



## Translation Difficulties Encountered by Yemeni EFL Learners in the Faculty of Education, Thamar University

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### Abstract

The present study aimed to investigate the linguistic, cultural, and curriculum-related translation difficulties encountered by Yemeni English as a foreign language (EFL, henceforth) learners in the Faculty of Education at Thamar University, Yemen. The study sample comprised 41 participants. To collect the data, a questionnaire was administered as study instrument and the data were analysed via SPSS programme, version 20. The study employed the quantitative approach to provide a comprehensive understanding of the topic under study. The study made an attempt to identify the common translation difficulties, explore students' perceptions of their challenges, and analyze the underlying causes. The findings revealed the significant difficulties related to grammatical differences between English and Arabic, vocabulary acquisition, cultural nuances, and the complexities of conveying meaning accurately and appropriately. The study offered pedagogical recommendations to improve translation instruction, aiming to equip learners with the necessary skills to succeed in translation-related fields.

**Keywords:** Translation difficulties, Translation skills, Linguistic skills, Linguistic problems, Grammatical structure.

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## صعوبات الترجمة التي يواجهها الطلاب اليمنيون الدارسون للغة الإنجليزية بوصفها لغة أجنبية بكلية التربية، جامعة ذمار

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### ملخص

هدفت الدراسة الحالية إلى التحقق من الصعوبات المترتبة على الترجمة من الناحية اللغوية والثقافية والمناهج الدراسية التي يواجهها طلاب اللغة الإنجليزية باعتبارها لغة أجنبية (EFL) في كلية التربية، جامعة ذمار، اليمن. تكونت عينة الدراسة من 41 مشاركًا. ولجمع البيانات تم تطبيق الاستبانة أداةً، وتم تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية SPSS، الإصدار 20. واعتمدت الدراسة منهجًا مختلطًا، الكمي والنوعي؛ لتقديم فهم شامل للموضوع قيد الدراسة. سعت الدراسة إلى تحديد الصعوبات الشائعة في الترجمة، واستكشاف تصورات الطلاب حول التحديات التي يواجهونها، وتحليل الأسباب الكامنة وراء ذلك. وكشفت النتائج عن صعوبات كبيرة تتعلق باختلافات النحوية بين اللغة الإنجليزية والعربية، واكتساب المفردات، والفروق الثقافية، وتعقيدات نقل المعنى بدقة وبشكل مناسب. وقدمت الدراسة توصيات تربوية لتحسين تعليم الترجمة، بهدف تزويد المتعلمين بالمهارات اللازمة لتحقيق النجاح في المجالات المرتبطة بالترجمة.

**الكلمات المفتاحية:** صعوبات الترجمة، مهارات الترجمة، المهارات اللغوية، المشاكل اللغوية، البنية النحوية.

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© تُشر هذا البحث وفقًا لشروط الرخصة Attribution 4.0 International (CC BY 4.0)، التي تسمح بنسخ البحث وتوزيعه ونقله بأي شكل من الأشكال، كما تسمح بتكييف البحث أو تحويله أو الإضافة إليه لأي غرض كان، بما في ذلك الأغراض التجارية، شريطة نسبة العمل إلى صاحبه مع بيان أي تعديلات أجريت عليه.



## 1. Introduction

The process of translation is multifaceted and demands a profound understanding of linguistic and cultural nuances. It entails not only conveying the explicit meaning of a text but also grasping its implicit connotations, idiomatic expressions, and culturally-specific references. For individuals learning English as a second language, translating from English into Arabic poses significant challenges, particularly in academic environments where precision and accuracy are crucial. According to Neubert (2000), the practice of translation and, hence, teaching translation requires a single competence that is made up of or could be considered to integrate a set of competencies that include, for instance, competence in both the source and the target languages. While many studies have explored translation challenges in general, this study aimed to explore the difficulties encountered by Yemeni EFL learners when translating from English into Arabic within and provide a local perspective by focusing on the specific needs and experiences of English learners within the context of the English Language Department, Faculty of Education, Tamar University. Larson (1998) asserted that translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

It is difficult to communicate effectively with interlocutors from various linguistic and cultural backgrounds because of the linguistic and cultural variations between the (SL- Source Language) into Arabic (TL- Target Language) (Sahari and Qassem, 2023; Alfadly and Aldeibani, 2013) studied the linguistic problems faced by Yemeni EFL undergraduate learners at Hadramout University and found out that there are fundamental weaknesses among learners, especially in grammar which in turn lead to having difficulty in comprehending and translating statements from English into Arabic and vice versa. Samardali, et al. (2013) study revealed that cultural utterances are difficult tasks to translate between English and Arabic because these two languages belong to two different cultures. Therefore, they suggested that translators should be bilinguals as well as bicultural in order to convey a natural message in in TL. Similarly, Harliani (2019) added that in addition to understating the linguistic theory and the translation theory when translating into the TL, translators should be equipped with some other disciplines such as socio-linguistics, psycholinguistics, pragmatics, contrastive analysis and cross culture understanding. However, Sahari and Qassem (2023) reported that the translation industry could help in reducing, if not eliminating, the linguistic and cultural barriers. It becomes a reality that translations have helped a lot in understanding world class publications, scientific exchanges, and even diplomatic relationships. Thus, the translators should be equipped with the sufficient translation strategies that could include: direct transfer, calque, addition, cultural adaptation, superordinate term, explicitation, and omission (Corina, 2020).

In today's interconnected world, the ability to translate effectively between languages is a vital skill. With regard to Yemen and due to its growing engagement in international arenas, English language proficiency and translation expertise are becoming increasingly essential across various sectors, from education and business to diplomacy and media. The English Language Department in the Faculty of Education at Tamar University tries to develop these crucial skills. However, anecdotal evidence and preliminary observations suggest that learners often encounter significant difficulties in the translation process. This study addresses this critical issue by examining the specific translation difficulties faced by Yemeni EFL learners in the above-mentioned institution. While the existing research has explored translation challenges in general, there is a need for context-specific studies that delve into the unique linguistic and cultural environment of Yemen. This research is particularly important given the distinct differences between Arabic and English, not only in terms of grammar and vocabulary but also in cultural expression and communication styles. Furthermore, the specific difficulties related to the Yemeni educational context, including potential limitations in resources and access to authentic language materials. This study aimed to provide a comprehensive understanding of the linguistic, cultural, and curriculum-related



translation difficulties encountered by the learners. Simply stated, for Baker (1992,17) some translation problems are related to cultural differences, where there is no equivalent words in both source and target languages. Ultimately, this research seeks to empower learners with the necessary translation skills to contribute effectively to Yemen's development and its integration into the global landscape. English language is considered a foreign language in Yemen. It is taught as a requirement course at schools and most programmes in the universities. It is now commonly acknowledged that English has attained increasing importance throughout the world in general and in Yemen in particular. Consequently, Arab parents and educators have begun to be concerned about students' low level in English, and have begun to look for solutions to these obstacles (Amara and Marai, 2006). While it is undoubtedly true that English has not been able to establish its strong foothold perhaps because Yemen is a monolingual country and the society is a very close-knit (Ali, 2007). But learners of English language in the Faculty of Education at Thamar University may face some problems and hindrances during the process of translation from English to Arabic. From this perspective, it should also be noted that Arabic is used in all walks of life by all of its population. In spite of all that, a remarkable change is taking place here as the young generation is attracted towards English language learning, and English is becoming popular not only among males but equally females, too (Alfadly and Aldeibani, 2013). The study is motivated by the recognition that effective translation necessitates a nuanced understanding of linguistic structures, cultural contexts, and cognitive processes.

### Problem of the Study

This study addresses the significant challenges and specific problems faced by English language learners when translating from English (SL) to Arabic (TL) and vice versa in the English Department, Faculty of Education, Thamar University. In fact, the English Department in the Faculty of Education at Thamar University lacks the teaching of sufficient translation courses. That is reflected in the translation of texts by the students who commit common errors during the translation process. Indeed, translation problems arise mainly from cultural differences and linguistic systems in both English and Arabic, underscoring the significance of understanding English syntax structure and Arabic linguistic nuances. Therefore, the translation s difficulties can be noticed even among the third and fourth year Yemeni EFL undergraduates in the Faculty of Education at Thamar University, Yemen who do not have much experience and knowledge in the translation techniques.

### Study Objectives

This study aims to achieve the following objectives:

1. To investigate the translation difficulties encountered by Yemeni EFL learners when translating from English to Arabic in the Faculty of Education, Thamar University.
2. To identify strategies for enhancing translation skills.
3. To explore suitable solutions to help Yemeni EFL learners overcome translation difficulties.

### Study Questions

This study attempted to answer the following questions:

1. What are the translation difficulties encountered by Yemeni EFL learners when translating from English to Arabic in the Faculty of Education, Thamar University?
2. How can learners improve their abilities in the translation process?
3. What solutions can help Yemeni EFL learners overcome translation difficulties?

### Limitations of the Study

This study was carried out on a sample of third and fourth level learners in the English Language Department, Faculty of Education, Thamar University. It was applied to only 41 participants in the year 2024. The study was bound to investigate the linguistic, cultural, and curriculum-related translation difficulties encountered by Yemeni EFL learners.

## 2. Theoretical Framework



Numerous studies have investigated the difficulties encountered by translators and learners when translating from English (SL) to Arabic (TL). Nida and Taber (1969) emphasised the importance of understanding the original text before constructing the target language text. Also, Nida (1964) asserted that translation is the interpretation of verbal signs of one language by means of verbal signs of another. According to Newmark (1981, 7) "Translation as a craft consisting in the attempt to replace a written message and/or a statement in one language by the same message and/or statement in another language". Newmark (1988) pointed out that translation is the interpretation of the meaning of a text into another language in the way that the author intended the text. Furthermore, Newmark (1981) shared Benjamin's (1932) opinion that translation is not only about enriching the language and culture of a country which it contributes to, renewing and maturing the life of the original text, expressing and analysing the most intimate relationships of languages with each other, but translation becomes a way of entry into a universal language. All English language learners must face the translation problems through practicing and understanding much linguistic skills and cultural differences in both languages.

According to Newmark's theory (1981, 8) "Translation is an art as well as a skill and a science, three main aspects are taken into consideration when we talk about translation: the foreign and native cultures, the two languages and the writer and the translator". It is now commonly acknowledged that semantics as a register has three functional components: ideational, interpersonal and textual. Lexicogrammar is the level of wording. Wardhaugh (1977) aptly described the fundamental goal of semantic analysis as an attempt to discover the ultimate meaning units out of which a particular set of words appears to be composed in some systematic way. Phonology is the level of sounding. Phonetics is the ultimate 'output', and involves the actual sounds, which are uttered, or the physical graphic marks in writing (Morley 2006).

### 3. Literature Review

Translation is undoubtedly a human activity which allows people to exchange ideas and thoughts regardless of the different tongues used (Mares, 2012). According to Bell (2000, 6) "Translation is a process based on the theory that it is possible to abstract the meaning of a text from its forms and reproduce that meaning with the very different forms of a second language". Rebeca, et al. (2012, 20) stated that "The art of translation is not an easy task. This is because it requires several skills. Conveying the original message into the target language is the responsibility of the translator". This study sought to examine the difficulties that Yemeni EFL learners face when translating from English to Arabic and vice-versa.

Translation is the replacement of a text from one language by the representation of an equivalent text into a second language (Bell, 2000 as cited in Harliani 2019). Corina (2021, 473) defined translation as "A complex dichotomous and cumulative process that involves a host of activities drawing upon other disciplines related to language, writing linguistics and culture". Burak (2018, 14) defined it as "An activity that can damage, distort, but in some cases also enhance even improve upon the original text in terms of its cultural-aesthetic impact on the reader. While Nida (1975, 182) articulated a fundamental principle of translation, stating that the goal is to "translate as reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style."

Samardali, et al. (2013) pointed out that the intricacies of Arabic-English translation have been a subject of interest among scholars, who have identified various challenges that hinder effective communication. One of the main issues is the linguistic and cultural divide between the two languages. They also added that Translations between Arabic and English are problematic due to cultural, linguistic and stylistic remoteness of these two languages. Both Arabic and English belong to different language families; therefore, translators may opt for unequivalent English expressions for the Arabic ones or vice versa. According to Malmkjær and Windle (2011, 33), "The translation as an activity of transmitting meaning of a given linguistic discourse from the source to the target language. It is a process of defining the sameness of meaning of terms across languages." Thus, translation process from English into Arabic language is considered as a hard task because of the linguistic systems and cultural differences in both languages. All of this cause the syntactic, pragmatic and cultural problems in the translation process. According to Catford (1965, 1), translation can be



defined as "a process of substituting a text in one language for a text in another." Furthermore, Hassan (2016), Al-Halahmi (2014), and Hatim and Mason (1997) also examined the difficulties and challenges encountered by translators and students when translating English texts into Arabic, highlighting the importance of linguistic, cultural, and contextual considerations. Additionally, (Baker, 1992) showed that Arabic-English translation poses unique challenges due to differences in language structure, syntax, and idiomatic expressions. In the context of Arabic-English translation, a significant challenge arises when attempting to convey complex meanings and nuances, as highlighted by Akan and Karim (2019, 60), who observe that "problems relating to translating the Arabic texts, specially of the language into English as well as resolving the obstructions in a practical, possible and acceptable way on the bases of types of readership, text, context, culture and so forth".

The quality of the translation depends on several factors, for example knowledge of translator's skills, cultural background, and mastery of syntax, culture, style, and context Al-Zu'bi (2012). Also, Gadacha (2011) pointed out that translation plays an important role in the modern world and has become an established area in language studies, being the main criterion for achieving communication. This study is concerned to discuss the translation difficulties that the English students face when translating from English to Arabic Language. It will also analyze the causes that make the students have some the translation problems during the translation process and present some appropriate solutions that can overcome the problems and obstacles.

#### 4. Methodology

##### Study Approach and Design

The study adopted the quantitative research approach, characterised by a formal, systematic, and objective methodology. The primary aim was to collect numerical data to be analyse statistically, and examine the cause-and-effect relationships between variables. The research design was quasi-experimental, utilizing a survey to collect data from the targeted participants. The study also incorporated elements of content analysis to examine the linguistic, cultural, and curriculum-related factors influencing translation.

##### Data Collection and Instrument

This study was conducted in the English Language Department, Faculty of Education, Thamar University, Yemen during the academic year 2024. The study employed a specially designed translation exam (a questionnaire) consisting of four scopes with 19 items, assessing the translation difficulties from English into Arabic. A questionnaire comprising these scopes was administered to the study sample. The four scopes of the questionnaire were: 1) Students, 2) Instructors, 3) The textbooks, 4) The environment. In effect, all of these scopes may reveal the translation difficulties encountered by Yemen FEL learners in the above-mentioned institute.

##### Study Sample

The study covered a sample of 50 participants, yielding 41 valid responses from 12 male and 29 female learners who studied EFL in the English Language Department, Faculty of Education, Thamar University, Yemen. The age of the study participants ranged between 20 to 26 years. They were from the third and fourth year in the bachelor programme with an upper intermediate level in English language proficiency.

##### Data Analysis

The questionnaire responses were analysed statistically through employing the SPSS programme, version 20. To determine the importance of the results, the study employed the t-test, referencing the t-distribution table. This process aimed to identify factors contributing to translation difficulties faced by Yemeni EFL learners in the Faculty of Education at Thamar University when translating from English into Arabic. The findings provided insights into the underlying causes of such difficulties.

##### Study Procedures

To achieve the study objectives, careful steps were followed to reach deserving results. Selecting the research's topic and collecting information about it from different resources. Getting information about the advantages, the importance, the limitation. The close-ended questionnaire based out the point view of the learners and what they benefitted from the linguistic skills that help them



translate from English into Arabic language and vice versa. The learners from the third and fourth level read carefully and responded to the questionnaires by putting tick beside the point that expresses their own opinion honestly. The responses were collected and the frequencies and percentages are calculated for each statement. Every statement was analyzed, discussed and interpreted according to reasons and knowledge from different sources. Eventually the analysis, the summary, the conclusion, the recommendations and the suggestions for further research were made according to the discussion and the interpretation.

## 5. Results

This study was concerned with displaying the data of the results that were gained from the questionnaire. The questionnaire included 19 statements that showed the issues that cause the translation difficulties among Yemen EFL learners when translating from English into Arabic in the English Language Department, Faculty of Education, Tamar University.

**Table 1**

### *Participants of the Study*

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
|       | F     | 29        | 29.3    | 29.3          | 29.3               |
| Valid | M     | 12        | 70.7    | 70.7          | 70.7               |
|       | Total | 41        | 100.0   | 100.0         | 100.0              |

Table 1 shows the participants of the study. As it is seen from the table, the total number of the participants are 41. 12 of the participants are males, constituting 29.3% and 29 of the participants are females constituting 70.7%.

**Table 2**

### *Participants Age*

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
|       | 20-23 | 33        | 80.5    | 80.5          | 80.5               |
| Valid | 24-26 | 8         | 19.5    | 19.5          | 19.5               |
|       | Total | 41        | 100.0   | 100.0         | 100.0              |

Table 2 shows the age of the participants in the study. 33 of the participants were aged between 20-23 and comprised 80.5% of the total participants, and 8 of the participants aged between 24-26 and that encompassed 19.5% of the total participants.

The study revealed that learners encounter substantial difficulties when translating from English to Arabic, attributed to various factors that can be categorized into four primary scopes: Students' abilities, instructors, textbooks, and environment.

**Table 3**

### *Model Summary of Scopes*

| Scope | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|---|----------|-------------------|----------------------------|
|-------|---|----------|-------------------|----------------------------|



|   |       |      |      |        |
|---|-------|------|------|--------|
| 1 | .991a | .983 | .982 | .12883 |
| 2 | .992a | .985 | .984 | .12147 |
| 3 | .983a | .966 | .965 | .18132 |
| 4 | .920a | .847 | .843 | .38507 |

Table 3 above presents a summary of the regression models for the four scopes of the study, which investigated the relationship between Yemeni EFL learners' perceptions of translation difficulties and four predictor variables: students' abilities, instructors' abilities, textbooks, and environment. The results indicated that all the four scopes have extremely high correlation coefficients (R) between the predictors and the outcome variable (.991, .992, .983, .920), respectively. The regression models explain a large proportion of variance in the outcome variable, with R Square values ranging from 84.7% to 98.5%. The adjusted R Square values are similar to the R Square values, indicating that the models are not overfitting. The standard error of the estimate values is relatively small (.12883, .12147, .18132, .38507), indicating that the predicted values are close to the observed values. The results indicated that students' abilities, instructors' abilities, textbooks, and environment are all significant predictors of Yemeni EFL learners' perceived translation difficulties, with strong positive relationships between the predictors and the outcome variable. The regression models explain a large proportion of variance in students' perception of translation difficulties, indicating that these factors have a significant impact on students' perception of translation difficulties.

**Table 4**

*ANOVA of Scopes*

|   | Scope             | Sum of Squares | df | Mean Square | F        | Sig.  |
|---|-------------------|----------------|----|-------------|----------|-------|
|   | <b>Regression</b> | 37.066         | 1  | 37.066      | 2233.096 | .000b |
| 1 | Residual          | .647           | 39 | .017        |          |       |
|   | Total             | 37.713         | 40 |             |          |       |
|   | <b>Regression</b> | 37.137         | 1  | 37.137      | 2516.853 | .000b |
| 2 | Residua           | .575           | 39 | .015        |          |       |
|   | Total             | 37.713         | 40 |             |          |       |
|   | <b>Regression</b> | 36.431         | 1  | 36.431      | 1108.120 | .000b |
| 3 | Residual          | 1.282          | 39 | .033        |          |       |
|   | Total             | 37.713         | 40 |             |          |       |
|   | <b>Regression</b> | 31.930         | 1  | 31.930      | 215.343  | .000b |
| 4 | Residual          | 5.783          | 39 | .148        |          |       |
|   | Total             | 37.713         | 40 |             |          |       |



### Analysis of Variance (ANOVA) Results

This study examined the relationship between Yemeni EFL learners' perceptions of translation difficulties and four predictor variables: students' abilities, instructors' abilities, textbooks, and environment. The ANOVA results confirm that the regression models for all four scopes are significant. The results show that students' perception of their own abilities ( $F(1, 39) = 2233.096, p < .001$ ), students' perception of their instructors' abilities ( $F(1, 39) = 2516.853, p < .001$ ), textbooks ( $F\text{-value} = 1108.120, p\text{-value} = .000$ ), and environment ( $F\text{-value} = 215.343, p\text{-value} = .000$ ) are all significant predictors of Yemeni EFL learners' perceived translation difficulties. All the four predictor variables have strong positive relationships with students' perception of translation difficulties. Understanding these factors can help instructors and educators develop effective strategies to support students in overcoming translation difficulties. The study results provide strong evidence that students' abilities, instructors' abilities, textbooks, and environment are all important factors that influence students' perception of translation difficulties. The ANOVA results indicate that the relationship between these factors and translation difficulty is not merely statistically significant but practically meaningful, highlighting the importance of considering these factors in addressing translation difficulties.

**Table 5**

Coefficient of Scopes

|   | Model   | Unstandardized Coefficients |            | Standardized | t      | Sig. |
|---|---|-----------------------------|------------|--------------|--------|------|
|   |   | B                           | Std. Error | Coefficients |        |      |
|   |   |                             |            | Beta         |        |      |
|   | (Constant)  | -.026                       | .056       |              | -.462  | .647 |
| 1 | Students' perception on the difficulties of translation based on students' abilities    | .779                        | .016       | .991         | 47.256 | .000 |
| 2 | (Constant)  | .259                        | .048       |              | 5.409  | .000 |
|   | Students' perception on the difficulties of translation based on instructors' abilities | .735                        | .015       | .992         | 50.168 | .000 |
| 3 | (Constant)  | .246                        | .072       |              | 3.401  | .002 |
|   | Students' perception on the difficulties of translation based on the textbooks          | .824                        | .025       | .983         | 33.288 | .000 |
| 4 | (Constant)  | -1.153                      | .253       |              | -4.548 | .000 |



|  |      |      |      |        |      |
|--|------|------|------|--------|------|
| Students' perception on the<br>difficulties of translation based<br>on environment | .933 | .064 | .920 | 14.675 | .000 |
|--|------|------|------|--------|------|

Table 5 presents the results of a multiple regression analysis, examining the relationship between Yemeni EFL learners' perceptions of translation difficulties and the four predictor variables: Students' abilities, instructors' abilities, textbooks, environment. The results indicate that the relationship between students' abilities and perceived translation difficulties is strongly positive ( $B = 0.779$ ,  $Beta = 0.991$ ), indicating that learners who perceive their abilities as weaker tend to experience more translation difficulties. The relationship between instructors' abilities and perceived translation difficulties is also strongly positive ( $B = 0.735$ ,  $Beta = 0.992$ ), indicating that learners who perceive their instructors' abilities as weaker tend to experience more translation difficulties. The relationship between textbooks and perceived translation difficulties is strongly positive ( $B = 0.824$ ,  $Beta = 0.983$ ), indicating that learners who perceive the textbooks as inadequate tend to experience more translation difficulties. The relationship between environment and perceived translation difficulties is strongly positive ( $B = 0.933$ ,  $Beta = 0.920$ ), indicating that learners who perceive the learning environment as less supportive tend to experience more translation difficulties. The study's results indicated that all four predictor variables (students' abilities, instructors' abilities, textbooks, and environment) are significant predictors of Yemeni EFL learners' perceived translation difficulties.

Table 6

*Residuals Statistics of First Scope*

| Scope                  | Minimum | Maximum | Mean   | Std. Deviation | N  |
|------------------------|---------|---------|--------|----------------|----|
| <b>Predicted Value</b> | .7533   | 3.8704  | 2.4601 | .96262         | 41 |
| 1 Residual             | -.28253 | .28549  | .00000 | .12721         | 41 |
| Std. Predicted Value   | -1.773  | 1.465   | .000   | 1.000          | 41 |
| Std. Residual          | -2.193  | 2.216   | .000   | .987           | 41 |
| <b>Predicted Value</b> | .9939   | 3.9352  | 2.4601 | .96355         | 41 |
| 2 Residual             | -.18368 | .30608  | .00000 | .11994         | 41 |
| Std. Predicted Value   | -1.522  | 1.531   | .000   | 1.000          | 41 |
| Std. Residual          | -1.512  | 2.520   | .000   | .987           | 41 |
| <b>Predicted Value</b> | 1.0697  | 4.3648  | 2.4601 | .95434         | 41 |
| 3 Residual             | -.36480 | .26904  | .00000 | .17904         | 41 |
| Std. Predicted Value   | -1.457  | 1.996   | .000   | 1.000          | 41 |
| Std. Residual          | -2.012  | 1.484   | .000   | .987           | 41 |
| <b>Predicted Value</b> | -.0333  | 3.3246  | 2.4601 | .89345         | 41 |



|   |                      |         |        |        |        |    |
|---|----------------------|---------|--------|--------|--------|----|
| 4 | Residual             | -.58216 | .85833 | .00000 | .38022 | 41 |
|   | Std. Predicted Value | -2.791  | .968   | .000   | 1.000  | 41 |
|   | Std. Residual        | -1.512  | 2.229  | .000   | .987   | 41 |

Table 6 presents the residuals statistics for the four scopes of the study, which investigated the relationship between Yemeni EFL learners' perceptions of translation difficulties and the four predictor variables: students' abilities, instructors' abilities, textbooks, and environment. The study results indicate that students' abilities, instructors' abilities, textbooks, and environment are significant predictors of Yemeni EFL learner' perceived translation difficulties. These predictor variables have strong positive relationships with students' perception of translation difficulties. The regression models explain a large proportion of variance in students' perception of translation difficulties (R-squared values ranging from 84.7% to 98.5%). The factors that influence students' perception of translation difficulties are students' abilities, instructors' abilities, textbooks, and environment. These factors have a significant impact on students' perception of translation difficulties, and understanding these factors can help instructors and educators develop effective strategies to support students in overcoming translation difficulties. The residuals statistics indicated that the models are reasonably accurate, with normally distributed residuals and predicted values that fit the data well. The normally distributed residuals validate the assumptions underlying the regression analysis for all four scopes. The table 6 results indicated that the residuals are normally distributed, with mean close to 0 and std. deviation close to 1. The standardized residuals are within the range of -2 to 2, indicating that the residuals are normally distributed. The predicted values are reasonable, with mean and std. deviation indicating a good fit for all four models, indicating that the regression models are a good representation of the data.

### Analysing the results of Study

The results of this study are presented according to the three research questions.

Research Question 1 as the main question in this study stated that: What are the translation difficulties encountered by Yemeni EFL learners when translating from English to Arabic in the Faculty of Education, Tamar University? The results showed that learners face significant difficulties in translating from English to Arabic due to various factors. Based on the results of the study, the translation difficulties encountered by Yemeni EFL learners when translating from English to Arabic in the Faculty of Education, Tamar University, are multifaceted and can be attributed to several factors related to: Their own abilities, lack of vocabulary, inaccurate learning of linguistic skills, and lack of specialist instructors in translation.

As for Instructors' abilities, the results showed that they do not teach learners the linguistic skills required for the translation and principles of translation from English to Arabic and vice versa. With regard to textbooks, the results showed that curriculum for linguistic skills does not include enough practice for translation skills, and textbooks do not include principles of translation from English to Arabic and vice versa. The results about environment showed that there is a lack of practice in the translation process in class, insufficiency of translation courses, and knowledge of translation techniques in the Faculty of Education. These difficulties highlight the need for improvements in the teaching and learning of translation skills, instructor training, textbook development, and environmental support to enhance the translation abilities of Yemeni EFL learners.

Research Question 2: How can learners improve their abilities in the translation process? The study results indicate that learners can improve their translation abilities by focusing on four main areas: developing linguistic and cultural skills, utilizing educational resources and training, practicing translation regularly, and receiving feedback from teachers and mentors. Mastering the linguistic and cultural nuances of both languages is essential for accurate translation. Effective use of educational resources and training



programs can provide learners with the necessary tools and expertise. Regular practice enables learners to apply theoretical knowledge in practical contexts, while constructive feedback offers guidance and support to refine their translation skills. By adopting these strategies, learners can significantly enhance their translation abilities, ultimately becoming more proficient in communicating across languages.

Research Question 3: What solutions can help Yemeni EFL learners overcome translation difficulties? The study results underscore the importance of a multifaceted approach to addressing translation difficulties. This includes providing learners with adequate educational resources and training, support and guidance from teachers and mentors, and opportunities for regular translation practice. Furthermore, fostering collaboration and knowledge sharing among learners can also help build their translation skills. To enhance this process, incorporating technological solutions, such as educational software and translation tools, can provide learners with valuable support in translating from English into Arabic and vice versa. Moreover, developing and implementing a comprehensive translation curriculum, providing instructors with training and resources, and offering learners feedback and assessment can also help learners overcome translation difficulties. By adopting these solutions, Yemeni EFL learners can improve their translation skills, enhance their linguistic and cultural competence, and become more proficient in communicating across languages. The study findings stress the need for adequate educational resources and training, as well as the integration of technology, such as educational software and translation tools, to enhance learners' English-Arabic translation skills.

### Summary of Results

This study explored the translation difficulties encountered by Yemeni EFL learners when translating from English to Arabic, revealing significant challenges stemming from various factors, including learners' own abilities, instructors' abilities, textbooks, and environment. The study underscores the crucial role of these factors in hindering or enhancing learners' translation skills. Students' abilities, such as their linguistic and cultural knowledge, play a vital role in their translation proficiency. Instructors' abilities, including their teaching methods and feedback, significantly impact learners' translation skills. Textbooks and educational materials also have a profound impact on learners' translation abilities, as they provide the foundation for language learning. Finally, the environment, including the classroom setting and technological resources, influences learners' opportunities for practice and feedback. To overcome these difficulties, developing linguistic and cultural skills, utilizing educational resources and training, practicing translation regularly, and receiving feedback from teachers and mentors are essential. Furthermore, providing adequate educational resources and training, leveraging technological solutions such as educational software and translation tools, and fostering a supportive learning environment through guidance, collaboration, and knowledge sharing are crucial for empowering learners to improve their translation skills, enhance their linguistic and cultural competence, and become more proficient in communicating across languages. The study also highlights the importance of EFL instructors encouraging students to translate idiomatic expressions, including those with verbs, phrasal verbs, passive voice, compound words, and cultural terms, while promoting direct teaching and explicit learning of idioms. Additionally, the study suggests that e-learners require interactive tools to enhance classroom interaction and address challenges related to instructional materials and instructor support. Ultimately, the study recommends applying translation courses that address cultural differences and consciousness between English and Arabic languages to foster cultural awareness and knowledge in translation.

### 6. Discussion

The current study aimed to investigate the linguistic, cultural and curriculum-related translation difficulties encountered by the English language learners in the translation process from English into Arabic in the English Language Department, Faculty of



Education, Tamar University, Yemen. The results of the study gained from the questionnaire that included 19 statements showed the factors that cause the difficulties that English language learners face in the translation process from English (SL) into Arabic language (TL). The study sought to put some remedies of the translation problems faced by Yemen EFL learners in the translation process from English (SL) into Arabic language (TL). This study could hopefully lead to have a good practice of teaching and learning process of linguistic skills such as social system, register, semantics, lexicogrammar, phonology and phonetics, syntax which may assist and enrich EFL learners' ability to understand the translation process and help them overcome translation difficulties when translating from English into Arabic.

The factors that cause difficulties for English students in the translation process from English (SL) into Arabic language (TL) in Faculty of Education, related to the students, include lack of linguistic competence in both source and target languages, insufficient knowledge of translation strategies and techniques, inadequate cultural background and awareness, limited exposure to authentic translation materials, poor understanding of English grammar and vocabulary, inability to comprehend complex texts, limited practice in translation, and difficulty in using Arabic language structures and vocabulary. The factors that cause difficulties for English students in the translation process from English (SL) into Arabic language (TL) in Faculty of Education, related to the instructors, include inadequate training and experience in teaching translation, limited knowledge of modern translation theories and methodologies, ineffective teaching methods and assessment techniques, lack of feedback and guidance, and failure to provide students with authentic translation materials and practical exercises. The factors that cause difficulties for English students in the translation process from English (SL) into Arabic language (TL) in Faculty of Education, related to the textbooks, include outdated and irrelevant translation materials, lack of cultural and linguistic authenticity, insufficient practice exercises and activities, poor layout and design, and failure to provide students with accurate and up-to-date translation examples and terminology. The factors that cause difficulties for English students in the translation process from English (SL) into Arabic language (TL) in Faculty of Education, related to the environment, include limited access to technology and translation resources, inadequate library facilities and resources, lack of opportunities for authentic translation practice, insufficient support from faculty administration, and large class sizes that hinder individualized instruction and feedback.

After the execution of the statistical analysis which corresponded to the results of learners' opinions about the factors that cause the difficulties that English learners face in translation process from English (SL) into Arabic language (TL) in the English Language Department, Faculty of Education, Tamar University, the results showed that: Learners cannot translate from English into Arabic language precisely because they do not learn linguistic skills. Learners cannot translate correctly because they do not have specialist instructor to teach them the translation process. Learners cannot translate properly because they do not have much vocabulary. Instructors do not allow for much practice of translation from English into Arabic in the classrooms. Learners cannot translate comfortably because they do not practice many linguistic skills. These results revealed how learners' confidence influences the translation sufficiency skills. Therefore, it is clear that English language learners cannot translate accurately due to the lack of sufficient knowledge of English structure and grammar, and they do not have much vocabulary. Additionally, the learners' misunderstanding of linguistic skills influences the translation process quality. The results of first scope above can be taken as factors that cause translation difficulties among EFL students in the classroom in the English Language Department, Faculty of Education, Tamar University.

The statistical analysis of the study results of learners' opinions about the factors that cause the difficulties among English language learners in the translation process from English (SL) into Arabic language (TL) related to the instructors showed that:



Instructors do not teach learners the linguistic skills required for the translation process. Instructors do not teach learners the translation principles from English into Arabic and vice versa. Instructors do not teach learners the linguistic skills that assist their ability in the translation process from English into Arabic language and vice versa. Instructors do not teach learners the translation skills and do not differentiate between English and Arabic structures in.

The statistical analysis of the results related to curriculum and the textbooks showed that: The Curriculum of linguistic skills does not contain enough practice for translation skills. The translation principles from English into Arabic language and vice versa in the textbooks are not practiced inside the classroom. The linguistic skills in the textbooks do not strengthen the translation skills. Translation skills are not included in in the textbooks. There is only one translation course in the English Language Department. So, it can be said that the learners cannot translate as their curriculum of linguistic skills does not contain enough practice for the translation skills and this result can be taken as an indicator for reasons that cause translation difficulties among EFL students related to the textbooks.

The statistical analysis of the results related to English language exercises and methods, the learning and teaching environment showed that: learners do not learn linguistic and translation skills in the language lab. There is an absence of practice of translation process in the classrooms. There is a lack of translation courses and knowledge of translation techniques in the English Language Department, Faculty of Education, Tamar University. Translation is not taught systematically and comprehensively in English Language Department as there is only one introductory translation course taught in the English Language Department and this result can be an indicator for the reasons that cause translation process obstacles among Yemeni EFL learners related to the textbooks and the environment. In discussing the second research question, "How can learners improve their abilities in the translation process?", the study found that learners can enhance their translation abilities through targeted development of linguistic and cultural skills, effective utilization of educational resources and training, regular translation practice, and constructive feedback from teachers and mentors. Indeed, if the students have a solid understanding of the linguistic skills that involve morphological and syntactic aspects, semantic features of collocation and word choice and good practice of the linguistic skills in the teaching and learning process inside and outside the classroom that may improve their abilities in the translation process from English into Arabic language. The learners can improve their abilities in the translation process by understanding knowledge and practice of mother tongue grammar, lexical knowledge of both languages, and linguistic and cultural backgrounds of both languages. The results of this study showed that if the learners do not have knowledge of the cultural and linguistic differences of both Arabic and English languages, there may be some problems and difficulties that English language learners will face during translation process. However, the study also suggested that students can improve their abilities in the translation process by enhancing their linguistic and cultural skills, using educational resources and training effectively, practicing translation regularly, and receiving feedback from teachers and mentors. In discussing the third research question, "What solutions can help Yemeni EFL learners overcome translation difficulties?", the study revealed several key strategies. Some researchers adopted new techniques to find appropriate solutions and eliminate the reasons leading to translation problems faced by English learners. In effect, the English Language Department in the Faculty of Education at Tamar University should pay more attention to use appropriate teaching methodologies of translation skills on various levels like: Adopting novel methodology for teaching translation skills, develop teaching techniques, and design the translation courses in the English Language Department that may equip the learners with efficient translation skills. Ultimately, translation courses should be taught systematically and comprehensively the English Language Department to assist learners understand English language, practice the linguistic skills accurately, and overcome the translation problems that English language learners face in the translation process from



English into Arabic language. Moreover, the study highlighted the need for technological solutions, such as educational software and translation tools, to support students in translating from English into Arabic and vice versa.

## 7. Conclusion

This study examined the translation difficulties encountered by Yemeni EFL learners when translating from English to Arabic in the Faculty of Education, Tamar University. The findings revealed that learners face significant difficulties due to inadequate teaching methodologies, insufficient linguistic and cultural skills, and limited practice opportunities. The study results showed that learners' inability to translate correctly from English to Arabic stems from the lack of systematic and comprehensive teaching of translation skills. The absence of basic translation courses and specialist instructors, combined with instructors' inadequate teaching methodologies, exacerbate the problem. Furthermore, the study highlighted the need for a more comprehensive approach to teaching translation skills, one that addresses linguistic, cultural, and pedagogical challenges. This can be achieved by developing and implementing a comprehensive translation curriculum, providing instructors with training and resources, offering learners regular practice opportunities and feedback, and utilizing technological solutions to support learner development. Additionally, the study recommends that the English Language Department provide opportunities for learners to engage in peer review and self-assessment, and encourage instructors to use innovative teaching methods that promote learner-centered instruction. By implementing these measures, the English Language Department can better support Yemeni EFL learners in overcoming translation challenges, ultimately enhancing their skills and competencies in an increasingly globalized world. Moreover, the study's findings have implications for language education policy makers, educators, and researchers, highlighting the need for a more nuanced understanding of the complexities of translation and the importance of developing effective teaching methodologies to support learner development.

## 8. Recommendations

Based on the findings of this study, the following recommendations are made:

1. The English Language Department should develop and implement a comprehensive translation curriculum that addresses the linguistic, cultural, and pedagogical needs of learners.
2. Instructors should receive training on effective teaching methodologies and be provided with resources to support their teaching.
3. Learners should be provided with opportunities to practice translation regularly and receive feedback from instructors.
4. The department should explore the use of technological solutions to support learners in translating from English into Arabic and vice versa.

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