



DILEMMATIC PROBLEMS OF TRANSLATION DURING READING COMPREHENSION

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ABSTRACT

The article depicts translation process of slangs, idioms, phrasal verbs during reading comprehension. It also describes difficulties which the learners come across while translating reading passages from English into another language. And it gives some recommendations to utilize during translation process in order not to translate the above stated lexical units for not only teachers but also learners.

Keywords: translation, reading comprehension, slangs, phrasal verbs, idioms.

INTRODUCTION

Reading comprehension is seen as an intricate task for ESL (English as second language) learners. There exist some difficulties in extending the ability of realising written language. However, the most momentous challenge is proper interpretation which firstly is required to be dealt with. Because most of students can not manage comprehend the whole meaning of the text with the problems related to translation. Translation is such a backbone of conscious understanding reading passage that provides readers with complete meanings of words, sentences. It is really a bit impossible to comprehend the text which includes various slangs, idioms, phrasal verbs and especially dialects. To understand them completely, language learners should have undergone real English atmosphere and have a mind on native speakers' lifestyles as well as culture to study invisible points of the English language. In this article, considerably useful recommendations for translation of the lexical units are given when the learners come across in English texts to comprehend them.

Frank Smith (2004) touched on that when reading is utilized, it means interpretation of a piece of writing. He also stated that we have been reading, interpreting experience, - constantly since birth and we all persevere in implementing so. W. M. Rivers (1981) states that reading is a most important activity in any language class, not only as a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. J.Ch.Anderson and his





partners (2015) consider that understanding a written text requires some knowledge of the vocabulary and structure of the language in question.

Alfan Faisal (2017) defines that slang is the language coming from low social class, which is considered as a language that is abusive, vulgar, uneducated formed of an effort to bring the old word with new meaning that comes from understanding and agreement between individuals control. That's why, it is a bit intricate for ESL learners to translate it while reading process. Some scholars state that slang is not suitable for formal or serious matters. According to concluding this statement, it can be said that they are in mostly common with informal communications and written texts, novels, books. When ESL readers come across slangs, they are irritated to how to translate slangs in the informal reading passages properly. G.A. Zavari, H.Mashhady and M.Pourgalavi (2013) say that translating slang is a most arguable area in language and in order to deal with the problems of translation, translators use various strategies.

T. A. Andriani defines (2014) that Idiom consists of two or more words that have different meaning from their individually meaning of a word, idiom forms a new meaning that usually unclear and different from the meaning of its words. He also have a theory that the more students getting know about idiom and master it, they also get better in reading comprehension. Inda Lestari (2018) suggested foreign learners to enrich their knowledge and comprehension through idiom if they want to improve their reading comprehension skill, too.

H.Ch.Wang (2019) defines that a phrasel verb generally refers to a two-word or three-word combination that functions as a single verb. His study discovered that phrasel verbs would mostly hinder a reader's recall of proposition of a reading passage. N.Kurniadi (2019) indicated that since phrasel verbs are difficult to be comprehended from the context which set them apart from simple words, learners tend to translate them inappropriately. According to above mentioned scholars, translation of slangs, idioms and phrasel verbs is not a straightforward process owing to some kinds of reasons.

Reading is a crucial skill that every ESL learner should obtain. But it is not very easy to acquire owing to some problems which students frequently face up to. They state that sometimes they can not comprehend the whole text. When the learners come across lexical units such as slangs, idioms, phrasel verbs, they can not manage to translate them appropriately. Honestly, slangs and idioms are uncommon in reading passages. But they are available in fiction books or passages taken from fiction works. That's why, teachers should instruct the learners to translate these appropriately.

In order to translate above mentioned lexical units properly, there are some strategies to help students to translate slangs, idioms, phrasel verbs.





Strategy 1. Prediction strategy is much easier for translation but sometimes unreliable. In this case, we may predict that word with the help of general meaning of whole sentence context.

Strategy 2. Word for word translation is likely possible solution to translate idioms, slangs and phrasal verbs. We may see it in the example of the following phrasal verb. For example: look up to

Look up to means that respect somebody in lexicology. If the parts of phrasal verb are translated word by word, look - to see someone/something, up - above, to means direction, in general, to see above someone.

But it is occasionally great impossibility of interpreting them like other lexical units in this way. Because some of them can not be translated properly.

For example: run through

On condition that it is translated word by word, run - to move quickly and through-across, all in all, move across. But it is actual meaning like this:

- 1) Repeat
- 2) Explain/Read.

Strategy 3. Translation with help of equivalent of that word is highly useful for learners' comprehension. Because learners can comprehend the word without any difficulties. It can be seen the following translation statements in the example of English and Uzbek language.

Break a leg!

We may take "xudo yor bo'lsin" in Uzbek language as it is an equivalent of "Break a leg" in English language. Because the meaning of both of them is similar to each other.

Strategy 4. Translation with help third language is the best way when students can not manage the translation of slangs, idioms, phrasal verbs by the above mentioned 3 strategy. Actually, if the learners and teachers know Russian very well, they translate the word by the means of Russian words or equivalent in Russian language in Uzbekistan.

CONCLUSION

Although reading is an intricate skill for some second language learners because of some problems related to proper translation of slangs, idioms, phrasal verbs which learners face up to during reading process. But these may be overcome by finding proper ways of translation of them from English into another language.





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