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62. Analysing English-major students' coping skills for translation problems through scenarios

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Abstract

Learning is a lifetime act, and it is not free of problems. Although problems or difficulties experienced in this process could be perceived as barriers to move further, they can be in fact new opportunities to gain more awareness and explore solutions, and thus, to make learning a conscious and sound process. Therefore, this study focuses on the students' difficulties in doing translation and their probable solutions to these problems. Since the students started translation practice in their second year at university, the participants of the study were composed of the second year students in translation training program in Turkey. Data were gathered by both open-ended questions and scenarios developed from the participants' own responses. Hence, the study used qualitative research design, and the qualitative data were subjected to content analysis. The study revealed five different problems through the students' eyes: long sentences, equivalence, terminology, cultural elements and punctuation/grammar issues. Various solutions were elicited for these problems. The findings of the study are expected to provide insight for different areas such as translation training and translation quality improvement.

Keywords: Translation problems, coping-skills, translator training, English-majors

İngilizce bölüm öğrencilerinin çeviride yaşadıkları problemler ile baş etme becerilerinin senaryolar yoluyla analizi

Öz

Öğrenme, yaşam boyu süren bir eylemdir, ve sorunsuz değildir. Bu süreçte yaşanan problemler veya zorluklar ilerlemek için engel gibi görülebilse de, aslında daha çok farkındalık kazanmak ve çözüm araştırmak için yeni fırsatlardır, ve böylelikle öğrenmeyi daha bilinçli ve sağlıklı bir süreç haline getirir. Bu nedenle, bu çalışma öğrencilerin çeviri yaparken zorlandıkları noktalara ve bu zorluklara buldukları muhtemel çözümlere odaklanmaktadır. Öğrenciler, üniversite eğitimlerinde çeviri uygulamasına ikinci sınıfta başladıkları için, çalışmanın katılımcıları, Türkiye'deki bir çevirmen eğitimi programına kayıtlı ikinci sınıf öğrencilerinden oluşmaktadır. Veriler, açık uçlu sorular ve katılımcıların verdikleri cevaplardan geliştirilen senaryolar yoluyla toplanmıştır. Bu nedenle, çalışma nitel çalışma deseni kullanmış olup nitel veriler içerik analizine tabi tutulmuştur. Çalışma, öğrencilerin gözünden beş farklı problem alanı bulmuştur: uzun cümleler, eşdeğerlik, terminoloji, kültürel öğeler ve noktalama/dilbilgisi konuları. Bu problemlere çeşitli çözümler elde edilmiştir. Çalışmanın bulgularının, çevirmen eğitimi ve çeviri kalitesi geliştirme gibi farklı alanlara ışık tutması ümit edilmektedir.

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Anahtar kelimeler: Çeviri problemleri, baş etme becerileri, çevirmen eğitimi, İngilizce bölüm öğrencileri

Introduction

As one of the world's oldest professions (Melkumyan & Dabaghi, 2011), translation has taken a remarkable part in making knowledge explicit and rendering societies closer throughout the history. Despite the sophisticated communication means and wide use of English for communicative purposes across the globe, translation remains a crucial tool for both communication and contribution to the spread of knowledge and science (Alfaori, 2017). According to Kızıltan (2017), translation, which is as old as human history, is an attempt to prevent the communication break caused by foreign language, and it will continue to exist as long as different languages are spoken. Additionally, translation has been a facilitative factor in making different nations closer and allowing them to share their experiences in different areas such education, industry and technology for many years (Komeili & Rahimi, 2011). As a multi-dimensional and complicated process (Yıldız, 2004), translation functions by transferring image and meaning unity in a language into another language (Sunel, 1988). However, it is not only a linguistic activity. Translation has both functional and cultural dimensions. As Torop (2002) notes, translation is a process of transferring ideas in one language into another, and it cannot be separated from sociocultural context of particular language. Hence, translation enriches language both linguistically and culturally (Al-Hassan, 2013). However, doing translation is not an easy process; it requires reflection and intellectual effort. It is a complicated task comprised of cognitive sub-processes such as reading, text comprehension, semantic transfer and writing in addition to higher order thinking skills such as reasoning, problem solving, decision making and self-reflection (Shreve, 2009). Thus, it is not easy to produce a successful translated text. Nida (1964) suggests fundamental requirements for a good translation as making sense, conveying the spirit and manner of the original, having a natural and easy form of expression, and producing a similar response, and also adds that meaning should have priority over the form. Five different kinds of knowledge a good translator should have, according to Johnson and Whitelock (1987), include source language knowledge, target language knowledge, text type knowledge, real world knowledge and contrastive knowledge. Additionally, Basuki (2016) notes that translator should study grammar, lexicon, communication situation and cultural context of the source text. Therefore, with different functions and various complex processes, translating is not free of problems. It seems quite natural to experience to face some challenges during this process.

Translation problem is any difficulty that is experienced while doing translation and that makes translators stop translating so as to check, recheck and reconsider it or use any aid to cope with it (Ghazala, 1995). According to Paolucci (2011), solution to any translation problem is apparently beyond the direct transposition of the source text into the target text. Challenges encountered while doing translation could present themselves from different perspectives. First of all, language differences cause the problem of non-equivalence in translating source text into target text (Melkumyan & Dabaghi, 2011). Aulia (2012) claims that the aim of the translation is to render source text and target text equivalent; thus the equivalence issue is quite important, and the difficulties in translation process constitute the equivalence problems. The author further suggests applying translation strategies to cope with the problems. However, it is significant to know how to benefit from translation strategies to increase the faithfulness of the message (Salih, 2014). Additionally, Ayadi (2010) and Benfoughal (2010) list the challenges as phonological, lexical, grammatical and stylistic problems. Kobyakova and Mishchenko (2018) regard the grammatical aspect of translation as the

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leading requirement in the development of translation investigations. Grammatical problems are more likely occur between the syntactically different languages. As Sadiq (2010) states, these problems increase or decrease based on the relatedness between the source language and target language, and identifies the syntactical problems as tense, word order and syntactic ambiguity.

Lexical ambiguity and lack of clear context could lead to translation problems (Napu & Hasan, 2019). Sadiq (2010) lists the lexical problems as the absence of direct target language (TL) counterparts, different function of TL counterparts, words with opposite meanings, eponyms, acronyms, proper names, abbreviations, On lexical level, another area that has great difficulty, according to Abdellah (2003), is the translation of terminology in any field of science. Terminological term can be associated with the comprehension of the term, pragmatic feature of the term in the source text or doubts about the appropriate equivalents (Cabré, 2010). Poor knowledge about language and families of language pairs lead to problems in translation (Khalifa, 2015), as well.

Additionally, translator trainees frequently ignore the importance of mother tongue knowledge in translation process (Soang, 2016). Errors in written and oral translation are usually seen in lexical, syntactic and semantic components, and most of these errors are triggered by the interference of mother tongue (Othman, 2017). Hence, it becomes necessary for translators to be aware of the characteristics of not only target language but also first language. According to Al-Badawi (2012), the interference occurs because of the features of both first and target languages. Accordingly, proficiency in both languages could make translators more conscious and careful while doing translation. As Ezzati (2016) also notes, it is essential for translators to have a good knowledge of both source and target languages in order to attain equivalence at grammatical and lexical level. Understanding the function of translation and stylistic features of source language takes a critical role in gendering errors in translation (Kahrizsangi & Haddadi, 2017).

Translation is not only a cross-linguistic activity but also a cross-cultural communication, and cultural differences constitute a major obstacle in translation (Sun, 2011). Different cultural norms in source and target languages have relation with the major problems in translation (Abbasi, Salehzadeh, Janfaza, Assemi, & Dehghan, 2012). Socio-cultural norms and presuppositions could put limitation against the translators' appropriate word choice (Al Shehab, 2013). Similarly, lack of adequate knowledge of culture causes difficulty (Al-Hassan, 2013). In case of cultural differences, it becomes quite difficult to attain a successful transfer (Fernández Guerra, 2012). The translator also has to decide on the importance given to certain cultural aspects and to what extent it is necessary or desirable to translate them into the target language (TL) (Glodjovic, 2010). Translator training concerns preparing students to become mediator of language and culture and expert in computer skills, and to boost their language services (Zainudin & Awal, 2012).

As Linder (2000) emphasizes, in translator training, exercises focus on teaching students how to understand the source text and produce a target text, and generally we concentrate on texts and languages, not on the people who do the translation, that is, the trainee translators, students themselves. In accordance with this, the present study dwells upon translator trainees' opinions about the translation problems they experience and the probable solutions to these problems. Therefore, through the eyes of translator trainees, the study aims at shedding light into the translation problems and possible ways to cope with them, and raising awareness in both students and instructors. A person who is conscious of the problem can identify the source of the difficulty, and thus cope with the problem and remove the obstacles (Dostál, 2014); hence, making students' viewpoints explicit could

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give a sound shape to the translator training process. Thus, the present study seeks answers to the following questions:

1.What are the translation problems that translator trainees encounter while doing translation?

2.What are the probable ways that translator trainees use to cope with the translation problems?

Methodology

Research design and participants

The study had a descriptive nature, and it used qualitative research design. Translation and Interpreting Department in a state university in Turkey constituted the context of the study. 34 students participated in the study, and they were 2nd year students at university. They were selected because they started to do translation in Basic Translation Skills in their second year at university. In their first year, they took Introduction to Translation Studies, which was a theory-based course without translation practice. With the start of translation practice, 2nd year students were chosen to reflect upon their experiences in translation process in terms of probable problems and solutions.

Data collection instruments

The participants were given two different qualitative data collection instruments. Therefore, data collection was done in two phases. In the first phase, students were asked four different open-ended questions based on the translation problems and solutions. The questions were: *(1) What kind of problems do you experience while doing translation? -What are the difficulties do you have in doing translation?/ (2) What do you do when you have a problem while doing translation? / (3) What should a person who has hard time in translation do?-What are your suggestions?/ (4) Can you apply the suggestions you mentioned?- If not, what do you think the obstacles are?*

After getting and analysing the answers to the questions above, the second data collection instrument was developed. In other words, situation-based scenarios were produced from the students' replies to the questions in the first phase. The first question *"What kind of problems do you experience while doing translation? -What are the difficulties do you have in doing translation?"* in the first phase constituted the ground for scenarios. In the second phase, scenarios developed from their own answers were administered to the students. Therefore, the scenarios were focused on the translation problems and solutions again. With the analysis of the students' answers, 5 different scenarios were produced, and given to the students.

Data analysis

Data collected in both phases were analysed qualitatively. Both open-ended questions and scenarios were subjected to the content analysis. The stages of content analysis involve de-contextualization, re-contextualization, categorization and compilation (Bengtsson, 2016). In de-contextualization stage, the researcher tries to become familiar with the data by reading to get the sense of whole. In the re-contextualization stage, the researcher puts the identified meaning units into analysis and does not use the unimportant information that does not comply with the purpose of the study. In categorization stage, the researcher signifies categories and themes. In the compilation stage, the researcher begins analysis and writing up (Bengtsson, 2016).

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Findings

Findings of the study were presented in two parts. Analysis of the replies to the open-ended questions was given in the first part. Scenarios based on the participants' own replies were analysed in the second part.

Findings of the open-ended questions

The first open-ended question focused on the type of the problems that students might have in doing translation. After analysis of this question, the problems were grouped as five basic categories as long sentences (f=18), equivalence (f=14), terminology (f=10), cultural elements (f=5) and punctuation (f=3). That is, students reported that they had hard times in translating long sentences, finding the closest equivalence, translating terms specific to some fields, translating cultural items especially in sentences with proverbs or figurative meanings, and using/understanding punctuation correctly. These five basic categories were analysed in the form of scenarios to seek for the probable solutions.

The second question was related to the solutions that students consulted when they had problems while performing translation. The replies revealed their coping preferences as shown in the table below.

Table 1. Solutions to the Translation Problems

Preferences based on…	Solutions to Translation Problems	f
translation strategies	Making search	16
	Segmenting sentences	7
	Using dictionary	5
	Using Google translate	3
	Re-reading	3
	Expressing differently	2
	Applying addition/omission	1
	Reading articles for terminology	1
	Considering the audience	1
consulting to	Friends	8
	The ones proficient in translation/English	6
	Instructor	3
	Translator	1
personal tendencies	Give a break	2
	Have a panic	1
	Find the reason for difficulty	1

When faced with difficulties during translation process, students appeared to cope with the problems using different methods. The most frequently cited solution was making search, and it was followed by segmenting the sentences to make it clearer. As a tool, they seemed to prefer dictionaries, and Google-translate as a machine translation instrument. Rereading the text to understand it better, trying to express the meaning in source text and applying addition/omission were the strategies they used in the

case of difficulty. Reading articles for terminology and considering the audience while performing translation were the other solutions to the problems. Moreover, students seemed to have tendency to consult to other people when they experienced problems. Among them, friends were the mostly consulted group. People proficient in English/translation followed the friends. Instructors and other translators were also cited to be asked for help. Independent from translation strategies and other people, students also inclined to give a break, find the reason for the problem or have a panic in face of a translation difficulty.

In the third question, students were asked to offer suggestions for those who might have difficult times in doing translation, and their answers were shown in Table 3 as follows.

Table 2. Suggestions for coping with translation problems

	Suggestions	f
Translation-related	Making search	10
	Consulting to other people	9
	Practising	8
	Analysing translated texts	3
	Knowing how to translate	2
	Starting with simple sentences	2
	Knowing the reason for difficulty	2
	Focusing on the points that s/he has problems	1
	Segmenting the sentences	1
	Understanding the source text well	1
	Reading articles for terminology	1
	Self-questioning during translation	1
	Re-checking after translation	1
	Concentrating on the field that s/he is good at	1
Language-related	Having good knowledge of grammar	4
	Having good knowledge of vocabulary	2
	Improving both SL and TL	1
	Writing in English	1
	Watching videos in English	1
	Communicating with foreigners	1
	Learning basic patterns	1
	Taking Comparative Grammar course	1
Other	Reading a lot	1
	Having knowledge on various areas	1
	Giving a break	1
	Being calm	1
	Loving difficulty	1
	Being open-minded	1

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Using imagination	1

As in Table 2, making search was the most frequently cited suggestion for coping with the translation problems. Similarly, it was followed by consulting to other people. As different from the solutions they preferred, they suggested practising, analysing the translated texts, knowing how to perform translation and starting with simple sentences. Furthermore, self-questioning during translation and reviewing the target text after translation were cited as suggestion. When it comes to language-related recommendations, having good knowledge of grammar and vocabulary, and improving not only source language but also target language presented themselves. The participants also offered language learning techniques such as writing, watching videos and speaking to foreigners. What is more, reading a lot, being knowledgeable in different areas, looking from different perspectives and using imagination were among the suggested solutions.

In the fourth question, students were asked whether they could apply all these solutions that they suggested for others, and why they could not if their answer was No. They said Yes (f=26) to this question although some students could only do some of the suggestions. There were six citations for No whose reasons were lacks of time, willpower, self-motivation and familiarity with the subject matter. Text type, terminology, economy and translation of legislative texts were also stated to prevent using those suggestions.

Findings of the scenarios

The scenarios were developed from the students' responses related to the problems that they experienced while doing translation. These scenarios were given to the students in order to elicit how they would act and solve the probable problems in each situation.

Scenario 1: You came across a long sentence while doing translation, and you have difficulty in translating that sentence. What would you do?

In scenario 1, the problem presents itself in the form of a long sentence. The students' responses centred on segmenting the long sentence into small units (19 citations). They also preferred consulting to someone (7 citations) to get help in making sense of the sentence. As tool, using dictionary (3 citations) was also mentioned among the solutions. They also stated that they would continue studying on the sentence (2 citations), which meant they would not give up easily. Trying to reflect the real meaning, using conjunctions and reading the sentence carefully among the solutions that students would use for this problem.

Scenario 2: You have a text in front of you; however, you have hard time in translating the terms since you do not know the subject much.

The second problem was related to the terminology specific to some field. When students did not have a good command of the subject field and they had problem in translating the specific terms, they seemed to prefer making search (22 citations). Using dictionary (6 citations) and consulting to someone (4 citations) appeared again as in the Scenario 1. Moreover, reading a similar article, reading a text in Turkish and trying to contact the owner of the text were among the students' solutions. In case of not knowing the subject much, not even accepting the text beforehand was also cited as a solution.

Scenario 3: There are more than one equivalence of the words to be translated; however, you cannot find the correct/appropriate equivalent. What would you do?

Scenario 3 sought for the probable solutions for equivalence issue. Highly cited solution for this problem was consulting to someone (8 citations). Students also preferred looking into the subject (7 citations) and words' areas of use (6 citations). Reading other sources/or texts about the subject (3 citations) and trying to contact the author (3 citations) were proposed as solutions. The other solutions were using dictionary (2 citations), writing different alternative sentences (2 citations) considering collocations and cohesion of the text, studying terminology and adding footnote in case of a literary text.

Scenario 4: You were asked to translate a text with a lot of cultural elements; however, you had problems in finding the equivalents of these elements. How would you act?

In scenario 4, translating cultural items appeared as a problem. Making search (16 citations) was the most frequently cited solution. It was followed by consulting to someone (8 citations). As a translation technique, students seemed to use adaptation/domestication (7 citations), prefer foreignization (5 citations) and add translator's note (5 citations). The other solutions were using addition strategy, trying to interpret the meaning, expressing the meaning indirectly and trying to contact the author. One citation was about giving the text to someone who is expert on the subject within knowledge of the client.

Scenario 5: What would you do if you had difficulty in grammar and punctuation while doing translation?

Different solutions emerged from the Scenario 5, and the mostly preferred method to cope with the problem was studying grammar (13 citations). Accordingly, it was followed by searching the related subject and reviewing it (11 citations). As in the other problems, students had tendency for consulting to someone (5 citations) to solve the problem. Looking up into the spelling book (3 citations), segmenting the sentences and examining the similar sentences were also among the probable solutions.

Discussion

The present study dwelled upon the problems that students have while performing translation and the probable ways that they utilized to cope with the problem. The students were enrolled in Translation and Interpreting Department in a state university, and they were in their year when they started to do translation actively at university. The students put forth different problems and solutions, which constituted the ground of the study.

The study found five basic categories in which students had difficulty during their translation process. *Translating long sentences* was found to one of the problems that they encountered. Difficulty in translation results from the fact that sentences can be long and have complex structure; thus, length of sentence is generally viewed as translation difficulty indicator (Mishra, Bhattacharyya, Carl, 2013). Long complex English sentences involve a lot of clauses and intricate grammar structure, and these sentences occupy a significant role in translation (Zou, 2016). As a matter of fact, long sentences are related to the syntax of the language, which is more likely to reflect the syntactic/grammatical problems in translation. Grammar can be an important reason for translation problems (Al Shehab,

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2013), and mastering both source and target languages is among the many aspects that translators should remember (Andini, 2014; Hadijah & Shalawati, 2019). As Zhang and Teng (2016) suggest, analysing the structure of the language can be a part of successful translation of long sentences. *Equivalence* was another issue that students voiced as a problem. Another study by Alrishan and Smadi (2015) supported this result, suggesting that one of the difficulties that students experienced in translation was finding the right equivalence. Translation is a constrained activity, and it acts between fidelity to source text and its reproductive transformation in accordance with target text and target culture (Krein-Kühle, 2014), which is why equivalence could be a problematic and controversial issue in translation. According to Ninsiana (2016), equivalence is not easy to achieve since it depends on text, translator and receptors. Another view by Sariasih, Zaim and Radjab (2015) is that translators face the challenge of not only transferring the meaning from source language into target one but also of producing a readable text. Since finding equivalent words requires considering different variables and involves multidimensional effort, it is quite expectable for students to have difficulty in equivalence issue. In addition to long sentences and equivalence, *translation of terminology* specific to some fields caused students to have hard time in their translating process. Likewise, the study conducted among English-major students by Soualmia (2010) revealed that the students had difficulty in translating scientific terms due to their lack of knowledge in the related field and lack of awareness in adopting an appropriate translation method. Moreover, reflecting the *cultural items* in target language was viewed to be another problem by students, which is one of the greatest challenges for translators (Narváez & Zambrana, 2014; Tekalp & Tarakcıoğlu, 2019). Culture-specific items present themselves in the case of a gap between source language and target language, and they cause complexities in translation (Daghoughi & Hashemian, 2016). Translation process gets tougher when the translator attempts to translate texts which involve cultural and idiomatic expressions (Adiel & Ahmed, 2016), and knowledge of culture could influence accuracy, acceptability and readability of the translation (Hadijah & Shalawati, 2019). Not only linguistic but also cultural competence of translator could render the translated text understandable (Eriş, 2019). Accordingly, Badawi (2008) investigated English-major students' ability to translate the culture-bound items and found that most of the students were unable to translate the items. The last but not the least problem was found to be difficulties in *punctuation and grammar issues*. The study conducted by Arono and Nadrah (2019) showed that more than half of the students found translation difficult because of grammar. Grammar presents itself as a problem especially when two languages are syntactically different. Another study by Ibrahim (2017) suggested that grammatical categories and some differences between source language and target language led to students' difficulties in translation. In the same vein, punctuation occupies a significant place in making sense of a text, and misuse of punctuation could lead to misunderstanding and mistranslation (Maasoum & Mahdiyan, 2012; Mogahed, 2012).

Students suggested different solutions to the problems that they had in doing translation. Both the analyses of open-ended questions and scenarios showed that *making search* was one of the mostly preferred solution. According to Birkan Baydan (2013), translation problem is detected before starting the search, and the research competence is related to the ability to think of the alternative sources to solve the translation problem. Actually, making search or researching is indispensable part of translation process, and it enables translators produce sound translations. As in the model proposed by Göpferich (2009), research competence constitutes one component of translation competence. Making search was followed by *consulting others* who had more knowledge of translation, language or culture such as instructors, translators or friends. Students learn consulting others when necessary in their translator training program (Birkan Baydan, 2013). Aksoy (1998) also draws attention to the consultation especially in technical translation cases. Students also inclined to *do translation practice*

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and *analyse translated texts*. As in various fields, practice improves students' translation skills, and reading the sample translated texts could enhance their perspectives and increase familiarity with the word choices. *Writing alternative sentences* especially in the face of equivalence problem was cited a solution by the students, as Pym (2003) notes, producing more than one target text and selecting one appropriate target text is related to translation competence. Since language knowledge is basis for successful translation, *improving grammar and vocabulary* in both source and target languages was among the solutions of the students. Perfect knowledge of both source language and target language also constitutes one of the principle put forth by Dolet (1997 cited in Munday, 2010). Accordingly, *segmenting the sentences* into small pieces in doing translation came up as a coping skill. Splitting long sentences increases readability of translation, as well (Naderi, Moeen & Sayadian, 2017). Furthermore, as an indispensable part of translation process, *using dictionary* was also noted as a solution to the difficulties in translation. Similar finding was presented in a study by Ibrahim (2017) suggesting that most of the students consulted dictionaries as a strategy to solve the translation problem. To be sure and identify the meaning behind the sentences better, students preferred trying to contact the author of the source text. Because author is represented by the translator, author involvement could be helpful (Heim & Tymowski, 2006). In the case of translating cultural elements, students seemed to use both *domestication and foreignization* techniques based on their personal preferences as prospective translators. Translators face the challenge of culture-bound or culture-specific items, and these items could require the use of domestication or foreignization (Neshkovska & Kitanovska-Kimovska, 2018; Shokri & Ketabi, 2015). Related to foreignization, adding translator's note was also among their preferred coping skills. As Đorđević (2017) states, translation techniques are of quite importance since they can help the translators to find specific solutions to specific problems that they come across in translating, such as cultural elements and terminology. Furthermore, personally *being calm and open-minded* was seen as a contributor to cope with the problems by the students.

Being competent in a profession requires effective performance of the tasks required of the profession and the ability to cope with the problems faced in the course of one's professional activity (PACTE Group, 2011). Thus, eliciting the views of the students could increase awareness in possible problems and solutions, and thus boost their translation competence.

Conclusion

The present study dwelled upon the problems that translator trainees experienced and the possible solutions they developed to cope with the problems in their translation process. The students appeared to be conscious of the difficulties they came across while doing translation, and they could propose relevant solutions. Instructors could show trainees that it is quite natural and inevitable to have difficulties in performing translation act in order to enhance students' motivation and self-confidence. Sample texts could be analysed with students to demonstrate the problematic areas and suggest different solutions to improve their coping skills in the face of difficulty. Likewise, suggesting or showing them more scenarios or cases on probable problems could enable them to gain awareness and produce a variety of solutions. Moreover, students could be trained about the ways of making search using the reliable sources. The importance of reading a lot in both source and target languages could be emphasized more to increase familiarity with subject matters and word choices. Therefore, translation training programs could help the trainees to manage their own translation process better and become lifelong learners.

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Limitations and further research

Since this study focused on the students who just started to translation practice in their second year and the number of the students enrolled in the program was not high, it was conducted with limited number of students; thus, the samples could be increased in further studies. Likewise, similar studies can be repeated with the participants in their 2nd, 3rd and 4th year at university to specify changes in their perceived problems and solutions. Same questions could be administered to practising translators as well in order to compare their difficulties in translation and coping skills.

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