfer process, and then the work is read for

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proofreading and revision to assess the quality of the translation.

D. Offering a literal translation to symbols or other references found in the text

The main issue has historically been with words and expressions that are so deeply ingrained in one culture that it is nearly hard to translate them into that other culture's terminology. There has been much discussion on whether to paraphrase, when to use the closest equivalent, when to translate literally and create new words, and when to transcribe. One of the most challenging areas in translation studies may be the translation of culturally distinctive elements. Fiction has always been difficult to translate because it often contains figurative language, idioms, similes, cultural references, and other difficult-to-translate linguistic or cultural elements. According to Janaviciene (2016, pp. 4833-4835) the challenge of translating culturally marked words from one language or culture into another has always been troublesome and requires deep understating, proficiency in both languages, and familiarity with target culture's social, political, historical, and religious backgrounds. Similarly, Daghoughi and Hashemian (2016, pp.171-172) wrote that the literary texts are more challenging to translate than other types of texts due to their high concentration of culture-specific items, unique values, and aesthetic and expressive aspects. The text given in the experiment was full of implied meanings and political connotations like *Telescreen, INGSOC, Big Brother, Ministry of Truth, Double think and Newspeak* among others.

Evidently, all students faced difficulty comprehending the implied meanings and did not grasp the significance of these symbols and references, and as a result, they did not produce a completely successful translation in the target language. Literal translation was the most employed strategy used by all the participants in this study. Literal translation of words or sentences will result in some unintelligible phrases.

The second frequent strategies employed three times were (1, 4, 5, and 6). As can be noticed from the table, these were:

E. Prior reading of the text

To answer the first question of the current study, it can be said that three students read the entire text as a starting point in their translation process. Reading the entire text is a crucial step that needs to be used by the student. The goal of reading the entire text before starting the translation is to help the student understand the overarching topic being covered. Kussmaul (2005) and Deeb (2005) both insisted that initial reading could assist students in rethinking their approach to translation by allowing them to see it as both a process and a product, and offer the opportunity to "get the feel" of the text before making decisions regarding the requirements of the text at hand in terms of strategies and sources.

F. Using different dictionaries and Google Image in translation

When using GT alone was insufficient, the participants consulted other types of dictionaries (monolingual or bilingual). They mostly used the English-Kurdish, in addition to Dict.Box, Farhang, and Oxford. Google Image was also utilized, particularly with the word 'telescreen' to be more certain about the meaning. The data indicated that the participants were mostly aware of the word's equivalent, yet they hesitated to use the word's equivalent that they already know. If the word's equivalent is used, it does not match the context, or it does not result in a statement that makes sense to them, then they have doubts. The outcomes of this investigation stress that contextual understanding aids in text translation.

G. Asking a multilingual friend or family member for help in translation

This is another approach to have the task done for free and in a short time. Three students applied it once with the words 'telescreen', 'filthy', and 'reverberating', respectively when the online sources could not offer them with a clear and comprehensible equivalent.

The participants' lowest used strategies in translation, which were applied twice were (2, 7, 18, and 20) as follows:

H. Reading and translating at the same time and highlighting or skipping the challenging words.

In the experiment, it was noticed that two students did not consider the prior reading of the text, and immediately started reading few sentences and marking the difficult words for checking them later in the dictionary. This approach strongly depends on the student's reading habits, as well as on his/her linguistic proficiency in both the source and the target languages, prior knowledge and schema, and resourcing skills. Undergraduate translation students frequently rely on the general knowledge of their lecturers and any other information that can be learned from this source.

They lack both real-world expertise and frequently even language proficiency at this point. Al-Ma'ani et al., (2014, pp.35-38) discovered that while translating new passages, some students directly started translating without a prior reading of the entire text. Additionally, they created translations that were frequently too literal, rife with contradictions, and rendered in ways that were ambiguous or inadequate for the context or they chose to skip challenging words or phrases for a while and moved on with text in order to save time and complete the task. Therefore, the provision of factual reference materials and content on the subjects that the students will study should also be considered as instructional consequences.

I. Going through the entire text after finishing the translation for some revision

At the conclusion of the translation process, the entire TT is read to determine whether or not the point in the ST can be conveyed. This phase is referred to as a proofreading step in several translation processes described by numerous translators. Comparative rereading is another type of reading that is crucial in this step. The students attempted to maintain the spirit of the original author's writing by comparing their translation to the original text. As a result, any message that is intended to be communicated in the mother tongue can be effectively conveyed through the translation language.

The second-lowest reported strategies applied only once were (9, 13, 14, 15, 17, and 19) when translating and these were:

J. Being indecisive while searching for equivalents

The recordings showed that being indecisive is another major challenge faced by the students but at the same time it is a good way to prevent misinterpretation and guarantee TT creation.

K. Guessing, pausing and using background knowledge

Students that used the "guessing" strategy were not sure about their decisions regarding the linguistic units they were unfamiliar with. After spending a certain amount of time dealing with them, they decided to follow their intuition, whether it was true or not. Nevertheless, this strategy should only be used while taking an exam because of time restrictions and a lack of sources, such as a dictionary. Using it when translating critically is improper. Pausing, on the other hand, can indicate a cognitive process, and the heavier the cognitive process, the more pauses would be taken. To reduce pausing,

students often tend to apply other strategies, such as using online dictionaries or translation machines to save time. The study's findings also highlighted the value of background information in general as well as the need for high-quality background data to enable high-quality translation. These days, students rely on the Internet to find sources, as evidenced by the participants. However, undergraduate students lack the necessary level of proficiency to distinguish between reliable, authentic sources, and ones that may seem reliable but are ineffective. Thus, unsuitable content not only serves little purpose but can also obstruct translation efforts and result in subpar translations.

L. Explaining to justify a mistranslation

This strategy was applied only once and revealed that when dealing with a challenging word/phrase and other disruptions when translating, a student may choose to offer a wrong translation in order not to leave out any item and move on with text to save time. This was clearly articulated by the participant as shown below:

"ئەو بوو چ یێ ***** ئەو بو چ یێ پشتراست بوو ( ) پشتراست بوو کو..نه، کو نوکه.. ئەرێ ئەو بو چ یێ پشتراست "دا بکەمه پسیار.. ئەو ب چ یێ پشتراست بوو.. ئەز ..ok بوو چاوا بێژم ئەرێ؟ ( ) پسیاره.. ئەرێ ئەو ب چ یێ پشتراست ئەرێ ئەو چ.. ——This is !Yo (54.32) بوو کو نوکه ( )... ها مروڤەکێ (repeats translation) من کره پسیار.. برحه.. مروڤەکێ دژیت؟. Because it is a living human being. Does not make sense.. it does make sense.. does it? It does it does. (repeats previews translation)..ئەز دشێم بێژم Single human creature.. now living.. was on his side.

Back translation

"Why was she sure. Why was she sure. Why was she sure. How can I phrase this? Single human creature. now living. was on his side. I will make it a human with soul".

M. Skipping a word or a phrase and moving to the next for connectivity

This was used once by a participant who looked back at the preceding sentence or at the one that comes after when he/she was having trouble translating a sentence. Because of this, it is simpler for the students to get the meaning of the sentence or even to enhance the previous sentence and comprehend the subsequent one, as shown below by the participant's statement:

"چینابیت مەثەلەن تو بێژی مع ممل چندبیت مەثەلەن بێژی کو مەثەلەن تأسف چندبیت کۆ مەثەلەن تو بەحسنێ () دئ هوسا چێکەم\ في مكنن بعید ما.. انفجرت صاروخا. نۆکه ل ڤێرێ متحەیر نۆکه ئەف جومله مەثەلەن\ () درست نا هێت\.. کۆ

جههكى كۆ ساروخ كه پهقى\.. كۆ بێژين\ ئەز دئ وئ هێلم\ چمه يا ديفرا\ چنكو ئەڤْه نا هێت\ هەكه\ من ئەو هێلا نزانم كا چەوايه\ كا () چهوا كۆ ممل دئ چهوا ئستخدام كهم د جوملئ دا تەرجوما خۆ دهێت ديڤ را\ dull راستى\ من هێلا\.. كهليما"

Back translation

"I cannot for example use the word dull with sorry. I will write somewhere way, a rocket exploded. Using the word confused in here doesn't make sense., so I will leave this and move one to the next sentence so I can understand better and how to use the wword dull in it".

N. Taking the phrase or the sentence as a possible translation unit

The translation's units which can be defined as a group of words acting as a unit that does not include a subject and a predicate and can never stand by itself as a complete sentence. According to Newmark (1988), a word, a lexical unit, a collocation, a clause, and a sentence—rarely a paragraph, never the entire text—are the unit of translation, which is a section of the original text from which the translator can start reformulating it in a new language. This means that every word, every phrase, every period, and every paragraph should be subject to context analysis and interpretation. The units in translation are often determined by the text itself, or how much of the meaning can the translator comprehend. In this study, it was noticed that three out of five students took the phrase not the sentence as a translation unit.

To investigate the influence of the above mentioned strategies, the present study used Waddington's (2001) Model, and showed that three out of five students produced acceptable, clear and consistent translations, but not that authentic and culturally appropriate one, whereas the other two failed to do so, due to their totally inadequate transfer of the ST content, and poor level in English. If the reader cannot comprehend the explanation provided in the translation, the translation will be of no use because one of the markers of a translation's quality is the reader's comprehension. The accuracy factors have an impact on linguistic factors like diction, use of syntax, location of function syntax, and other choices. Additional information is required, especially with relation to some technical phrases, to improve the text's clarity and make it easier for the reader to understand. Another guideline outlined by Dolet (1997, as cited in Munday, 2010). is to have a perfect command of both the source and target languages. Before they graduate, students of translation should be pushed to significantly advance their linguistic abilities and concentrate not just on the target culture but also on their mother tongue. Effective translation requires the ability to employ effective translation strategies. Đorđević (2017) remarked that translation strategies are crucial because they help translators address certain issues they may face when translating, such as terminology and cultural details.

However, the direction of the translation might have an impact on the outcomes of the approach used in the current investigation. Translation errors are more likely to occur while translating into a foreign language than when translating from a foreign language, hence the outcomes may differ if the translation was done in the opposite direction. Additionally, the study's findings may be influenced by the text type; for example, certain translation quality assessment techniques may be more effective at evaluating various text types than others, which requires further research.

9. CONCLUSION

Translation is a challenging endeavor, and no translator can unquestionably assert that they use only one strategy of translation. To answer the first question, the paper has shown that prior reading of the text can be regarded as the first step in the translation process. Regarding the second question, the most obvious problem that students faced was comprehending the text and understating the significance of the references and symbols mentioned in the text. Evidently, all students had trouble understanding the implicit meanings and preferred to offer a literal translation of these cultural items. The data also demonstrated that strategies (3,10,11,12 and 16) were the most employed due to the text style of writing, and the students' lack of being familiar with other sufficient and helpful strategies, besides GT that was needed to finish the task at hand. Strategies (9, 13, 14, 15, 17, and 19) were the least common ones applied by the participants to solve translation issues. These were mostly related to students' world knowledge, and their level of proficiency in the source and target languages. Evaluation, on the other hand, is clearly important for translation, because it reveals the pros and cons of the translation in question and enhances the translated work because every work is

undoubtedly capable of development and improvement. In this investigation, the aim was to assess the impact pf those strategies on the final product, which led to produce clear, acceptable, and adequate translations by the study's participants. However, the students still need to work on how to select the appropriate equivalents, improve their understanding of the figurative language, and how to translate it effectively in order to produce a more successful translation.

10. RECOMMENDATIONS AND IMPLICATIONS

This study strongly recommend that students should broaden their educational and world knowledge through reading and translating texts from the literary genre in particular, and other genres in general. As reading many texts on various topics, including translation, broadens a translator's understanding of the world, they can become more educated and qualified. The current study will aid in the training of translators and the teaching of translation because it has shown the translation strategies that the participants employed and the primary elements that influenced their decision. Although there are some restrictions, such as the small sample size and the use of subjective judgement in the analysis of the TAPs data, this study can nevertheless be viewed as an empirical examination of the translation process.

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APPENDICESS

Appendix A: The text used in the study

"1984" By George Orwell (1949, pp. 33-35)

Winston walked over to the window, keeping his back to the telescreen. The day was still cold and clear. Somewhere far away a rocket bomb exploded with a dull, reverberating roar. About twenty or thirty of them a week were falling on London at present. Down in the street the wind flapped the torn poster to and fro, and the word INGSOC fitfully appeared and vanished. The sacred principles of Ingsoc: Newspeak, doublethink, the mutability of the past. He felt as though he were wandering in the forests of the sea bottom, lost in a monstrous world where he himself was the monster. He was alone. The past was dead; the future was unimaginable. What certainty had he that a single human creature now living was on his side? And what way of knowing that the dominion of the Party would not endure FOR EVER? Like an answer, the three slogans on the white face of the Ministry of Truth came back to him: WAR IS PEACE FREEDOM IS SLAVERY IGNORANCE IS STRENGTH. He took a twenty-five cent piece out of his pocket. There, too, in tiny clear lettering, the same slogans were inscribed, and on the other face of the coin the head of Big Brother. Even from the coin the eyes pursued you. On coins, on stamps, on the covers of books, on banners, on posters, and on the wrappings of a cigarette packet—everywhere. Always the eyes watching you and the voice enveloping you. Asleep or awake, working or eating, indoors or out of doors, in the bath or in bed—no escape.

Appendix B: Waddington Model for Assessment

Level	Accuracy of transfer of ST content	Quality of expression in TL	Degree of task completion	Mark
Level 5	Complete transfer of ST information; only minor revision needed to reach professional standard.	Almost all the translation reads like a piece originally written in English. There may be minor lexical, grammatical or spelling errors.	Successful	9, 10
Level 4	Almost complete transfer; there may be one or two insignificant inaccuracies; requires certain amount of revision to reach professional standard.	Large sections read like a piece originally written in English. There are a number of lexical, grammatical or spelling errors.	Almost completely successful	7, 8
Level 3	Transfer of the general idea(s) but with a number of lapses in accuracy; needs considerable revision to reach professional standard.	Certain parts read like a piece originally written in English, but others read like a translation. There are a considerable number of lexical, grammatical or spelling errors.	Adequate	5, 6
Level 2	Transfer undermined by serious inaccuracies; thorough revision required to reach professional standard.	Almost the entire text reads like a translation; there are continual lexical, grammatical or spelling errors.	Inadequate	3, 4
Level 1	Totally inadequate transfer of ST content; the translation is not worth revising.	The candidate reveals a total lack of ability to express himself adequately in English.	Totally inadequate	1, 2