



UNIVERSITI PUTRA MALAYSIA

***LINGUISTIC AND CULTURAL DIFFICULTIES IN ARABIC-ENGLISH
TRANSLATION OF SENTENCES AMONG SAUDI UNDERGRADUATES***

OMAR OSMAN JABAK

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By

OMAR OSMAN JABAK

**Thesis submitted to the school of Graduate studies, Universiti Putra Malaysia, in
Fulfillment of the Requirements for the Degree of Doctor of Philosophy**

March 2018

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Abstract of the thesis presented to Senate of Universiti Putra Malaysia in fulfilment of the requirements for the Degree of Doctor of Philosophy

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OMAR OSMAN JABAK

March 2018

Chair: Syed Nurulakla b Syed Abdullah, PhD
Faculty: Modern Languages and Communication

There have been very few studies on the linguistic and cultural difficulties in Arabic-English translation encountered by Arab undergraduate students to date. The present study aims to explore the linguistic and cultural difficulties experienced by 50 Saudi undergraduate students when they translate Arabic sentences into English and the underlying reasons behind these difficulties along with the solutions to these difficulties. This study uses a qualitative approach and two data collection tools which are evaluation instruments and semi-structured interviews. It also uses Newmark's (1998, 2011) and Dickins'et al (2017) theoretical views on translation from one's mother tongue into a foreign language as its theoretical framework. The analysis of the data revealed eleven linguistic difficulties, reasons behind the linguistic difficulties, ways of overcoming these linguistic difficulties, three main cultural difficulties with ten subcategories and reasons for these cultural difficulties and ways of overcoming the cultural difficulties, which all represent the findings of the study.

Some of the linguistic difficulties encountered by the Saudi undergraduate students include indirect questions, articles, direct questions, conditional sentences, interjections, prepositions and relative pronouns. Some of the underlying reasons for such difficulties are the students' adherence to literal translation, the differences in the linguistic systems of Arabic and English, and the application of Arabic grammar rules to English translation. The cultural difficulties are idioms, collocations and proverbs with their respective subcategories. Some of the reasons for these difficulties are the students' commitment to literal translation, the students' lack of the cultural knowledge of both Arabic and English, the students' heavy reliance on bilingual dictionaries, lack of bilingual specialized dictionaries on these cultural aspects of both Arabic and English and lack of Arabic-English translation practice as compared to English-Arabic translation. It is hoped that this study, along with its findings and suggestions, will contribute to improving Saudi undergraduate students' quality of Arabic-English translation and provide new insights into the difficulties of Arabic-English translation as well as the difficulties of carrying out translation from the mother tongue into a foreign language.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia untuk memenuhi keperluan untuk Ijazah Doktor Falsafah

**KESUKARAN LINGUISTIK DAN BUDAYA DALAM PENTERJEMAHAN
AYAT BAHASA ARAB-BAHASA INGGERIS DALAM KALANGAN
PELAJAR BACELOR ARAB SAUDI**

Oleh

OMAR OSMAN JABAK

Mac 2018

Pengerusi: Syed Nurulakla Bin Syed Abdullah, PhD
Fakulti: Bahasa Moden dan Komunikasi

Sehingga hari ini, hanya terdapat beberapa kajian tentang kesukaran linguistik dan budaya dalam penterjemahan bahasa Arab ke bahasa Inggeris yang dihadapi oleh pelajar Arab pada peringkat ijazah Bachelior. Kajian ini bertujuan meninjau jenis-jenis kesukaran dalam penterjemahan bahasa Arab ke bahasa Inggeris yang dialami oleh 50 pelajar Arab Saudi apabila mereka menterjemahkan ayat-ayat bahasa Arab ke bahasa Inggeris dan faktor-faktor asas di sebalik pelbagai kesukaran serta penyelesaian terhadap kesukaran tersebut. Kajian ini menggunakan pendekatan kualitatif dan dua alat pengumpulan data pengumpulan data, iaitu instrumen penilaian dan temu bual separa berstruktur. Kajian ini juga menggunakan pandangan teoretikal Newmark (1998, 2011) dan Dickins' et al (2017) mengenai terjemahan daripada bahasa ibunda seseorang kepada bahasa asing sebagai rangka kerja teoretikal kajian. Analisis data yang diperolehi daripada kedua-dua alat mendedahkan sebelas kesukaran linguistik, faktor-faktor di sebalik kesukaran linguistik, kaedah mengatasi kesukaran linguistik, tiga kesukaran utama budaya dengan 10 subkategori dan faktor-faktor yang menyebabkan kesukaran budaya serta cara mengatasi kesukaran budaya tersebut, yang semuanya mencerminkan dapatan yang dijana oleh kajian ini.

Beberapa kesukaran linguistik yang dihadapi oleh pelajar ijazah Bachelior Arab Saudi termasuk soalan tidak terus (*indirect questions*), kata sandang (*articles*), soalan terus (*direct questions*), ayat bersyarat (*conditional sentences*), kata seru (*interjections*), preposisi dan ganti nama relatif (*relative pronouns*). Beberapa faktor asas yang menyebabkan kesukaran tersebut ialah sikap pelajar yang berpegang pada penterjemahan literal, perbezaan antara sistem linguistik Arab dengan Inggeris dan penerapan peraturan tatabahasa Arab terhadap terjemahan ke bahasa Inggeris. Kesukaran budaya termasuk idiom, kolokasi dan peribahasa (*proverbs*) berserta subkategori masing-masing. Beberapa faktor yang menyebabkan kesukaran ini termasuk sikap pelajar yang berpegang pada penterjemahan literal, kekurangan pengetahuan tentang budaya Arab dan Inggeris oleh pelajar, kebergantungan yang tinggi oleh pelajar terhadap kamus dwibahasa, kekurangan kamus khusus dwibahasa

mengenai aspek budaya Arab dan Inggeris serta kurangnya amali penterjemahan bahasa Arab ke bahasa Inggeris jika dibandingkan dengan terjemahan bahasa Inggeris ke bahasa Arab. Kajian ini berserta dapatan dan cadangannya diharapkan akan menyumbang kepada peningkatan kualiti terjemahan bahasa Arab ke bahasa Inggeris oleh pelajar ijazah Bacelor Arab Saudi selain memberikan pengetahuan baharu tentang kesukaran penterjemahan bahasa Arab ke bahasa Inggeris serta kesukaran melaksanakan terjemahan daripada bahasa ibunda ke bahasa asing.



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"And We will reward the grateful."

(The Holy Quran, 3:145)

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Syed Nurulakla Bin Syed Abdullah, PhD

Senior Lecturer

Faculty of Modern Languages and Communication

Universiti Putra Malaysia

(Chairman)

Nik Farhan Binti Mustapha, PhD

Senior Lecturer

Faculty of Modern Languages and Communication

Universiti Putra Malaysia

(Member)

Rosli Bin Talif, PhD

Associate Professor

Faculty of Modern Languages and Communication

Universiti Putra Malaysia

(Member)

ROBIAH BINTI YUNUS, PhD

Professor and Dean

School of Graduate Studies

Universiti Putra Malaysia

Date:

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Name of Chair of
Supervisory Committee : _____

Signature _____
Name of Member of
Supervisory Committee : _____

Signature _____
Name of Member of
Supervisory Committee : _____

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CHAPTER 1

INTRODUCTION

1.1 Background to the study

The present study aims at identifying and determining the types of difficulties which the Saudi undergraduate students encountered when they translated from Arabic, their native language, into English, a foreign language and the underlying reasons behind these difficulties along with the possible ways of overcoming these difficulties. Some studies (Al- Nakhlah, 2006; Bahameed, 2007; Thawabteh, 2010; Abobaker Ali, 2012; Al-Sohbani & Muthanna, 2013; Abo Al Timen, 2015; Ghazala, 2014; Dickins, Hervey & Higgins, 2017 and others) conducted in the Arab world show that Arab students, including the Saudi students of this research, find translation from Arabic into English much more difficult than translation from English into Arabic as they tend to be more familiar with the various linguistic and cultural aspects of their mother tongue than those of a foreign language.

The present study uses Newmark's (1998, 2011) and Dickins'et al (2017) theoretical views on translation from one's mother tongue into a foreign language as its theoretical framework. In this respect, Newmark (1988, p. 3) believes that "Translating into your language of habitual use is the only way you can translate naturally and accurately and with maximum effectiveness". This view is further stressed by Dickins et al (2017, p. xv) who point out "translator training normally focuses on translation into the mother tongue, because higher quality is achieved in that direction than in translating into a foreign language". According to the data collected from the evaluation instruments employed in this research, the difficulties which the Saudi undergraduate students seem to face in their translation from Arabic into English fall into two main categories: linguistic and cultural.

As far as the linguistic difficulties are concerned, the overwhelming majority of the students of the current study seem to experience linguistic and cultural difficulties when they translate from Arabic into English because they tend to overlook the fact that Arabic and English belong to two different families and that their linguistic systems are widely different (Al-Darawish, 1983; Baker, 1992). This necessarily means that literal translation cannot be an optimal option when translating from Arabic into English as this will inevitably result in incorrect and strange-sounding translation. Unfortunately, a big number of the students applied Arabic grammar rules to their English translations of some Arabic sentences which then sounded both erroneous and non-English. On the cultural level, the majority of the students seem to turn a blind eye to the different cultural aspects of the target language when they translated from Arabic into English most probably because they are not well acquainted with, nor are they made aware of, the cultural difficulties of English such as idioms, collocations and proverbs.

This kind of qualitative study derives much theoretical support from the theoretical view clearly asserted by some international translation scholars that translation into a foreign language is much more difficult than translation into the mother tongue (Newmark, 1998; Campbell, 1998; Wetherby, 1998; Hatim, 2001; Dickins et al, 2017; Shei, 2002; Chang, 2011). In the case of the current study, its focus is on linguistic as well as cultural difficulties in the undergraduate students' Arabic-English translation. Besides, a considerable number of Arab students seem to be under the delusion that both English grammar and Arabic grammar are similar or even identical (Moharram, 2004; Crompton, 2011) and therefore, when they translate from Arabic into English they unquestionably apply Arabic grammar rules to their English translations, rather than English grammar rules. As a result, these translated sentences could have been influenced by the fact that Arabic and English belong to two widely different families whose linguistic systems and grammar rules differ greatly, too.

With regard to the cultural difficulties in Arabic-English translation encountered by the Saudi undergraduate students, various studies have shown that non-native translation difficulties are also related to culture. Thus, this study also focuses on difficulties related to culture and proposes some practical suggestions for surmounting these difficulties.

Being an introductory chapter, this chapter will also shed light on the status of translation in Saudi Arabia, the statement of the research problem, the research objectives to be achieved, the research questions to be answered, the theoretical framework, the scope and limitations of the study, the significance of the study in relation to the field of translation theory and practice in general and the area of Arabic-English translation in Saudi Arabia in particular, the collection of the data on which the whole study is based, the structure of the study which makes up its various chapters and finally definitions of some key terms.

1.2 Translation status in Saudi Arabia

After the discovery of oil in Saudi Arabia which turned the country into a modern country, the Saudi government recognized the importance of the English language in all fields of knowledge and translation. That recognition was reflected in two ways. First, Saudi Arabia launched a scholarship program that involves sending thousands of young boys and girls to study at the undergraduate and postgraduate levels in the UK, the USA, Canada and Australia in a variety of fields. Second, it initiated a wide-range translation movement aiming at translating books and references in almost all fields of knowledge in order to improve the quality of education and life in Saudi Arabia and keep abreast of the latest updates on technology and other spheres of knowledge and life.

The translation movement in both the public and private sectors, however, tends to focus more on translating English books and references on almost all topics than on translating Arabic books and references into English because almost all scientific,

academic, political and educational books, research studies and references are written in English, the lingua franca of the modern age, and not in Arabic. In fact, from the period between 1933 to 1992, 502 books were translated into Arabic (Al-Nasser, 1998), from 1955 to 2000, 735 books were translated into Arabic (Al-khatib, 2005), and from 2000 to 2015, 1046 books were translated, most of which were translated into Arabic (Al-Otaibi, 2015). As these statistics clearly show, there has been a more considerable demand for English-Arabic translation than for Arabic-English translation in Saudi Arabia. So, the present research comes just in time to highlight the importance of doing research into Arabic-English translation in Saudi Arabia and pinpoint the most common difficulties encountered by Saudi undergraduate students in this direction of translation as some of these students will work as freelance translators or hired translators after they graduate with a Bachelor's degree in the English language.

Moreover, on the local level and in terms of daily interaction and communication, there is an overwhelming necessity for the practice of Arabic-English translation because Saudi citizens, including the students of the current study, have to communicate and interact with non-Saudi residents coming from different countries and cultures to work in Saudi Arabia in various settings and situations in English. In fact, a recent statistic shows that foreigners or non-Saudi residents form almost one third of the country's population (Saudi Gazette, 2016), which is quite a substantial portion of the country's population. Accordingly, Saudi undergraduate students, like other Saudi citizens, have to deal with these foreigners on a daily basis in a variety of settings such as schools, universities, parks, hospitals, garages, banks, restaurants, airports and others and the language these Saudi students use, or have to use, to communicate with the foreigners is English. So, there is a pressing need for Saudi students, including the undergraduate students of the current study, and other Saudi citizens to translate from Arabic into English in order to communicate successfully with the foreigners and carry out their daily chores which require this kind of communication. In the process, Saudi students carry out Arabic-English translation while communicating with the foreign residents in Saudi Arabia. As they encounter such situations where they carry out this kind of translation on a daily basis, they become more aware of the challenges or difficulties arising from Arabic-English translation in which they are involved both voluntarily and involuntarily.

1.3 Statement of the problem

Saudi undergraduate students, like other Arab students, tend to experience different kinds of difficulties when they translate from Arabic, their native language, into English, a foreign language at the sentence level. There have been a few small-scale research studies on only linguistic difficulties in Arabic-English translation or English-Arabic translation encountered by Arab students (e.g. El-Zeini, 1994; Al-Nakhalah, 2006; Bahameed, 2007; Peter, 2011; Thawabteh, 2010; Alfady & Aldeibani, 2012; Al-Khawalda, 2013; Al-Sohbani et al, 2013; Mohsen & Qassem, 2016; Dickins et al, 2017). Although such studies shed light on different linguistic difficulties faced by Arab students when they perform Arabic-English translation at the sentence level, most of these studies are small-scale ones that tended to focus only on linguistic

difficulties without exploring the reasons behind such difficulties or how to overcome them.

However, the present qualitative study will investigate both the linguistic and cultural difficulties experienced by 50 Saudi undergraduate students at the Department of English at the Teachers' College of King Saud University when they performed Arabic-English translation at the sentence level on the evaluation instruments, which represent the first data collection tool. The data gathered from the interviews, which form the second data collection tool, will help explore the reasons behind these interrelated types of difficulties and propose solutions to them.

Furthermore, there have been a few other small-scale studies on a variety of cultural difficulties, such as idioms, proverbs and collocations, encountered by Arab students when they carry out Arabic-English translation or English-Arabic translation at the sentence level (e.g. Enani, 2000; Mahmoud, 2002; Faiq, 2004; Dweik & Abu Shakra, 2010; AlJabbari, Sadeq & Azmi, 2011; Al-Shawi & Mahdi, 2012; Howwar, 2013; Shammass, 2013; Abo Al Timen, 2015; Dickins et al, 2017). Although such studies attempted to highlight the cultural difficulties faced by Arabic students when they carry out Arabic-English translation, most of these studies are journal articles and MA dissertations that have focused only on cultural difficulties without exploring the reasons behind such difficulties or how to overcome them.

The fact that the above studies have addressed only linguistic or only cultural difficulties is actually a problem because translation difficulties need to be addressed both linguistically and culturally as language is an important component of culture and cannot be separated from it. Since cultural difficulties such as idioms, proverbs and collocations pose a great challenge to translators and foreign language learners alike (Shuttleworth et al, 1997; Ghazala, 2014) due to their unpredictable meaning and the inapplicability of linguistic rules to them, the present study addresses them almost equally with their linguistic counterparts. In addition, there has hardly been any research on the difficulties of Arabic-English translation encountered by Saudi undergraduate students to date based on an extensive review of the literature in this area.

This contextual gap in research on linguistic and cultural difficulties in Arabic- English translation at the sentence level encountered by Saudi undergraduate students makes the present study both important and necessary. Besides, as the translation movement in Saudi Arabia focuses more on translating English books and references than on translating Arabic books and references (Al-Nasser, 1998; Al-khatib, 2005; Al-Otaibi, 2015), which also relates to the above gap, the current study comes just in time to highlight the importance of conducting research on Arabic-English translation in Saudi Arabia.

With the above-mentioned considerations in mind, the current study will investigate, classify and discuss the various linguistic and cultural difficulties encountered by 50

Saudi undergraduate students when they translated Arabic sentences into English. It will also explore the underlying reasons behind these difficulties which the students encountered when they performed Arabic-English translation in the evaluation instruments as well as the possible ways of overcoming these difficulties.

1.4 Objectives of the study

The general aim of this study is to investigate the linguistic and cultural difficulties, which the Saudi undergraduate students experienced when they translated relatively short Arabic sentences into English, pinpoint the underlying reasons for these difficulties and provide solutions to these difficulties. With this aim in mind, the present study seeks to achieve the following objectives:

1. to determine the linguistic difficulties of the Saudi undergraduate students' Arabic-English translation of sentences;
2. to identify the cultural difficulties of the Saudi undergraduate students' Arabic-English translation of sentences;
3. to identify the underlying reasons behind the linguistic and cultural difficulties encountered by the Saudi undergraduate students;
4. to propose solutions to help the Saudi undergraduate students overcome the above-mentioned types of difficulties when they translate Arabic sentences into English.

1.5 Research questions

Based on the above-stated research objectives, the present study proposes the following four research questions:

1. What are the linguistic difficulties encountered by the Saudi undergraduate students when they translate Arabic sentences into English?
2. What are the cultural difficulties encountered by the Saudi undergraduate students when they translate Arabic sentences into English?
3. Why do the Saudi undergraduate students encounter these linguistic and cultural difficulties?
4. How can the Saudi undergraduate students overcome these linguistic and cultural difficulties?

1.6 An overview of the theoretical framework

The present research adopts Peter Newmark's (1988 - 2011) and James Dickins' et al (2002, 2017) theoretical views on the linguistic and cultural difficulties of translating from one's mother tongue into a foreign language as its theoretical framework. Both scholars seem to be of the opinion that translation into a foreign language is much more difficult and challenging than translation into the native language. The current study positions its theoretical framework in this theory as the Saudi undergraduate students

carried out translation from their mother tongue into a foreign language. In this way, the study can be regarded as an application of their theory.

Newmark believes that "Translating into your language of habitual use is the only way you can translate naturally and accurately and with maximum effectiveness" (1988, p. 3). Newmark also thinks that translators should only translate into their native language even if they live in a target culture because their language will always remain "unnatural and non-native" and they will produce "unacceptable or improbable collocations" (1981, p. 180).

In addition, Newmark's view is further stressed by Dickins et al (2017, p. xv) who point out that "translator training normally focuses on translation into the mother tongue, because higher quality is achieved in that direction than in translating into a foreign language". The choice of Dickins' views on translation into a foreign language was made based on the fact that he addresses linguistic as well as cultural difficulties in Arabic-English translation, besides teaching Arabic-English translation and supervising MA and PhD students majoring in this direction of translation. An elaborate discussion of the theoretical framework will be provided in Chapter 2.

1.7 The scope and limitations of the study

The study is limited to the difficulties which the Saudi undergraduate students faced when they translated Arabic sentences into English in the evaluation instruments administered by the researcher. This means that the difficulties in English-Arabic translation will not be discussed or addressed as this lies outside the scope of the research. The study is also limited to 50 Saudi undergraduate students majoring in English who were enrolled in the course entitled Principles of Text-linguistics and Translation in the second semester of the academic year 2015. These students are not professional translators. They are third-year students studying English at the Department of English, Teachers College, King Saud University in the second semester of the academic year 2015. These students study two obligatory translation courses in the fifth and sixth semesters respectively as their study plan issued by the university stipulates. In the first course and according to the course description, the students should be taught how to carry out translation at the sentence level because this is the first time they study a translation course and practice translation.

The data collection methods followed in the current qualitative study are limited to two methods only which are a set of evaluation instruments (two quizzes, one midterm test and one final exam) and semi-structured, individual interviews. The researcher chose these two methods as they were more suitable for the qualitative nature of the current study, would yield different results and achieve triangulation of data collection methods. With these limitations in mind, the findings of this research cannot be generalized to include all Saudi undergraduate students majoring in English, and/or all Arab students at Arab universities.

1.8 The significance of the study

- The current study is important to the translation discipline because it adopts the widely embraced theoretical view that translation from the mother tongue into a foreign language is much more difficult than translation from a foreign language into the mother tongue (Wetherby, 1998; Hatim, 2001; Shei, 2002; Chang, 2011; Newmark, 2011; Dickins et al, 2017). In this respect, the study is considered an application of this general theory to Arabic-English translation and the difficulties encountered by Saudi undergraduate students in this direction of translation. Its findings and suggestions will hopefully enrich the translation discipline and motivate researchers and scholars of this discipline to investigate further topics similar to the topic of the study and utilize its research design and findings in their future studies.
- The current study is important to the teaching and training of Saudi undergraduate students who can join the translation industry after they graduate with a Bachelor's Degree in the English language. Since the population of the study are all Saudi undergraduate students specializing in English, an investigation of the linguistic and cultural difficulties which they encounter in Arabic-English translation along with the exploration of the underlying reasons behind these types of difficulties and the possible ways of overcoming them will help other Saudi undergraduate students at some other Saudi universities as well as Arab undergraduate students in some other Arab and Arabic-speaking countries become aware of these difficulties and overcome them altogether.
- The current study is also important to Arabic-English translation practitioners and scholars who are interested in learning about the various linguistic and cultural difficulties encountered in this direction of translation, the reasons behind these difficulties and the possible ways of overcoming them. Some professional Arabic-English translators train novice or new translators who have recently graduated from university and started taking up Arabic-English translation as a career. In this way, these professional translators can make use of the findings of the current study by bringing the attention of their trainee translators to these findings to improve the quality of their Arabic-English translation. In this respect, Dickins et al (2017, p. xv) stress the idea that "translator training normally focuses on translation into the mother tongue, because higher quality is achieved in that direction than in translating into a foreign language". Besides, Saudi scholars in this field of translation can benefit from the research design, literature review, methodology, data collection tools and findings of this study when they conduct research in this field or on a similar topic to the topic of the study.
- The current study is important to translation research in general because it tackles a topic related directly to translation theory and practice. As regards translation theory, the study adopts Newmark's (1998-2011) and Dickins' et al (2017) theoretical views on translation from the mother tongue into a foreign language. As regards translation practice, one of the data collection tools centers on Saudi students' Arabic-English translation of sentences which is considered an application of the theoretical view adopted in this study.
- The current study is important to methodology of research because it makes use of two different data collection tools (evaluation instruments and semi-structured interviews), a variety of coding and sampling procedures, a

theoretical framework, a research framework, and an analytical framework which all contribute to answering the research questions of the study and realizing its objectives.

1.9 Definition of key terms

1.9.1 Linguistic difficulty

A linguistic difficulty is any difficulty related to language as contrasted with any difficulty related to culture. In the current thesis, linguistic difficulties cover grammar (Al-Sohbani et al, 2013; Dickins, et al, 2017;), vocabulary, prepositions and gender; use of words; incorrect use of grammatical forms (Moharram, 2004) and other linguistic issues related to morphology and syntax (Dickins, et al, 2017).

1.9.2 Cultural difficulty

A cultural difficulty is any difficulty in translation related to culture as contrasted with any difficulty related to language in terms of grammar, syntax, lexicon, morphology and other language-related aspects. For the purposes of the current study, cultural difficulties faced by Saudi students fall into three main categories: idioms, proverbs and collocations. Lakoff & Johnson (1980, p. 12) state that "a culture may be thought of as providing among other things, a pool of available idioms and proverbs (...) for making sense of reality". According to Baker (1992, p. 60), "like culture-specific words, they (collocations) point to concepts which are not easily accessible to the target reader".

1.9.3 Evaluation instruments

Evaluation instruments refer to the two quizzes, the one midterm test and the final exam which the researcher gave to the Saudi undergraduate students in the second semester of the academic year 2015 as parts of the requirements for passing the course of Principles of Text-linguistics and Translation at the Department of English in Teachers College of King Saud University in Saudi Arabia. These instruments form the first data collection tool employed by the researcher in this study. They have been used quite often in Arabic-English translation research, as Chapter 2 will show, and proven to have yielded good results.

1.9.4 Arabic-English translation of sentences

This phrase refers to the Saudi undergraduate students' translation of the Arabic sentences in the evaluation instruments into English. For Dickins et al (2017, p. 159), a sentence is “ a collection of words arranged in appropriate pattern, containing, for example, at least one main clause”.

1.10 The structure of the thesis

The present study falls into six chapters. The first chapter, which is the current chapter, is a general introduction. As such, it introduces the various aspects of the thesis as briefly and adequately as possible. These aspects include a brief account of the status of translation in Saudi Arabia, a succinct presentation of the statement of the problem, the questions of the research, the objectives to be achieved, the theoretical framework adopted in this research, the scope and limitations of the research, the significance of the research, an overview of the structure of the thesis and finally definitions of some key terms.

The second chapter is a detailed review of the literature available on the two interrelated notions which form the theoretical support of the current study. The first notion is a theoretical view expressed by some internationally renowned translation scholars and researchers that translation into a foreign language is more difficult than translation into the mother tongue. The relevant literature available on this notion will be reviewed to provide theoretical support for the present study and account for its significance. The second notion is related to the first notion in general and is considered to be an application of it. It is reflected in a strong consensus that Arab students, including Saudi students, encounter tremendous difficulties and challenges when they translate from Arabic into English. The relevant literature available on this notion will be meticulously reviewed so as to provide further support for the significance and findings of the present study.

The third chapter is entitled 'Methodology'. In brief, the chapter aims at presenting the type of research to which the current thesis belongs and the data collection tools used in this kind of qualitative research. It will also discuss the sampling strategy used for deciding on the population of the research and the data collection tools employed in this research. Besides, it will elaborate on the translation samples taken from the evaluation instruments and the semi-structured, individual interviews which the researcher had with the students. In addition, this chapter will shed light on the analysis procedures of the data, including coding, taxonomy and the analytical framework.

The fourth chapter will present the findings of the research as well as the interpretation of these findings. As such, the chapter will include analytical and descriptive tables showing the number of the linguistic and cultural difficulties in the students' translation of the Arabic sentences in the evaluation instruments, the number of cases where these difficulties occurred in the evaluation instruments and the number of the students who faced each difficulty. There will also be a descriptive table of the questions of the semi-structured, individual interviews along with the students' responses to these questions. In addition, the chapter will provide answers for the questions of the current study and help realize its objectives.

The fifth chapter will provide a thorough discussion of the findings presented in Chapter 4. In specific terms, the chapter will discuss the answers to the questions of the current thesis and further insure that the objectives are realized. In short, the chapter

will present a detailed discussion of the linguistic and cultural difficulties which the analysis and examination of the data will reveal as well as the underlying reasons behind such difficulties and the possible solutions to surmounting these perplexing difficulties.

The sixth and last chapter serves as a conclusion, and as such, it will recapitulate the main aspects of the thesis, summarize its findings, highlight the major contributions of the present study, give further practical solutions to the difficulties which the Saudi undergraduate students encountered in the evaluation instruments and make certain recommendations based on the findings of the study. In addition, the chapter will provide translation researchers and scholars with suggestions or recommendations for conducting further research in this area or other relevant areas and will encourage them to explore new linguistic and cultural difficulties, other than the ones identified and discussed in this study.

There is also the Appendix section which comes at the end of the thesis and includes copies of the evaluation instruments, tables of the reviewers' changes to the Arabic sentences in the evaluation instruments, samples of the Saudi undergraduate students' performance on the evaluation instruments, English equivalents for the Arabic sentences in the evaluation instruments, copies of the researcher's certificates of experience and a copy of the latest curriculum vitae of the researcher.

1.11 Conclusion

This chapter has provided a general introduction to the present study. In specific terms, it has shown that the study is based on the theoretical notion that translation from the mother tongue into a foreign language is much more difficult than translation from a foreign language into the mother tongue. The chapter has also touched on the status of translation in Saudi Arabia and has clearly shown the lack of interests in, and research into, Arabic-English translation in Saudi Arabia compared to the growing interest and investment in English-Arabic translation. This provides some justification for undertaking the current study on the difficulties experienced by the Saudi undergraduate students when they translated Arabic sentences into English. Furthermore, the chapter has introduced the statement of the problem, the objectives of the research, the research questions, an overview of the theoretical framework adopted for the research, the scope and limitations of the research, the significance of the research in relation to the field of translation in general and the area of Arabic-English translation in particular, the definition of key terms and finally the structure of the thesis which makes up its various components. The following chapter will elaborate on the literature available on the topic of the current study and provide further justifications for conducting this kind of study.

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