

Technical Factors Facilitating the quality of Arabic-English translation and vice versa in Prince Sattam bin Abdulaziz university –Wadi-addawasir – A Case Study

Hassan Musa Mohammad Aldaw¹

¹ Assistant Professor Dr., of Language and Linguistics, Department of English Language and Literature, college of Arts and Science, Prince Sattam bin Abdulaziz University

ABSTRACT

This research aims to investigate the different technical factors that influence the quality of translation and identifying the constraints that the translators experience. It highlights the challenges that facilitate the quality of Arabic-English translation and vice versa. Precisely, it discusses the challenges faced by both students and instructors in the universities of Saudi Arabia in general and the University of Prince Sattam bin Abdulaziz (college of Arts and Science – Wadi addawasir) in particular. A descriptive and prescriptive method was used, where data was collected via test which analyzed students' translation errors. The test was analyzed both quantitatively (statistically) and qualitatively (error analysis). The results showed that the quality of translation negatively impacts the translators' experience; lack of linguistic knowledge, local cultural background, pragma-stylistic and the traditional pedagogical atmosphere. Simultaneously, the perfection of the translation process also needs much practice. The findings necessitate a reform, remedies or modification of the teaching materials and methodologies or students' admission processes to English language departments.

Keywords:

Cultural; Errors; Intercultural; Linguistic Competence; Pragma-Stylistic

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Introduction

Translation is a long-standing activity to knowledge, culture, and development (El-dali, 2011). The translation is a vehicle for the transmission of ideas, beliefs, attitudes, and culture. Given the substantial development in technology and the economy, translation has attained a significant role across the world (El-dali, 2011). Translation has had much importance all over the world, consequently, the specialized translation courses were designed to teach the different aspects and cover the different types of translation. In the last 20 years, translation training courses have been introduced in more than 60 countries across 150 universities (Huertas-Barros et al., 2018).

This study deals with the performance of students in the third course of translation. Bearing in mind that Arabic and English belong to two different language families, the linguistic and cultural behavior of each language exhibits its own identity. Translation needs the interaction of many skills with the cultural-linguistic interpersonal background, impacting the quality of the translation. Such as translation courses receive

less importance, as a result; students' translation generally lacks the competence level which can be referred back to linguistic and cultural differences between both languages. Translation, throughout the time, has been the main vehicle for science exchange that many researches were conducted to improve its quality. The present research is vitally needed in such a cosmopolitan environment like this one of Saudi Arabia.

The present study attempts to answer the following questions:

1. What are the technical factors that determine the quality of the translation of English/Arabic, Arabic/English translation of the students of English at the University of Prince Sattam bin Abdulaziz?
2. What are the measures that can be applied to improve the quality of the translation process?

Hypotheses

1. Different technical factors contribute to determining the quality of students' translations from English to Arabic and from Arabic to English.

2. The quality of performance of the students in the English Arabic translation is better than the Arabic/ English translation.
3. It is through the teaching process that facilitating factors can be encouraged and impeding factors can be reduced.

These studies in the past have concentrated on the different types of translation, problems of translation and suggestions on how to overcome the difficulties or to improve its quality by applying effective techniques and strategies.

For a long time, the process of translation has been a hot topic for many researchers and researches were conducted to improve the processes of translation. Students are generally influenced by many factors that affect their production positively or negatively. Researchers and practitioners have varied views to encourage positive factors and minimize the negative aspects related to translation. Some of the related researches traced in this paper include - Ibrahim and Mansor (2017), Sadiq (2008), Rasul (2018), Zainudin and Awal (2012), Machida (2011), and Triki (2018). Ibrahim, Mohamed, and Mansor (2017) investigated the nature of the factors that influence the quality of translation. They mentioned that translators had to be equipped with the 'knowledge of the language and the culture of the people under study and fluency'. The study stated that when the translator is not the same person, the quality of translation is influenced mainly by three factors. These are 'the competence', 'the autobiography' and 'the material circumstances of the translator', which constituted the position of the translator.

Sadiq (2008) offered modest solutions to translation problems related to semantics, stylistics, and culture. He stated that the semantic problems were "homonymy; polysemy; and lack of knowledge of semantic change and its types including semantic generalization, specification, amelioration, and pejoration". As for stylistic problems, he included; "clarity, ellipsis, redundancy and extra position". The cultural problems were related to the use of "idioms, proverbs and culture-bound words". He concluded that the translation of any source text should be "based on anthropological training of the culture" of the target text.

Rasul (2018) assessed to ascertain whether idioms could be treated in translation as culture-specific elements or a universal phenomenon across

languages. Results revealed that the characteristics, which idioms carry were peculiar to their basic language and culture. When translating idioms, translators should not restrict themselves to the literal meaning or formal aspects, but rather choose familiar idioms in the culture of the target language "regardless of the form".

Zainudin and Awal (2012) focused on the teaching of translation techniques from English into Malay from a cooperative learning perspective. The research aimed to improve students' awareness to choose the correct translation technique. The study revealed that students tended to use wrong translation techniques. The study encouraged 'Cooperative learning' because it showed that students were able to translate and adapt their translation techniques. It showed that students enjoyed doing and discussing translation work in small groups. Among the positive points of group work; it encouraged discussion, exchange of ideas, understand the source text and the ability to correct mistakes.

Machida (2011) discussed the effect of translation between L1 and L2 language in improving learners' L2 language. It emphasized that translation creates ideal and positive learning with positive first language use in second language learning. The act of translation encouraged students' awareness of context form and meaning and improved reading and writing skills in L2. In addition, it enhanced students' knowledge of linguistic, cultural and societal elements of their mother tongue and the second language to a level beyond the classroom.

Triki (2018) explored the interface between pragmatics and translation in English to Arabic and Arabic to English real translations. It was conducted on a sample of fourth-year students in the department of translation, Constantine University, Algeria. The study concluded that the lack of pragmatic knowledge among translation students was the reason behind the mistranslations of students. The teaching of English in the department of translation has focused on linguistics and grammar and too little or never, on pragmatics. The study recommends that students of translation should know about pragmatics to enable them to link the text and its pragmatic features.

Research Methodology

To investigate the research problem, a test was administered to sixth level students, native Arabic speakers at the University of Prince Sattam bin Abdulaziz. They are students of English language and literature, and had command of both English and Arabic is good.

Results establish the platform for a scale for the technical impeding and facilitating factors for English-Arabic and Arabic-English translations. Pedagogical remedies and actions to improve the students' translation ability and to minimize making errors were also discussed. This study is the first of its kind to be carried out in Prince Sattam bin Abdulaziz University.

Sample

The sample for this research were the students of the department of English, College of Arts and Science at Prince Sattam bin Abdulaziz University-Wadi- addawasir. These students were enrolled in the third year and prepared for both teaching and translation careers. Translation test constitutes a component of the English practical courses that students attend. Their translation skills are tested course wise. The course includes translating various Arabic/English texts and vice versa.

The inclusion required the sample to have main specialization in English and translation as a part of the academic program. They should have been studying courses in linguistics, literature ELT and translation for three years. The final sample comprised 20 students, aged between 20-24 years, and were at an intermediate level of English proficiency. These students were individually assigned a translation test containing two texts from L1 (Arabic) into L2 (English) and vice versa.

Research tools

The data were gathered from written translation tests which investigated the factors that facilitate or impede the students' quality of translation. Student were provided two hours to complete the test. They also carefully and seriously responded to the test given its impact on their overall subject evaluation. The Arabic text was chosen from the online book: Arabic Translation: A course in translation method: Arabic to English by Dickins, Hervey, and Higgins (2016).

Procedure

To find answers to the research questions, the translation texts were analyzed applying the

method of error analysis to students' translation according to the rubric (Khanmohammad and Maryam, 2009). Students' errors were analyzed from five main perspectives, 'accuracy', 'equivalent in TT', 'TT genre and culture', 'grammar and preservation of style' and 'shifts'; (Addition, omission and inventing equivalents).

The study has collected the data from the test scores via manual identification and error analysis for each translated text; Arabic to English and English to Arabic. Once the errors of each text were identified and analyzed, it then compared the students' translations (English to Arabic and Arabic to English). The following table presents the taxonomy and occurrences of errors identified and sorted. The researcher was able to determine the type of errors and the influencing factors that impede or facilitate the quality of translation. The errors of students were discussed and corrected by the students in small groups to make them aware of their own linguistic, cultural, pragma-stylistic and translation competence. This also enabled students to adopt appropriate strategies to improve their knowledge and translation skills.

The types of errors identified and classified according to the codes are indicated in the model of the rubric below which is a detailed component-centred rubric. The score of each component of the rubric is determined according to the percentage of its prevalence in the tables (Bagheri and Ismaeil, 2011) though, before the rubric, the following table shows the percentages of each factor.

Table 1. Percentages of factors decided to be used in the rubric

Items	Score
Accuracy	30%
Finding the right and suitable word equivalence in T.T	25%
TT's genre, TL culture	20%
Grammar and preservation of the style	15%
Shifts: Addition, omission and inventing equivalents	10 %

Data analysis and discussion

The data for this study were collected from the translation test designed to test the quality of translation from Arabic to English and vice versa. The source texts were a description from the literature genre while the second was a technical

business report. They were used to test students' translation; they included areas that closely reflected the accuracy, vocabulary, style and

structure, culture of Arabic and English. The results of the students' work are shown in the table (2).

Table 2. Factors affecting students' English Arabic translation based on (Khanmohammad and Osanlo) rubric.

Items	Marks	Students' marks																				Ach.	Mean	code
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
Accuracy	30	28	26	24	25	27	18	19	18	15	20	15	18	15	14	12	12	13	12	11	10	352	17.6	Fair
Finding equivalent	25	22	21	21	20	21	15	19	20	14	19	16	16	14	11	10	07	08	06	06	08	294	14.7	Fair
Register, TL culture	20	17	14	17	16	15	15	17	15	15	18	13	10	09	08	06	06	05	05	05	06	232	11.6	Fair
Grammar and ST style	15	09	08	07	07	09	08	08	09	06	09	09	06	05	04	04	01	02	01	01	01	114	5.7	Poor
Shifts, om, add and inventing EQs	10	07	07	06	04	06	05	06	05	04	05	04	04	03	03	02	01	01	01	01	01	067	3.8	poor
Total Marks	100	83	76	75	72	78	61	69	67	54	71	57	54	46	40	34	27	29	25	24	26	1086	53.4	Fair

Accuracy

The general assessment of the mean shows that the translation was fair. The translation conveys the meaning of TL readers with some difficulty. Due to translator 'misunderstanding of some parts of original message; apparent omissions and additions' with some linguistic problems that did not hinder the comprehension of the message as in the following examples (1,2,3,4,5,6 and 7) are taken from the student's translations:

1. In a remarkable/ outstanding heart touching style that evokes/ plays/ excites/moves the emotions.

TT (With this outstanding style which touches the hearts and moves the emotions) the accurate word for (albariza) is 'outstanding' but (evoke, plays, excites and moves) are used and this gives different interpretations and collocations.

2. As it is full of fluency, sweetness, purity, and ability to form a picture

TT: (with what is it of fluidity, sweetness purity and the ability to paint and color)

In (1 and 2), students' translation shows meaning confusion due to the use of the phrases (full fluency instead of fluidity and ability to form a picture instead of the ability to paint and color), which greatly affects the meaning. There were few cases of omissions and additions to the text information examples such as in 3 and 4.

3. The most important feature in Taha Hussain.
4. Amongst the most important features.

Suggested translation (among the most important of what distinguishes Taha Hussain in the days and other than the days).

In the above examples the word 'among' is either missed or translated as amongst in many texts. Some lexical problems associated with the specialized vocabulary were noticed as in the following case as in (5) where students confuse between the use of:

5. Stories and narratives, clear and outstanding, method and style, autobiography, self-translation, and interpretation.

There was some influence of the SL on TL translations and some students face difficulty in conveying the information to the TT. There was limited intra-lingual transfer due to inadequate competence. The following examples (6 and 7) were noticed:

6. ... which terrifying the hearing and heart in one time so he made for his sound every beauty

TT: (which appeals to the hearing just as it appeals to the heart at one time and he, therefore, provides his voice with all possible beauty.)

7. He never corrects his phrase and doesn't prepare his lecture before his speech...

Suggested translation: (The strange thing is that he does not alter an expression which he dictates, and he does not prepare a lecture before delivering it).

Finding equivalent

The general assessment of the mean was fair shown that some lexical elements in the ST were not understood because their meanings were not found in the dictionary. So, students tried to complete the message from their own. Much vocabulary was used with unsuitable equivalents i.e. problems in finding correct vocabularies and violation of semantic relations, as in the following examples:

The comprehension of student texts is of a fair range of vocabulary but gaps of misuse were found; students try to find equivalents through wordplay and other linguistic ways but it is not up to the standard, the following examples (8, 9, 10, 11, 12, and 13) illustrate:

1. from the stranger (it is strange) it is can't mend the phrase that he wrote it and doesn't set a lecture before taking it.
2. in what he has the ability on pity and draw (with what is it of fluidity, sweetness purity and the ability to paint and color)
3. Taha's the Days has been translated into many languages English, French, Russian, Chinese and Ibri (Hebrew)
4. and the days have been translated into English, Rosia, China Ebri, (Russian, Chinese, and Hebrew)
5. the strange that he does not change phrase gave and don't made literature before the speech
6. the translation days into English and French and Russian and China and Hebrew

TT (and 'The Days' has been translated into English, French, Russian, Chinese and Hebrew)

The underlined phrases above in 8 and 9 are out of context. These phrases are not equivalent to those in the ST and the other examples include transliterations for the words Russian, Chinese and Hebrew i.e. Rosia, China Ebri. Students need to translate instead of transliterating.

Register, TL culture

It is found that there are problems of giving the correct meaning, register awareness, cultural context appropriateness, word choice of TL, and grammar, the examples (14, 15 and 16) are found in students' translation.

14. and simple and clear things and ability to photograph...

TT: (with what is it of fluidity, sweetness purity and the ability to paint and color)

In the above example (14), students express the meaning of 'ability to paint and color' as 'ability to photography'.

15. huge with its pure and way to imagination
TT: (with what is it of fluidity, sweetness purity and the ability to paint and color)

16. including fluency and delightful and visibility image ability and coloring
TT: (with what is it of fluidity, sweetness purity and the ability to paint and color)

The TT does have no relation with the SS as if it is the translation of another text and this negatively impacts the meaning.

Grammar and ST style

As for the grammar and the style, the general assessment of students' performance was poor. TT need much improvement in the grammar, which was inadequate, and it was noticed that severe grammatical problems interfered and affected negatively the fluency of the target text. In general, these negatively effects on the translation, which time impede the sense and give the feeling that the translation was not native-like. The use of grammar is nonsensical; stylistic features do not reflect those of the ST. The following examples from the students' translations show that grammatical mistakes are dominant:

10. By this clear method that touches the heart and plays the emotions.

TT: (with his outstanding style which touches the hearts and moves the emotions) the mistake refers to SV agreement

11. I don't interesting into speech for him, even you know his good style in his phrases that take some with some with musical bell.

TT: (for you do not to an utterance by him until you know its decorated characteristics in wrapped up expressions each of which follows on in the footsteps of the other in a marvelous musical tone) Many cases of syntactic violations of the fragment, SVO structures, and sentence forms were used by the students. In the following cases; (i.e., 19 to 23) verbs were found to have an initial position before the NP subject, following Arabic structures.

12. Written Taha Hussein this translation "days" such writing more stories and books. (fragment)
13. become this style is a part of himself and his mind (fragment)

14. wrote Taha Hussain this interpretation of himself.
15. Written Taha Hussein this translation "days" such writing more stories and books.
16.cannot mean the phrase that he wrote (nonparallel)

There is Arabic influence because, in Arabic, there are nominal sentences (without a subject)

17. Taha Hussein was write this translation «the days» as he wrote his extra stories and books (nonparallel)
18. 'The days' have been translated into many languages English, French, Russian, Chinese and Hebrew. (SV agreement; ('The days' has been) the days refer to the name of the book.

Students do not have the essential stylistic knowledge to avoid basic writing problems. Most of the students were unaware of the stylistic features so, little or no attempt was made to manipulate them in the original text into the TT;

19. I don't interesting into speech for him, even you know his good style in his phrases that take some with some with musical bell.
20. ... by what it forms easy and sweet and clean and ability to photography and color.

Knowledge of the grammatical rules of both languages involved in the translation process is very essential. Arabic and English belong to two different language families so it is expected that the translator conveys the message avoiding mistakes of tense, order, gender and those related to the style.

Shifts, omissions, additions and inventing equivalents

The general assessment of the students' performance concerned with shifts, omissions, additions and inventing equivalents was poor. Results of the test showed awkward and odd structures. These included many writing problems such as sentence fragment, run-on sentences, and parallel sentences were present. Necessary shifts were ignored; limited attempts of equivalents and very few traces of invention were noticed.

Students' translations show very little attempts of inventing equivalents for preserving necessary shifts or structural variations. The common feature of most of the students' English to Arabic translations students was that students tended to translate word-by-word rather than by meaning.

These factors negatively affect the process of translation when they are ignored resulting in inadequate competence, which leads to poor and incorrect translation. On the other hand, if they are given attention and are well-developed, they positively affect the process of translation.

Accuracy in the Arabic to English translation

The general assessment of students' performance in the Arabic to English translation test was poor. The original message has not been conveyed well in many cases of the students' translation; some ideas were omitted but no new ideas were added to the main message of the text. The TT is difficult to understand because the vocabulary choice lacks accuracy. When one goes through translations of the following ST:

(Investors, job seekers, and entrepreneurs speculate as which industries might provide the greatest chance for growth).

Suggested translation:

رجال وكذلك عمل فرص عن والباحثون المستثمرون يعكف)
قد التي الصناعية القطاعات لتحديد طويلا التفكير على الأعمال
(غيرها من أكثر للنمو بفرص تحظى

(yaakufu almuthtathmirun wa elbahithun an furas alamal wa kathalik rijalu ala'amal ala et-afkeer taweelan li-tahdeed algita'at al-sina'ia elat-ti ghad tuh'tha bifurasin lil-numu akthar min ghairiha)

Suggested translation: Investors, job seekers and entrepreneurs speculate as to which industries might provide the greatest chance for growth. There are different translations each of which leads to a different understanding as in the examples (28 to 33). Vocabularies are not accurate and structures are misused;

21.

بأن الاعمال رواد و , العمل عن الباحثون و , المستثمرون يعتقد
كبيرة فرصاً توفر قد الصناعات

(yataqidu almustathmirun walbahithun ean eamal warijal al'aamal 'ana alsinaeat qad tuafir frsana rayieat).

Meaning: Investors, job seekers and entrepreneurs believe that industries may provide great opportunities.

22.

ويعمل الوظائف يرجون الذين عن يبحثون المستثمرين
الراغبين الطموحين للشباب عظيمة فرص خلق على المستثمرون
العمل في

(yabhath almustathmirun ean 'uwlayik aldhyun yuridun wazayif , walmustathmirun yaemalun ealaa khalaq furas rayieat lilshabab altumuhin aladhin yarghabun fi alaml).

Meaning: Investors are looking for those who want jobs, and investors are working to create great opportunities for ambitious young people who want to work. (the first word has to be 'al-muththathmirun not al- muththathmirin' because it is a plural subject in Arabic also, the Arabic word order is not correct because the verb is put after the subject.

23.

عن الاعمال رواد و عمل عن الباحثون و المستثمرون يتوقع السوق في نمو نسبة اعظم تقدم ان يمكن التي الصناعات ماهية.

(yutawaqae almustathmirun walbahithun ean eamal warijal al'aemal ma yumkin lilsinaeat 'an tuafir 'akbar numu fi alsuwq).

Meaning: Investors, job seekers and entrepreneurs expect what industries can provide the greatest growth in the market.

24.

تزود ربما كالتى المضاربين الاعمال ورجال الباحث وظيفة للنمو عظيمة فرص

(wazifat albahith wa rijal al'aemal almudaribeen kal'lati rubama tuth'awid furas atheema lin'nimu)

Meaning: Investors, job seekers and entrepreneurs speculate about which industries can provide the greatest opportunity for growth).

25.

يتكهنون المشاريع واصحاب عمل عن والباحثون المستثمرون للنمو فرصة أكبر توفر أن يمكن التي الصناعات بشأن.

(almustathmirun walbahithun an aleamal w 'ashab almasharie yatakahanun bisha'n elsina'at elati yumkin an t'wasfir akbar fursa lilnumu')

Meaning: Investors, job seekers and entrepreneurs speculate as which industries might provide the greatest chance for growth).

26.

الأولى المشاريع وتزرعون العمل عن تبحثون المستثمرون ايها للنمو فرص أكبر الصناعات أن كما.

('ayuha almustathmirun yabhathun ean eamal watazraean almasharie al'uwlaa kama 'ana alsinaeat 'akbar furas lilnamu')

Meaning: Investors are looking for work and planting first projects, and industries are the biggest opportunities for growth.

Finding equivalent

The general assessment of students' performance was 'bad'. Few lexical and structural errors were part of wrong collocations of vocabulary usage, besides, problems with selecting the correct word (synonym). In the following examples, (34 to 35) students use inappropriate vocabularies that hinder

the comprehension of original text, so that the meaning is impeded, and the translation makes little or no sense.

ST: a premise adopted by socially responsible businesses that examine the long-term viability of people.

Suggested translation:

إدارة على الحريصة والشركات المؤسسات تتبناها فرضية وهي الاجتماعية المسئولية يتوخى نحو على أعمالها.

Student's translation:

27.

الاجتماعي التجارات مسؤول بواسطة الفرضية المتحدث (almutahadith alfardiat bwastat masu'ul ailtijarat alaijtimaai)

Meaning: the sentence is completely out of context, meaningless.

ST: One of these industries is "green building"

Suggested translation:

(المستدام البناء) - يعرف ما الطرق بين ومن)

(Wa min bain alturq ma yo'raf bi-albinaa almustadam)

Students translation:

28.

الاخضر المبني يسمى المهام هذه من واحدة.

(wahidat min hathih almaham usama almabna al akhdar)

Meaning: One of these tasks is called the green building sustainability linkages to the lowest concept.

Register, TL culture

Meaning problems, register selection, and cultural background as a result of students' limited knowledge constitute a severe problem in Arabic English translation. As stated above, it is clear that students use inappropriate lexis, grammar, and register. Table (2) shows that the general assessment of students' performance in the register selection and target language culture is 'poor'. Most of the students think that translation essentially aims at expressing the sense of linguistic units in another language, and nothing is needed other than a dictionary. So, the register of the TT was affected by the choice of vocabulary which was not up to the standard and there was a little awareness of the cultural context as in the examples (36 and 37):

TT: (...and plants are harvested in half the time of field-grown equivalents).

Suggested translation:

التي الفترة نصف خلال المحصول حصاد (يتم)ويجري تقليدي) حقل في لفترة زرع مماثل محصول حصاد بتطلبها.

Student's translation:

29.

في تنمو التي المرادفات وقت نصف في النباتات حصد ويتم..
الحقل.

(yajri hasad alnabatat fi nsf waqt almuradafat alty tanmu fi alhaql).

Meaning: Plants are harvested in half the time of synonyms that grow in the field.

TT: (is the result of increasing concerns around climate change and greenhouse gas emissions.)

Suggested translation:

الغازات وانبعثات المناخ التغير بشأن المخاوف لتفاهم (نتيجة
(الحراري للاحتباس المسببة

30.

البيت غاز وانبعثات المناخ تغير حول المتزايد للقلق نتيجة هو
الأخضر.

(hu natijatan lilqalaq almutazaid hawl taghyeer almunakh wainbieathat albeith alakhdar)

It is the result of the growing concern about climate change and greenhouse gas emissions. In general, the translation showed little command of TL words and register appropriateness of sentence variety.

Grammar and ST style

The general assessment of students' performance was 'fair'. Some attempts of stylistic manipulation of TL items were noticed as well as proficiency and good command of grammar, but some stylistic problems affected slightly the sense of the message. Few grammatical problems led to limited influence in the TT message, for example, The Arabic (VSO) structure was violated –in their translations – students had used VSO instead of SVO, types of conjunctions, (verb be) sentences in the TT these can be referred to intra-lingual transfer. The following phrase (38) is grammatically unacceptable in Arabic.

31.

..... يبحثون المستثمرين

(almustathmirin yabhathun)

To cope with the Arabic language basic word order¹, the clause (almustathmirin yabhathun) needs to be replaced by (yabhathu almustathmirun²)

It was found that –in very few cases- the subjects of the verbs were misplaced before the verb. Lack of comprehension of the source text caused slight difficulty in understanding the TT message.

TT: (Sustainability ties to the concept of triple bottom line)

Suggested translation:

الأبعاد ثلاثية برؤية الاستدامة ترتبط و

The sentence above has gone through different translation impeding the meaning in (39-40)

32.

الثلاث الاهميات بمفهوم ترتبط الاستمرارية

(alaistimrariat trartabitu bimafhum alaihmia althalath wa)

Meaning: 'Continuity is related to the concept of three important matters'

33.

الثلاثية الحصيلة بمفهوم مرتبط ببني مصطلح الاستدامة

(alistidama mustalah bei'e murtabit bimafhoom alhaseela althulathia)

Meaning: Sustainability is an environmental term related to the concept of triple result.

The ST for the example (41) is: (Many of the latest business trends involve futuristic technologies whose practical uses have come to fruition).

Suggested translation:

الصناعة مجالات في الحديثة السائدة التوجهات من العديد تشمل)
استخداماتها أتت ؛ مستقبلي طابع ذات تقنيات والأعمال والمال
(ثمارها العملية

Student translation:

34.

تقنيات تتضمن الاخير الوقت في الرائجة المشاريع من العديد
الواقع أرض على استخداماتها رؤية في بدأنا التي و مستقبلية

(aledyd min almasharie alrrayijat fi alwaqt alhadir tatadaman taghnyyat mustagbaleea wa alati bada'ana fi ru'yat istikhdamatiha ala ard alwagi')

In (41) The verb (tatadaman) needs to be moved to convey the Arabic grammatical sense, also many recent projects that are popular in the future include future technologies that we are beginning to see their uses on the ground. The basic meaning of the text is shifted, misuse of vocabulary and grammar, and imperfect style. In the following example (42)³

35.

يثابر الذي النحو على المتعهد و الوظيفي الباحث , المستثمر ايها
للنمو فرصة اهم تزيد قد

'ayuha almustathmir , albahith alwazifiu w almutaahid ala alnahu el'lathi yuthabir gad tuth'eed ahma fursa lilnumu)

The text has lost the correct meaning due to the shift in the style and usage of the vocabulary. In the students' translations problems, some expression impedes the stylistic sense of the TL

¹ Arabic word order should be (vso).

² The plural Arabic subject must end in (un) not (in).

³ See the source text and suggested translation of examples (28 to 33).

and some grammatical problems appear to have negative effects on the targeted meaning.

Shifts, omissions, additions and inventing equivalents

Concerning the shifts, omissions, additions and inventing equivalents, students' translation lacks all these techniques. They do not preserve the necessary shifts; also very little effort is made to invention equivalents. The following examples (44 and 45) are from students' texts, where mistakes are related to inventing the correct equivalent to suit the expression such as:

ST: 'The green building'

Suggested translation: (albinaa almustadam)

36.

"المستدام البناء"

Student translation: (albinaa alakhdar)

Meaning: The green colored building.

Another ST: "vertical farming"

Suggested translation: alzir'a alra'seea

37.

"العمودية الزراعة"

Alzir'a alamoodeia

ST: greenhouse gas emissions

Suggested translation:

الحراري للاحتباس المّسببة الغازات وانبعثات

Table 3. Percentages of factors affecting students' Arabic-English translation (based on the rubric)

Items	Total marks	Students' marks																				Ach.	mean	code
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
Accuracy	30	20	15	16	15	21	13	10	09	09	17	07	06	06	05	08	07	08	10	09	09	220	11	Poor
Finding equivalent	25	11	08	08	08	10	08	04	04	3	08	02	02	03	03	02	01	02	03	02	02	094	4.7	weak
Register, TL culture	20	18	14	13	10	7	12	05	06	05	07	04	07	07	06	04	04	06	05	04	06	150	7.5	Poor
Grammar and ST style	15	13	13	13	11	10	10	08	07	08	10	08	09	09	07	08	06	08	05	05	06	174	8.7	Fair
Shifts, om, add and inventing eqs	10	08	06	06	07	06	06	03	03	03	05	03	02	02	01	03	03	02	01	01	01	072	3.6	poor
Total Marks	100	70	56	56	51	54	49	30	29	28	47	24	26	27	22	25	21	26	24	21	24	710	35.5	poor

The text was technical for a ministerial economic report on emerging industries.

The aim of the comparison between the two different directions' translations is to investigate the students' errors in each text and to find out how students deal with each one. English to Arabic (53.4) is better than Arabic to English (35.5) and is true for all items of comparison, except for the item of (grammar and source text

(inbiatha't al-ghazat al-musabiba lil-htibas alharari)

Student translation:

38.

الأخضر البيت غاز وانبعثات

(inbiatha't ghaz albeita alakhdar)

The greenhouse gas emissions

The translation has changed the meaning completely, no effort is made to preserve the meaning of the original text so that the translation sounds foreign. In (43), the word 'green' does not refer to the color as translated by some students. In (44), the translated text the common translation to achieve the meaning for the phrase 'vertical farming' is 'alzir'a alra'seea' but the phrase 'alzir'a alamoodeia' can do although it is not the idiomatic equivalent of "vertical farming". In (45), the Arabic equivalent idiomatic expression (greenhouse gas) is (al-htibas alharari) but it is translated as (inbiatha't ghaz albeita alakhdar) a literal translation that means (The green-colored house gas emissions).

Comparison

Table (3) below shows a comparison between performances of the students according to the mean of students' achievements in the English-Arabic and Arabic English translation.

style) (5.7) compared to (8.7). It can be referred to the mastery of students upon their first language (Arabic) grammar. Students' performance in Arabic to English text is better than their performance in the English to the Arabic text, which can be referred to as their understanding of the source text that facilitates their understanding of the original text.

Conclusion

This study investigates the technical factors facilitating the quality of Arabic-English translation and vice versa in the department of English, Prince Sattam bin Abdulaziz University – Wadi-Addawasir. Empowering students with the required competencies to produce a high-quality translation in which students avoid or reduce the number of errors. Students are trained to edit and proofread their translations. Adopting linguistic and statistical perspective, the intention was to list linguistic, cultural, pragma-stylistic, pedagogical and personal factors others, which are to be encouraged or discouraged. Positive learning habits to a more visual culture minimize the cultural gap and facilitate the translation task. Adequate learning games books Movies, TV shows, magazines internet are sources to language contact and help the learners to understand local culture and dialects of the target language. In addition, time and patience should be devoted by the teachers for improving their students' translational abilities to produce appropriate and effective translations.

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