Problems Facing University Students of English in Translating Religious and Legal Texts
A Case Study: English Language Students, Faculty of Education, University of Gezira

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Difficulties facing University students of English in Translating Religious and legal Texts:

Abstract: *The study aimed at investigating the difficulties facing English language learners at University level in translating religious and legal texts. The study adopted the descriptive and experimental method. The sample consisted of twenty lecturers and one hundred University students from Batch (36). The tools of data collection which were used: two questionnaires the first one is directed to the students and the second one is directed to the lecturers, and a diagnostic test whose validity and reliability were verified. The results of the test show that the examine fail to communicate the messages in the religious and legal texts. The study revealed that the majority of the difficulties encountering English. Language learners at University level in translating religious and legal texts, were due to factors related to language (terms, concepts and structures) and factors un-related to language (the holiness of religious texts) and that students are to a large extent motivated to study the translation of religious and legal texts that are included in translation courses are inadequate. Group discussion and intensive practice are essential in teaching translation of these texts. The study recommended that teachers should familiarize students' with structures, terms and concepts of religious and legal text teachers should include many of these texts in translation's courses. Teachers should consider group discussion and intensive practice in teaching the translation of the mentioned texts.*

Keywords: Translation/Religious and legal Texts

1. Introduction

As a matter of fact translation has an effective contribution to all fields of knowledge and it plays an essential role in the world of information and communication. Furthermore, translation enhances students awareness of their native language as well as the foreign language.

1.1 Statement of the Problem

It is observed that the majority of students of English at University level face many difficulties in translating religious and legal texts. This leads to failure in examinations of translation and thus negligence of the study of translation. Moreover it leads to many difficulties when transferring know- ledge and culture.

1.2 Objectives of the Study

1) To shed light on the difficulties that face EFL students in translating religious and legal texts at university level.
2) To attempt to specify the real reasons behind these difficulties.
3) To encourage students to promote their performance in translating religious and legal texts as a linguistic activity.
4) To reinforce learning of English as a foreign language through a Varity of texts.
5) To try to find out the appropriate methods, techniques and activities for teaching the translation of religious and legal texts.

1.3 Questions of the Study

1) Why do EFL students at University level face difficulties in translating religious and legal texts?
2) What are the major areas of these difficulties?
3) How can these difficulties be overcome?
4) What are the appropriate techniques and activities for teaching the translation of religious and legal texts?
5) Does students culture affect their performance?

1.4 Hypotheses of the Study

H_1 The majority of EFL students at University level face difficulties in translating religious and legal texts.
H_2 The linguistic sources are the major reasons for the difficulties facing EFL students in translating religious and legal texts.
H_3 Some difficulties are related to the students' negative attitude towards the translation of religious and legal texts.
H_4 Teachers negligence of the foreign culture may have a negative effect on the translation of religious and legal texts.

1.5 Significance of the Study

This study may be of great value to those who are interested in the field of translation in general and to FEL learners in particular, since it provides extensive practice and analysis to the areas of difficulties and consequently recommended the solutions.

In addition, this attempt may be of great value in helping teachers to find out the appropriate method, techniques and activities for teaching translation so as to develop their students' competence and consequently their performance in translation.

1.6 Methodology of the Study

The descriptive analytical method is adopted and a diagnostic test is chosen as a tool for collecting data, in addition to two questionnaires. The first is directed to English lecturers who teach translation at University level, and the second one is directed to EFL students.

The data of this study is analyzed by computer using statistical package for social science (SPSS). A number of statistical scales are used such as t-test to measure the significance values of the diagnostic test, mean and standard deviations.

1.7 Limits of the Study

The study is confined to EFL teachers and students at the University of Gezira and Wad Medani Alahlia College. A questionnaire will be distributed to (20) teachers at the Department of English at the University of Gezira and Wad Medani Alahalia college. A random sample of hundred students at the Department of English, faculty of Education (Hantoub) University of Gezira(2016-2017) .

2. Literature Review

2.1 Religious Texts and Translation

Translation of religious work has played an important role in history. Buddhist marks who translated the Indian Sutras into Chinese often skewed their translations to better reflect China's very different culture , emphasizing notions such as filial piety.

The first European to assume that one translates satisfactorily only towards his own language may have been Martin Luther, translator of the Bible into German.

One of the first record instances of translation in the west was the rendering of the old testament into Greek in the third century B.C. The resulting translation is known as Septuagint, a name that alludes to the "Seventy" translators who were commissioned to translate Bible on the Island of Paphos.

The period preceding and contemporary with the protestant reformation saw the translation of the Bible into local European languages, a development that greatly affected Christianity's split into Roman Catholicism and Protestantism, due to disparities between Catholic and protestant versions of crucial words and passages.

Martin Luther's Bible in German jakub Wijek's in polish and the king James Bible in English had lasting effects on the religions, cultures and languages of those countries.

Ali (1983) declares that those messages came as inspiration to Muhammed as the need arose, on different occasions and in different place: he recited them, and they were recorded by the pen : they were imprinted on his heart and mind and on the memory of his loving disciples: as the body of sacred scripture grew, it was arranged for purposes of public prayer and reading. This is the Book or the Quran.

2.2 Characteristics of Religious English

Crystal (2995) claims that: Religious belief fosters a variety in which all aspects of structure are implicated. There is a unique phonological identity in such genres as spoken prayers, sermons, chants and litanies, including the unusual case of unison speech, biblical texts and many other religions publications. There is a strong grammatical identity in vocations, prayers, blessing and other ritual forms, both public and private.

An obvious lexical identity pervades formal articles of faith and scriptural texts, with the lexicon of doctrine informing the whole of religious expression. And there is a highly distinctive discourse identity in such domains as liturgical services, preaching and rites of passage (e.g baptism, wedding, funerals).

Crystal (1995) continues that religious English is probably the most distinctive of all occupational varieties.

Catford (1974) states three main reasons : It is consciously retrospective, in the way it constantly harks back to its origins, and thus to earlier periods of the English language people set great store by the accurate and acceptable transmission of their beliefs.

Only legal English resembles it in the way texts are subjected to disciplined and periodic reinterpretation.
1) It is consciously prescriptive, concerned with issues of orthodoxy and identity, both textual and ritual. This is a reflex of English language religious history since the reformation.
2) It is consciously imaginative and exploratory as people make their personal response range from the highly structured to the totally unpredictable and from the voluble to the silent. The constants can be seen in the tightly Catholic Mass, the spontaneous loudness of a Pentecostal celebration and the quiet and meditative atmosphere of Quaker meeting for worship, fuelled by their founder's admonition ' let your words be few".

Translators of religious texts often adhere as closely as possible to the source. In order to do this, they deliberately stretch the boundaries of the target language to produce unidiomatic texts.

The following are some verses from Holy Quran translated by Golshani (1997).

وَإِذَا قِيلَ لَهُمُ اتَّبِعُوا مَا أَنْزَلَ اللَّهُ قَالُوا بَلْ نَتَّبِعُ مَا أَلْفَيْنَا عَلَيْهِ آبَاءَنَا أَوَلَوْ كَانَ آبَاؤُهُمْ لَا يَعْقِلُونَ شَيْئًا وَلَا يَهْتَدُونَ) الآية (170) سورة البقرة.

When it is said to them: ' follow what God has revealed they say : (Nay! We shall follow the ways of our fathers. What : Even though their fathers were void of wisdom and guidance).

(قَالَ رَبِّ إِنِّي أَعُوذُ بِكَ أَنْ أَسْأَلَكَ مَا لَيْسَ لِي بِهِ عِلْمٌ وَإِلَّا تَغْفِرْ لِي وَتَرْحَمْنِي أَكُنْ مِنَ الْخَاسِرِينَ) الآية (47) سورة هود.

[But if they hearken not to thee, know that they only follow their own Lusts: and who is more a stray than one how follow his own lusts, devoid of guidance not people given to wrong - doing].

2.3 Legal Translation

Legal text is any piece of writing that regulates human interaction, carries an obligation, prohibits or allows certain actions or things, makes a binding promise, or set out penalties to be imposed in case of breaches.

Gibbons (1994:3) mentions that " law in essence attempts to control human behavior, mainly through a system of penalties for law breaking. The law exists to discourage murder and theft, and bad faith in business dealings among offences".

The origins of legal texts can be gleaned from Maley (1994:11):

"particularly in literate cultures, once norms and proceedings are recorded, standardized and institutionalized, a special legal language develops, representing a predicable process and pattern of functional specialization. In the Anglo Saxon common law system, a discrete legal language has been apparent since post. Conquest England, which in many essentials has persisted to the present day".

Crystal (1990:222) points out that legal language is always being pulled in different directions.

Its statements have to be so phrased that can see their general applicability, yet be specific enough to apply to individual circumstances.

They have to be stable enough to stand the rest of time so that cases will be treated consistently and farity, yet flexi able enough to adapt to new social situations, above all they have to be expressed in such a way that people can be certain about the intention of the law respecting their rights and duties. No other variety of language has to carry such responsibility.

That is why legal language has developed such a complex grammatical structure. It has lengthy sentences, because it tries to integrate several relevant issues in a single statement. It is repetitive, because it needs to make clear, it goes in for coordinated phrases and long lists of items (debts, dues, bills, accounts, reckoning ……..etc).

Legal language depends a great deal on a fairly small set of grammatical and lexical features. For example modal verbs (e.g must, shall, may) distinguish between obligation and discretion pronouns (e.g all, whoever) and generic nouns (hypernyums, e.g vehicle, person helps to foster a law's general applicability legal English has served sub varieties, reflecting its different roles. For example, there is the language of legal documents such as contracts, deeds, insurance policies, wills and many kinds of regulations.

There is the language of works of legal reference with their complex apparatus of footnotes and indexing.

There is the language of case law, made up of the spoken or written decisions which judges make about individual cases.

There is the spoken language of the courtroom, with the ritual courtesies of judges, counseling what counts as evidence and what may or may not be said. Legal language is unique in the way its utterances are subject for linguistic contempt of court.

Kasparek (1983:3) points out that for legal and official purposes, evidentiary documents and other official documentations are usually required in the official language of that jurisdiction. He continues that, even if a translator specializes in legal translation or if he/she is a lawyer in his country, this does not necessarily make him a swarn translator.

Commentators on style often points to similarities between religious and legal English – notably in the way historical tradition has Sanctioned the use of archaism and ritual dialogue.

The following are some legal terms:

Criminal Law:

Search warrants: أمر رسمي بالتفتيش

Injunction or restraining orders: إنذار قضائي

Charge sheets : أوراق الدعوي

Previous Studies:
Amna Ali in an MA thesis "Difficulties facing EFL students in Translation –with special Reference to Scientific and Literary texts" .The findings are that the majority of difficulties facing EFL students in translation are due to the linguistic sources and that the difficulties appear at each linguistic level since the sample performance in translating scientific and literary texts is very low .However ,the most difficulties encountered are   in lexical and grammatical levels o f linguistics .Also that the EFL students at university level are motivated to study translation and have positive attitude towards translation.
قانوني جنائي

The following points are recommended by the researcher:
The syllabus for translation should include comparative studies between the two languages including the structure of both SL and TL languages and the activities for group work in class should be short ,the long texts for homework .Besides the time for studying translation at university level should be included.

FadlAllah Ismail Ali (2016) has conducted PhD thesis on "Difficulties of Translating Legal texts from English into Arabic" a case study of experienced translator in Khartoum state /Sudan

The study aimed at examining the problems faced in translating English texts into Arabic more specifically he covers the following points with equal emphasis
- Textual difficulties and terminology problems, his main findings are :
- The lack of reliable English Arabic law dictionary, where Arabic equivalents provided can be easily used in translation, is a major obstacle facing translating English legal texts into Arabic.
- The big differences in which the legal environment has grown and changed or developed in the English Arabic speaking countries .One such differences is the judicial system, another is the litigation system.
- An Arabic linguist should firstly endeavor to secure a collection of Arabic codes in the various fields of law and from several Arab countries .
- Equivalents should be drawn for the English terms from the existing corresponding Arabic terms, if available .Otherwise, a special list of those remaining terms should be drawn and set aside for each area.
- Arabic translators should consider declining translations where legal texts are involved, if they lack the experience or proper terminology.

Awatif Satti (2006) in a PhD thesis "The Impact of Translation on English language learners communicative competence at university level". The research aims at investigating the impact of Translation on learning foreign languages .She analyses the problems that encounter the students in studying translation .The most important findings are:

The translation courses in the EFL programmes aimed at developing the students competence and that translation is not fully utilized to enhance language learning at university, also the time allotted for teaching translation is inadequate .The most important findings include also that the best method of teaching translation is that the teacher point out and discusses the linguistic features ,structures , semantics , stylistics and culture ,then the students translate and discuss activities in group under the teachers' supervision. The researcher recommends that the number of the students in the translation class should be reduced to 30 students .Besides ,qualified teachers are more essential that certified ones ,therefore some courses of translation should be offered to prospective language teachers. that teachers of translation should present culture in their translation classes .It is recommended that the choice of lexical items should be based on the subject matter.

3. Data presentation, analysis and discussion

The following pages deal with the presentation, analysis and discussion of data.

3.1 Results of questionnaire one:

Table 3.1.1: Introduction of Texts In Translation courses:

Options	Frequency	Valid present
Theoretical part	13	65.0
Practical part	1	5.0
Both	6	30.0
Total	20	100.0

Table (3.1.1) illustrates that thirteen lecturers (65%) introduce teaching translation with the theoretical part, six lecturers (30%) introduce with both theoretical and practical parts, whereas on lecturer (50%) introduces with the practical part**.**

Table 3.1.2

Options	Frequency	Valid present
Theoretical part	2	10.0
Practical part	2	10.0
Both	16	80.0
Total	20	100.0

Table (3.1.2) shows the type of difficulties that students encounter in translating religious and legal texts. Two lecturers (10%) stress that the difficulties are related to linguistic factors. Other lecturers (10%) show that the difficulties are related to non-linguistic factors, while sixteen lecturers (80%) state students face both linguistic and non-linguistic types of difficulties.

Table 3.1.3: Plant for teaching the translation of religious and legal texts

Options	Frequency	Valid present
Always	10	50.0
Sometimes	10	50.0
Total	20	100.0

Table (3.1.3) reveals that ten lecturers (50%) claim that they 'always' have plan, ten lecturers (50%) claim that they 'sometimes' have plan.

Table 3.1.4: Most difficult texts :

Options	Frequency	Valid present
Scientific texts	4	20.0
Religious and legal text	16	80.0
Total	20	100.0

Table (3.1.4) shows that the most difficult text for students to translate. The majority of the lecturers (80%) stress that the most difficult texts are the religious and legal texts. Four lecturers (20%) believe that the most difficult texts are scientific texts.

Table 3.1.5: Difficulties and problems related to the translation of religious and legal texts

Options	Frequency	Valid present
Text comprehension	2	10.0
Cultural differences	2	10.0
Equivalence term and expressions	16	80.0
Total	20	100.0

Table (3.1.5) reveals that sixteen of the respondents (80%) assure that the difficulties related to the translation of religious and legal texts are mainly related to equivalent terms and expressions. Two lecturers confirm that the difficulties are related to text comprehension. Two lecturers (100%) claim that the difficulties are related to the cultural differences.

Table 3.1.6: Regularity in providing students with religious and legal texts for translation

Options	Frequency	Valid present
Always	2	10.0
Sometimes	12	60.0
Rarely	6	30.0
Total	20	100.0

Table (3.1.6) shows that twelve lecturers (60%) claim that they 'sometimes' provide students with religious and legal texts for translation. While two lecturers (10%) mention that, they 'always' provide students with religious and legal texts for translation. Six lecturers (30%) claim that they 'rarely' provide students with religious and legal texts for translation.

Table 3.1.7: Frequency of students' participation in translation activities that are related to the religions and legal texts

Options	Frequency	Valid present
yes	3	15.0
To some extent	16	80.0
No	1	5.0
Total	20	100.0

Table (3.1.7) reveals that three lecturers (15%) assure that students do participate in the activities related to the translation of religious and legal texts.

Sixteen lecturers (80%) assure that students are 'to some extent' participate in the activities related to the translation of religious and legal texts. While one lecturer (5%) mentions that students do not participate in the activities related to the translation of religious and legal texts.

Table 3.1.8: Motivation in translating religious and legal texts

Options	Frequency	Valid present
Yes	4	20.0
To a large extent	2	10.0
To some extent	12	60.0
No	2	10.0
Total	20	100.0

Table (3.1. 8) show that four lecturer (20%) assure that students are motivate to study translation. The majority of lecturer (60%) state that students are ' to some extent' motivated to study translation. Two of the lecturers (10%) point out that students are ' to a large extent' motivated to study translation. Two lecturers (10%) assure that the students are demotivated to study translation.

Table 3.1.9: Sufficiency of religious and legal texts in translation's courses for university students

Options	Frequency	Valid present
To some extent	7	35.0
No	13	65.0
Total	20	100.0

Table (3.1. 9) indicates that seven of the lecturers (35%) maintain that religious and legal texts in the two prescribed courses on translation are 'to some extent' sufficient for university students. Thirteen lecturers (65%) maintain that religious and legal texts in the two prescribed courses on translation are not sufficient for university students.

Table 3.1.10: Group discussion in translating religious and legal texts

Options	Frequency	Valid present
Yes	10	50.0
To a large extent	9	45.0
To some extent	1	5.0
Total	20	100.0

Table (3.1. 10) shows that ten of the lecturers (50%) do agree that group discussion should be considered in translating religious and legal texts. One lecturer (5%) agrees ' to some extent' that group discussion should be considered in translating religious and legal texts.

Table 3.1.11: Possibility of improving students abilities in translating religious and legal texts

Options	Frequency	Valid present
Yes	16	80.0
To a large extent	2	10.0
To some extent	2	10.0
Total	20	100.0

Table (3.1.11) reveals that the majority of the lecturers (80%) are do agree that intensive practice improve the student's abilities in translating religious and legal texts. Two lecturers (10%) agree ' to a large extents' that intensive practice improves that students abilities in translating religious and legal texts. Two lecturers (10%) agree ' to some extent' that intensive practice improves that students' abilities in translating religious and legal texts.

Question (12):
In what ways does translating religious and legal texts improve student's abilities in language learning? They majority of the lecturers (80%) think that it expands vocabulary and increases cultural awareness, raises motivation, helps students to understand how language works. Moreover, it helps students get the feel of L2 and develops students linguistic abilities. It familiarizes students with more lexical items and structures of the target language .

Question (13):
In your own, view, how can problems and difficulties that related to the translation of religious and legal texts be solved? All of the lecturers (100%) think that through intensive and extensive practice and also by sharing points of view and discussing the problems with each other. The problems can be solved.

3.2 Analysis of questionnaire two

Table 3.2.1: Importance of translation in daily life

Options	Frequency	Valid present
Yes	25	50.0
To a large extent	11	22.0
To some extent	13	26.0
No	1	2.0
Total	50	100.0

Table (3.2.1) shows student's views on the importance of translation in their daily life. Twenty five students (50%)

emphasize that translation has importance in their daily life. Eleven students (22%) assert that ' to a larger extent' translation has importance in their daily lives. Whereas thirteen students (26%) state that 'to some extent' it has importance in their daily lives however, only one student (2%) claims that it has no importance in their daily lives.

Table 3.2.2: Translation of religious and legal texts as a means for enlarging knowledge and culture

Options	Frequency	Valid present
Yes	17	34.0
To a large extent	23	46.0
To some extent	10	20.0
Total	50	100.0

Table (3.2.2) shows the translation of religious and legal texts as means for enlarging knowledge and culture. Seventeen students (34%) emphasize that the translation of religious and legal texts add to their knowledge and culture. Twenty three students (46%) assert that ' to a large extent' translation enlarges knowledge and culture. Ten students (20%) claim that ' to some extent' the translation of religious and legal texts enlarges knowledge and culture.

Table 3.2.3: Student's interest in religious and legal texts in translation's courses

Options	Frequency	Valid present
Yes	12	24.0
To a large extent	18	36.0
To some extent	19	38.0
No	1	2.0
Total	50	100.0

Table (3.2.3) shows the students interest in religious and legal texts in the two prescribed courses on translation. Twelve students (24%) stress that they are interested in religious and legal texts in the two prescribed course on translating. Whereas eighteen students claim that 'to a large extent' they are interested in religious and legal texts in the two prescribed courses on translation.

Nineteen students state that ' to some extent' they are interested in religious and legal texts in the two prescribed courses on translation.

However, only one students maintains that he is not interested in religious and legal texts in the two prescribed courses on translation.

Table 3.2.4: Importance of current dictionaries for translating religious and legal texts:

Options	Frequency	Valid present
Yes	14	28.0
To a large extent	24	48.0
To some extent	12	24.0
Total	50	100.0

Table (3.2.4) illustrates the students' views on the current dictionaries as an important tool fourteen students (28%) stress that current dictionaries are important. Twenty four students (48%) claim that ' to a large extent' current dictionaries are important. Twelve students (24%) claim that 'to some extent' current dictionaries are important.

Table 3.2.5: Students' regularity in resorting to dictionaries:

Options	Frequency	Valid present
Always	14	28.0
Some times	21	42.0
Rarely	14	28.0
Never	1	2.0
Total	50	100.0

Table (3.2.5) shows students' regularity in resorting to dictionaries. Fourteen (28%) students assure that they ' always' resort to dictionaries. Twenty one students (42%) maintain that they ' sometimes' resort to dictionaries. Fourteen students (28%) claim that they ' rarely' resort to dictionaries. Where as one student (20%) never resort to dictionaries.

Table 3.2.6: Most difficult texts

Options	Frequency	Valid present
Literary texts	8	16.0
Scientific texts	10	20.0
Religious texts	21	42.0
Legal texts	11	22.0
Total	50	100.0

Table (3.2.6) shows the most difficult type of texts in translation as viewed by students. Twenty one students (42%) assure that the religious one is the most difficult ones. Eleven students (22%) claim that the legal one is the most difficult ones. Whereas eight students (10%) state that literary one is the most difficult. Ten students (20%) point out that scientific one is the most difficult type of texts.

Table 3.2.7: Practice of translation outside the classroom

Options	Frequency	Valid present
Literary texts	8	16.0
Scientific texts	10	20.0
Religious texts	21	42.0
Legal texts	11	22.0
Total	50	100.0

Table (3.2.7) shows students' regularity in practicing translation outside the classroom. Thirteen students assure that they 'always' practice translation outside the classroom. Twelve students claim that they ' sometimes' practice translation outside the classroom. Twenty one students (42%) point out that they 'rarely' practice translation outside the classroom. Whereas four students (80%) assert that they ' never' practice translation outside the classroom.

Table 3.2.8: Consulting references in translating religious and legal texts:

Options	Frequency	Valid present
Always	17	34.0
Sometimes	12	24.0
Rarely	15	30.0
Never	6	12.0
Total	50	100.0

Table (3.2.8) shows the attempt of students to enhance their learning of translation by consulting references. Seventeen students (34%) assure that they ' always' consult references on translation. Twelve students (24%) point out that they 'sometimes' consult references on translation. Fifteen students (30%) say that they ' rarely' consult references on

translation. Whereas six students (12%) assure that they ' never' consult references on translation.

Results of the diagnostic test
The results of the diagnostic test is analyzed statically using t-test measure students' performance in translating religious and legal texts.

Ques.	N	Mean	Std. deviation	Std. error mean
Q1	100	8.54	1.15	11
Q2	100	7.84	1.74	17
Q1	100	1.32	1.27	13
Q2	100	4.81	2.20	22

This table shows that there is a significant difference between the mean of degree of students in translating from English into Arabic and the man of degree of the students in translating from Arabic to English. Moreover, there is a significant difference between the performance of the students within the questions since the standard error mean calculated (11) , (17) , (B), (22) respectively.

Table 3.3: Paired samples statistics

	Mane	N	Std. deviation	Std. error mean
Arabic into English	6.15	100	2.48	25
English into Arabic	16.38	100	1.85	18

This table shows that there is a significant differences between the performance of students in the two questions. It is obvious that the students performance in translating from English into Arabic is better than their performance in translating from Arabic into English. Since the standard error mean in (18) in translating from English into Arabic and (25) in translating from Arabic into English.

Table 3.3.3: Paired Samples Correlations

	N	Correlation	Sig
Pair 1 question 2 part A	100	044	662

This table shows that there is no correlation between the performance of students in the two questions (044).

Table 3.3.4: Paired Samples Test

Mean	Std. deviation	Std. error mean	95% confidence interval of the differences		T	Df	Sig2 tailed
10.25	3.03	30	10.85	9.65	33.86	99	000

In this table the standard deviation is (3003) 'I' calculated is (-33.86) and the significance is (000), these indicate that there is a high significance between the performance of students in the two questions. Also the confidence interval is small (10.85) and (9.65) this also supports the above point.

3.4 Discussion of Results in Relation to Hypotheses:

In this section, the results of the questionnaires and the test are discussed in relation to the hypotheses of the study.

3.4.1 Hypothesis One
The first hypothesis is "The majority of EFL students at university level face difficulties in translating religious and legal texts".

Taking tables (3.1.4) and (3.2.6) into consideration, it is apparent that (80%) of the lecturers admit that religious and legal texts are the most difficult texts for students to translate and (64) of the students do admit that religious and legal texts are the most difficult texts. Beside the high significance of the performance of the students in the diagnostic test (000). Thus the results of the questionnaire and the diagnostic test prove the first hypothesis.

3.4.2. Hypothesis Two
The second hypothesis is 'The linguistic resources are the major reasons for the difficulties facing EFL students in translating religious and legal texts".

Taking table (3.1.2) into account, it is clear that (80%) of the lecturers admit that the types of difficulty that students encounter are both linguistic and non-linguistic. Nevertheless, nearly all the texts designed for the diagnostic test.

Further, many errors at each linguistic level have appeared. However, this does not strongly prove the second hypothesis.

3.4.3 Hypothesis Three
The third hypothesis is "some difficulties are related to the students negative attitude towards translation".

Taking table (3.1.2) and (4.2.1) and (2.3.8) into consideration, it is obvious that (20%) of the lecturers think that students are motivated to study translation, (50%) of the students agree that translation has crucial importance in their daily life, (24%) of the students are interested in the two prescribed courses on translation. Thus, these advocate the third hypothesis thus the hypothesis is proved.

3.4.4 Hypothesis Four
The fourth hypothesis is " Negligence of the foreign culture have a negative effect on translation" with regard to table (3.1.5) only (10%) of the lecturers admit that the difficulties and problems related to the translation of religious and legal texts are due to the cultural differences between the two languages accordingly, the fourth hypothesis is not verified.

4. Findings of the Study

1) The majority of difficulties facing EFL students at University level in translating religious and legal texts are due to linguistic and non-linguistic sources.
2) The EFL students at University level are to some extent motivated to study the translation of religious and legal texts however,
3) they do highly consider its importance in language learning and as a way of gaining knowledge and culture.
4) Group discussion and intensive practice are essential in teaching the translation of religious and legal texts, they can be the only way-out.

5) The time allotted for teaching the translation of religious and legal texts is inadequate.
6) It is essential to teach the theoretical part about translation (65%).

According to the above-mentioned finding the researcher recommended that:
1) Teachers should familiarize the students with the structures and terms of legal and religious texts.
2) Teachers should enhance the students motivation to study the translation of religious and legal texts for better achievement.
3) Teachers should consider group discussion and intensive practice in teaching the translation of religious and legal texts as effective techniques.
4) The amount of religious and legal texts in translation courses should be increased.
5) The teachers' plan should include various kinds of religious and legal texts for practice.

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