

A Comparative Study of English-Arabic-English Translation Constraints among EFL Students

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Abstract

Because most of the previous research on translation constraints in English-Arabic-English translation has separately investigated English-Arabic and Arabic-English translation problems, the current study is meant to compare the constraints that EFL students face across the two translation types. To attain this objective, English-Arabic and Arabic-English tests were administered to forty-seven (N= 47) EFL students in two Moroccan university educational settings to measure their abilities in the two translation domains. The results reveal that the participants' scores in both versions are not at the expected ability level due to the obstacles they encounter in the translation process. The study also shows that having a good ability in the English-Arabic version cannot strongly predict a similar good ability in Arabic-English translation because of the different natures of the two languages, which suggests taking more care of the student's proficiency in English and Arabic languages and exposing students to their distinctive aspects for the sake of coming up with accurate and appropriate translations. The study ends with implications for pedagogy and recommendations for future researchers.

1. INTRODUCTION

Translation has been mainly concerned with rendering a text from a particular language to another. It is defined by Hatim and Munday (1994) as “the process of transferring a written text from a source language to a target language” (p. 6). According to Al-Musawi (2014), the primary function of translation is to facilitate communication by transmitting the appropriate meaning of a word or a sentence linguistically, semantically, and pragmatically. Al-Musawi views it as a form of writing under constraint. The translator has to rewrite the original text (source text) in the target language, which is different from the original language. Hence,

translation is a mechanical reproduction of the text and a creative process in which the text is “re-localized” within the boundaries and specific features of the target culture.

Melby and Foster (2010) assert that one must not limit one's focus to only those aspects of the linguistic situation when assigning meaning to a source text. Many nonlinguistic variables can help determine the meaning of source materials, including who wrote the material, what situation that person was in, and surrounding cultural events that may clarify the writer's intentions. Translation, therefore, is a complex process that should be carried out professionally, especially in ESL and EFL contexts.

Indeed, translation was first neglected in second and foreign learning settings with the emergence of communicative approaches that emphasize the extensive use of the target language instead of the first. For instance, Kern (1994) stated that language teachers view translation as an undesirable supporting pillar for learning the target language. Cook (2010) highlighted the objections to translation, such as the belief that it is dull and demotivating and the idea that it creates interferences and causes negative transfer.

Nevertheless, it has been regarded by other scholars as an indispensable component due to its positive impact on target language learning. Bagheri and Fazel (2011) claimed that translation sustains students' writing ability, facilitates comprehension, helps them develop and express ideas in another language, and assists them in making more gains in learning vocabulary and grammar. Weschler (1997) argued against the common belief that thinking in the mother tongue might deter thinking directly in the target language and does not think that the excessive use of the first language will lead to the emergence of odd combinations of the native and second languages. Furthermore, Naiman et al. (1978) found that translation of L1 into L2 enables good language learners to “make effective cross-lingual comparisons at different stages of language learning” (p. 14). Hence, learning by linking the new word to its mother-language equivalent is more effective than learning vocabulary in context (Prince, 1996).

In the same vein, Nord (1997) claims that translating carefully selected and authentic texts can develop students' translation skills and their communicative competence in the native and foreign languages. According to Nord (2005), students gain a better understanding of communication norms and conventions in both cultures when they conduct a contrastive analysis of the source and target texts. Students who translate into their mother tongue can gain proficiency in their native language in addition to the benefits of learning a foreign language.

Given the importance of translation, as exemplified by the above scholars' claims, Moroccan universities, like many other Arab countries, offer undergraduate students courses in English-Arabic and Arabic-English translation. For instance, the department of English studies at Moulay Ismail University offers students two courses: *Initiation to translation* in the third semester and *Translation (Arabic-English-Arabic)* in semester 4. *Initiation to translation* aims at training the students to translate simple prose text from English to Arabic. Students will learn about the problems involved with idiomatic and proverbial expressions and cultural differences that may interfere with literal translation. The aim of the second course is to introduce students to the techniques and strategies of translation from English into Arabic and from Arabic into English. The student should progress toward the ability to handle complex texts and ideas in both languages and cultures.

Because English and Arabic languages are linguistically, semantically, and pragmatically different, EFL students face difficulties in rendering a text from one of these languages to the other. A considerable literature has tended to highlight the difficulties that students face in English-Arabic-English translation (e.g., Aziz, 1982; Baker, 1992; Farghal, 1995; Abu-Salem & Chan, 2006; Kashgary, 2011; Ali et al., 2012; Khotaba & Tarawneh, 2015; Alhaysony, 2017; Arono & Nadrah, 2019; Mahdy et al., 2020). However, studies have not sufficiently delved into comparing the encountered problems in English-Arabic and Arabic-English versions.

Against this background, the current paper seeks to answer these research questions:

- 1) Which version is more difficult for EFL undergraduate students: English-Arabic or Arabic-English translation?
- 2) What translation problems do EFL undergraduate students face in translating English into Arabic?
- 3) What translation problems do EFL undergraduate students face in translating Arabic into English?
- 4) Is there any significant relationship between ability in English-Arabic translation and ability in Arabic- English translation?

2. REVIEW OF LITERATURE

The translation is a thorny and complex issue, and students are likely to encounter difficulties translating from English to Arabic or vice versa. According to Antar (2002), translation problems can be divided into linguistic problems (micro-level) and cultural problems (macro-level). While the linguistic problems are due to grammatical differences between the source and target languages and lexical ambiguity and meaning ambiguity, the cultural problems are attributed to different situational and contextual features. Accordingly, reviewing the kinds of difficulties that students face in both types of translation is a prerequisite.

2.1.English-Arabic Difficulties

Translating from English into Arabic can be an exhausting task because of the distinctive aspects of both languages. According to Abu-Salem and Chan (2006), English-Arabic translation problems can be traced to the features of Arabic such as “right-to-left orientation, the multiplicity of scripts, frequent omission of vowels, and complex morphological structure” (p. 22).

Aziz (1982) highlighted some cultural problems of translating from English into Arabic. Translators, according to him, find difficulties in finding cultural equivalents of words or concepts that do not exist in one of the languages. The researcher gave examples from the areas of Ecology (e.g., excellent), Material Culture (e.g., television, radio), Social Culture (e.g., high tea, supper, pork, ham, boyfriend), Political Culture (e.g., mayor, the whip, Privy Seal, Privy Council, shadow cabinet) and Religious Culture (e.g., Bigamy, baptize). Words like these have no equivalents in the vocabulary of Arab countries. The researcher advocated that translators should be acquainted with at least the basic cultural features of the source and the target languages to avoid serious translation pitfalls.

In the same vein, Farghal (1995) examined lexical and discursal problems in English-Arabic translation. The inability of translators to cope with many challenges in the translation process might lead to losing the target equivalence of some words in Arabic and break-down in

communication. The researcher added that over-dependence on dictionaries, either unilingual or bilingual, could bring forth awkward and unnatural translations.

When translating from English into Arabic, Deeb (2005) found that students encounter four levels of difficulty: supra, main, sub-sub, and sub-sub categories. Problems with source text (ST) comprehension, target text (TT) production, and the transfer process are included in the above category. As well as micro-Language problems and macro-Text level problems, there are also strategies and techniques problems in the main categories. Grammar, vocabulary, spelling, rhetorical and stylistic devices, cohesion, register and style, background knowledge, and culture are all included in this subcategory of grammar and terminology. The sub-sub categories include categories such as problems of word order, fixed Expressions, spelling slips, irony, omission, and additions. Similarly, Thawabteh (2011) classified the constraints that students encounter in English-Arabic translation into linguistic, cultural, and technical problems that may jeopardize communication that is crucial for a target audience.

Conducting similar research, Alhaysony (2017) delves into Saudi EFL students' difficulties in translating English idioms. The study in the first place highlights the semantic constraints and the role of vocabulary knowledge and high language proficiency in predicting the students' translation ability. Subsequently, Arono and Nadrah (2019) examined the difficulties students face in rendering English texts into Arabic; these constraints were lack of vocabulary, the problematic nature of the text, literary aspects, and grammatical issues.

2.2. Arabic-English Difficulties

Similarly, Arabic-English translation entails problems. For instance, Ali et al. (2012) found that lexical, syntactic, and semantic problems arise in translating the Holy Quran into English. The Holy Quran contains various literal and figurative styles that make it a complex text to be translated into English. Al-Sohbani and Muthanna (2013) categorized these significant challenges of Arabic-English translation into four main patterns: lexical knowledge insufficiency, inadequate knowledge and practice of grammar, little cultural backgrounds, and inappropriate teaching atmosphere and methodology.

Regarding the lexical factors, Al-Saeed (1989) says that choosing the right word in translating a text is one of the most challenging tasks the translator has to cope with in the translation process. It is so tricky that the translator has to resort to the dictionary to find the right word to get the meaning across to the reader, but most often, the dictionary may not help. Kashgary (2011) argues that lack of equivalence due to incompatibilities and culture-specific differences between the two languages is a significant problem that faces Arabic-English translators. The researcher gave the example of these cultural and religious words such as such as “Halæl”/ permissible, “Haj”/ pilgrimage, “Zakat”/charity, “Baraka”/ God’s blessing, “Jihad”/ Holy war; “Al charaf”/ honour, “Al sabe’e”/ baby’s seventh-day celebration. According to her, these words are difficult to translate into English due to their exact equivalents. Accordingly, these words cannot be fully translated by providing their equivalents in the dictionary. For instance, the word [zakath can be translated by using its one-word English equivalent “charity” or “alms”, as many translators did in translating the Quran. However, these equivalents do not provide the whole meaning of the Arabic word as Muslims use it. [zakat] can be more adequately translated by explaining and describing its conditions to approximate its whole meaning through adding a qualifier “obligatory” or “ordained” to the English equivalent. So,

the more accurate translation would be “obligatory or ordained charity”. This solution is referred to as “explanatory equivalent” by Ghazala (2002). The translator, in this case, is dealing with two different contexts; what is appropriate in one is not necessarily appropriate in the other (Duff, 1984, p.14)

Along the same vein, Birjandi (1999) conducted a study to examine the effect of foreign language learners’ lexical knowledge on their translation ability. The results of the study showed that there is a significant relationship between lexical knowledge and translation ability. The study also showed that lexical knowledge might contribute to the development of translation skills and conceptual comprehension of the text's text to give a good rendering.

Likewise, Khotoba and Tarawneh (2015) found According to research in the field of Applied Linguistics, inadequate lexical knowledge as well as a lack of understanding of meaning have a significant impact on the translation of texts from Arabic to English or vice versa. As a result of their findings, they recommend that further research be conducted to determine the impact of lexical knowledge on the translation of texts from Spanish to Turkish. Moreover, Iranian EFL university students' knowledge of lexical and grammatical collocations was strongly associated with their translation accuracy (Anari & Ghffaroh, 2013).

Investigating grammatical equivalence, Baker (1992) notes that grammatical rules may vary across languages, which may pose some problems in finding a direct correspondence in the target language. She claims that different grammatical structures in the source and target language may cause remarkable changes in how the information or message is carried across. These changes may induce the translator to either add or omit information in the target text because of the lack of particular grammatical devices in the target language itself. Among these grammatical devices that might cause translation problems, Baker focuses on number, tense and aspect, voice, person, and gender.

In a Jordanian setting, Dweik and Abu Shakra (2009) administered a translation test to Jordanian university students to translate a set of lexical and semantic collocations from three religious references: the Holy Quran, the Hadith, and the Bible. The study disclosed that literal translation is a dominant strategy applied in rendering the Arabic collocations into English which sometimes distorts the meaning of the source material.

In the same context, Dweik and Suleiman (2013) examined Jordanian graduate students' problems in translating culture-bound expressions such as proverbs, idioms, collocations, and metaphors from Arabic into English. The results of the study revealed that graduate students faced several kinds of issues when translating cultural expressions. These challenges are generally related to 1) unfamiliarity with cultural expressions, 2) difficulty to obtain the equivalency in the second language, 3) ambiguity of some cultural expressions, 4) lack of knowledge of translation methodologies and translation tactics. These findings lead the researchers to recommend that more courses be added to academic programmes that prepare translators that deal specifically with cultural differences, cultural knowledge, and cultural awareness to narrow the cultural gap.

While the previous research has emphasized the difficulties that students face in both translation versions, research has not sufficiently examined comparisons between the obstacles faced by students in English-Arabic- English translation. Investigating these interrelationships

might further determine whether ability in the first version is strongly related to ability in the second.

3. METHODOLOGY

3.1. Research Design

The present study adheres to a quantitative descriptive and correlational research design that allows the researcher to compare the students' translation ability in English- Arabic and Arabic-English versions. Determining the version which is more difficult for students is of crucial importance in the study. Subsequently, the study is also meant to measure the association between English-Arabic and Arabic-English translation ability among the participants.

3.2. Sample

Forty-seven (N=47) undergraduate Semester four EFL students enrolled in a BA program of education in two Moroccan University contexts were conveniently chosen to take part in this study. The researcher chose the participants because the program offers these students a course of translation in semester four, and the participants have already been introduced to both translation versions.

3.3. Instruments

The present study relied on two translation tests to measure the students' abilities in English-Arabic-English translation. Students were asked to translate a short text on language teaching and learning issues into Arabic (see Appendix A). In the Arabic-English version, the students were required to translate a short text on translation into English (see Appendix B). The first topic of the first test was opted for because the participants, being specialized in education and Applied linguistics, are likely to have some background knowledge about the issue. Similarly, the theme of translation was incorporated in the second test because the learners have already been exposed to a translation course and the researcher's intention to translate translation content to be translated, and a research topic to be investigated.

With regards to scoring, the two tests were rated analytically by two experienced raters using a rubric that includes five criteria: writing mechanics, vocabulary, grammar, syntax, and content and organization. Each of the five elements was evaluated on a five-point scale that ranges from 0 to 4: 4--'done very well,' 3--'done well,' 2--'average,' 1--'done poorly,' 0--'not done at all.'

3.4. Piloting

Before the commencement of this research, a pilot study was conducted to pre-test the instruments and estimate the required time and costs of the current research. Accordingly, a small-scale pilot study was conducted with 20 EFL students in another setting. The pilot study was conducted with the presence of two raters to agree on rating scales.

3.5. Ethical Considerations

Before study implementation, informed consent to participate in the study was obtained from the participants. Additionally, the participants were assured that digital numbers would replace their names before data analysis, and their personal information would remain confidential. They were also told that the scores obtained in translation assignments would not impact their final grades.

3.6.3.5 Procedure

Initially, the participants were required to translate an English short text into Arabic, and they had an allotted time of one hour and a half to complete the task. Subsequently, the same participants were administered the second test to render a short Arabic text into English in one hour and a half allotted time. In both tests, the participants were permitted to use monolingual and bilingual dictionaries and other digital devices like laptops and mobile phones to help them finish the task.

4. RESULTS

The results of descriptive statistics showed that a total number of 47 participants participated in the current study. Tables 1 and 2 below provide information about the means, minimum, maximum, and standard deviation of English-Arabic and Arabic English datasets.

Table 1. Descriptive Statistics of English-Arabic Translation

	N	Minimum	Maximum	Mean	Std. Deviation
English-Arabi Translation	47	7,00	16,00	10,44	1,83
Writing Mechanics	47	1,00	3,00	2,06	,52
Vocabulary	47	1,00	3,00	2,08	,61
Grammar	47	1,00	3,00	2,27	,49
Syntax	47	1,00	4,00	2,06	,48
Content and organization	47	1,00	3,00	1,95	,58
Valid N (listwise)	47				

Table 2. Descriptive Statistics of Arabic-English Translation

	N	Minimum	Maximum	Mean	Std. Deviation
Arabic-English Translation	47	5,00	17,00	9,14	2,24
Writing Mechanics	47	1,00	3,00	1,61	,60
Vocabulary	47	1,00	4,00	2,06	,56
Grammar	47	1,00	3,00	1,82	,56
Syntax	47	1,00	4,00	1,59	,64
Content and Organization	47	1,00	3,00	2,04	,58
Valid N (listwise)	47				

The results displayed above showed a mean of 10.44 for English-Arabic translation and a mean of 9.14 for Arabic-English translation which suggests that the scores of the first version are greater than the ones of the second. The standard deviation values revealed that there is more variance in Arabic-English translation (2.24 is more significant than 1.83).

To determine whether there is a statistically significant difference between the scores of English-Arabic and Arabic-English scores, a paired-samples t-test was carried out to compare the two means. These findings are displayed in Table 3 below:

Table 3. Paired Samples Test (EAT and AET)

	Mean	Std. Deviation	t	df	Sig. (2-tailed)

Pair 1	English-Arabic Translation-	1.29	1.91	4.65	46
.000	Arabic-English Translation				

The results above showed that there is a significant difference between English-Arabic translation ($M = 10.44$, $SD = 1.83$) and Arabic-English translation ($M = 9.14$, $SD = 2.24$) scores; $t(46) = 4.65$, $p < .001$.

Despite this significant difference, which might suggest that English-Arabic translation ability is better than Arabic-English translation abilities, both means show that translation skillfulness among the participants in both versions is above average in English-Arabic and below average in Arabic-English translation. Accordingly, these students face a set of difficulties in both versions.

With regards to the constraints of the first kind of translation, as displayed in Table 1 above, the means of the five components that were used to score the overall score of English-Arabic translation ability reveal that participants face respectively constraints in content and organization followed by problems in writing mechanics, syntax, vocabulary, and grammar. Concerning the second version, the results in Table 2 above reveal that students encounter respectively obstacles in syntax, mechanics, grammar, content& organization, and vocabulary. To determine the kind of relationship that might exist between the ability in one of these two domains and the other, the correlations of the overall scores of English-Arabic and Arabic-English scores across the five sub-constructs are displayed in Table 4 below:

Table 3. Correlation of Overall Ratings and Writing Subskills across English-Arabic (EAT) and Arabic-English Translation (AET)

EAT \ AET	Overall	Writing Mechanics	Vocabulary	Grammar	Syntax	Content & organization
Overall	R=.57** R2=.33					
Writing Mechanics		R=.28 R2=.07				
Vocabulary (AWV)			R=.23 R2=.05			
Grammar				R=.40** R2=.16		
Syntax (AWS)					R=.49** R2=.24	
Content & organization						R=.50** R2=.25

** . Correlation is significant at the 0.01 level (2-tailed).

The results displayed above show that there is a moderate positive correlation between the scores of English-Arabic and Arabic-English translation ($R=.57$, $R2=.33$) and ($p < .001$). Nevertheless, the relationship between the five components across the two versions ranges from absence of statistical significance in vocabulary ($R=.23$, $R2=.05$) and writing mechanics ($R=.28$, $R2=.07$) to weak and moderate positive levels in grammar ($R=.40^{**}$, $R2=.16$), syntax ($R=.49^{**}$, $R2=.24$), and content and organization ($R=.50^{**}$, $R2=.25$).

5. DISCUSSION

The findings of the current study demonstrate that students' ability in English-Arabic translation is greater than their ability in Arabic-English version. In spite of the statistically significant difference between the overall scores of the two datasets, the overall scores that students got in English-Arabic are above average and below average in Arabic-English which might suggest that these acceptable values are not at the expected level of ability in both versions. Students, in this case, are likely to be constrained by a set of barriers and obstacles in the two kinds of translation. While students encounter problems of content and organization, writing mechanics, syntax, vocabulary, and grammar in English-Arabic translation, students in Arabic-English version suffer from problems in syntax, mechanics, grammar, content & organization, and vocabulary.

Additionally, the study showed a moderate positive correlation between the overall scores of the two domains. However, the correlation between the five subconstructs ranges from lack of significance (e.g., vocabulary and writing mechanics) to weak and slightly moderate levels (e.g., grammar, syntax, content, and organization). By the same token, these results suggest no significant relationship between vocabulary and writing mechanics scores across the two translation types, which might suggest these two components require different teaching strategies. Having a good command of vocabulary and writing mechanics in Arabic cannot predict having a similar level in English and vice versa due to the absence of statistical significance.

Given the different cultural and linguistic aspects of the two languages, English and Arabic are characterized by terminology-specific traits and distinctive writing mechanics. For instance, due to different socio-cultural characteristics of each language, finding the right equivalent of some words in both languages can be an exhausting task for translators as already indicated by previous research (e.g., Aziz, 1982; Al-Saeed, 1989; Farghal, 1995; Dweik & Suleiman, 2013). Regarding writing mechanics, punctuation, for example, in English is different from its counterpart in Arabic, and having skillfulness of this trait in one version is not associated with having a similar ability in the other. Moreover, spelling in English cannot be associated with spelling in Arabic, and capitalization is a peculiar aspect of English. Accordingly, vocabulary and writing mechanics need special attention from teachers of the two languages to be able to expose students to their use and identify the sources of the difficulties that students face in these two elements.

Along the same vein, grammar, syntax, and content and organization cannot predict a great proportion of variance across the two translation types, which also suggests that these components entail different traits, and grammatical as well as syntactic features that might be applicable in one of these languages might not be accurately used in the other. Nevertheless, the 25 percent of the variance of content and organization ($R^2=.25$) that can be predicted across the two languages can be attributed to the idea that Arabic and English can share some organizational aspects like introduction, body, and conclusion in writing essays as well as paragraph elements like topic sentence, supporting details, and concluding sentence that can be equally used in both. Accordingly, because these subcomponents cannot account for a huge variance across the two types of translation, grammar and syntax and content, and organization in the two languages are to be given special attention by the teachers of the two languages.

The weak association between these components across the English-Arabic-English is in accordance with most of the previous research that states that English and Arabic have distinctive lexical, grammatical, and syntactic attributes (e.g., Antar, 2002; Baker, 1992; Al-Musawi, 2014; Arono & Nadrah, 2019). Consequently, students' difficulties in English-Arabic-English translation are likely to be generated by these different linguistic characteristics.

6. CONCLUSION

In summary, the study proved that students' abilities in English-Arabic-English are not satisfactory due to the constraints that these students face in both versions. Such a conclusion gives rise to draw some pedagogical implications to enhance the teaching practices pertaining to translation from English to Arabic and vice versa. Due to the great role that a good language proficiency level can play in attaining accurate and appropriate translations, English and Arabic languages should be given equal attention in translation teaching and learning. In this case, students working on translation are to be exposed to the two languages and their lexical, grammatical, and syntactic features. Such goals, for instance, could be achieved by establishing bridges between English and Arabic departments. In this case, English and Arabic teachers can collaborate to allow students to come up with accurate and appropriate translations. It is also suggested to train these teachers and provide them with the necessary skills to translate across the two languages, and bilingual instructors must teach translation courses. Accordingly, enhancing English and Arabic language skills can contribute to the development of translation skills which, in turn, can enhance the students' competence in the source and target language.

While the findings are interesting here, the present study suffers from a set of limitations. Diverging to comparisons of linguistic constraints across the two translation versions in this research leads to overshadowing the role of translation skills and techniques in generating good translation outcomes. In addition, the results of this study might have been negatively influenced by other intervening variables that were not taken into account while conducting this research; in this case, factors such as previous formal training in English-Arabic or Arabic-English translation among the participants as well as the degree of attention that these versions receive in translation programs and syllabi might lead students might have influenced the study results.

Future researchers, therefore, are encouraged to delve into the role of translation strategies and skills that students might require while translating from English to Arabic and vice versa. Future researchers, for instance, can compare the translations skills across the two translation types to be able to identify the sources of constraints that students face in English-Arabic-English translation. Comparing these constraints across the two translations and the two languages in additional settings might generate new assumptions on the issue at hand. Future translation research, in turn, is required to come up with further empirical evidence.

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Appendices

Appendix A: English-Arabic Translation Test

Translate this text into Arabic:

A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself. Learning another language provides access into a perspective other than one's own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings. Language is the vehicle required for effective human-to-human interactions and yields a better understanding of one's own language and culture. Studying a language provides the learner with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom. Language scholars distinguish between the terms acquisition and learning: 'acquisition' refers to the process of learning first and second languages naturally, without formal instruction, whereas 'learning' is reserved for the formal study of second or foreign languages in classroom settings.

Adapted from:

Moeller, A. J., & Catalano, T. (2015). *Foreign language teaching and learning*. Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1199&context=%20teachlearnfacpub>

Appendix B: Arabic-English Translation Test

Translate this text into English:

لا أحد ينكر ما للترجمة من أهمية قصوى في نقل التراث الفكري بين الأمم، ومالها من أثر في نمو المعرفة الإنسانية عبر التاريخ. والترجمة عملية ذهنية وفكرية ولغوية معقدة تتطلب ابداعا مضاعفا ممن يقوم بها. فالمترجم لابد اولا ان يستوعب النص الذي كتب بلغة اخرى استيعابا يتعدى الشكل والاسلوب الى المضامين والافكار، وهذا امر يتطلب مهارة لغوية وفكرية نافذة، وبالتالي فانه بلا شك ينطوي على ابداع. والمترجم ثانيا لابد ان ينقل النص الى لغة اخرى تختلف في

التركيب النحوي، ومجال الدلالات والمعاني، نقلا يضمن فهم النص بكل دلالاته ومعانيه، ويشمل كذلك اطاره الثقافي والتاريخي، وهذا عمل ينطوي على ابداع ايضا.

ولذلك لا غرو ان نجد ان المشتغلين بالترجمة المبرزين فيها قلة من المختصين. ولاشك ان الترجمة في العصور الحاضرة مع ازدياد وتيرة التقدم العلمي، وتسارع الاكتشافات والاختراعات اصبحت ضرورة ملحة تحشد الدول النامية من اجلها كل الطاقات، وتوظف في سبيلها كل الامكانيات وذلك بهدف اللحاق بالركب العلمي مع الحفاظ على الهوية اللغوية والثقافية، فالترجمة تكفل نقل العلوم والاستفادة منها مع المحافظة على اللغة القومية وتنميتها وعدم استبدالها بلغة وافدة تقضي على الهوية، وتمكن الثقافة الوافدة من اضعاف مضامين الوحدة السياسية.

Adapted from:

الاسترجاع تم. العدد ١٠٦٢٩ الجزيرة، مجلة. العلمي بالتقدم اللحاق في الترجمة اهمية. (٢٠٠١م). القحطاني، سعد هادي بن من

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