Lexical Interference Problems that Undergraduate Students Majoring in English Encounter when Translating Arabic Texts into English

مشكلات التداخل اللغوي التي تواجه طلاب تخصص اللغة الإنجليزية عند ترجمة النصوص العربية إلى الإنجليزية

Prepared by:

Aseel Ziad Hudaib

Supervised by:

Dr. Mohammed Yousef Nofal

A Thesis Submitted in Partial Fulfillment of the Requirement for the Master of Art Degree in English Language and Literature

Department of English Language and Literature

Faculty of Arts and Sciences

Middle East University

June, 2022

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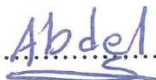
Name: Aseel Ziad Hudaib

Signature:

Date: 13/6/2022

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Thesis committee		Signature
1. Dr Mohammed Nofal	Supervisor	
2. Dr Nasaybah Awajan	Internal examiner	
3.Dr. Abdelkareem Al Labbabneh	Internal examiner	Abdel
4.Prof Ibraheem Mohammed Shihab	External examiner	

Acknowledgments

First of all, all of my praise goes to Almighty Allah for providing and sustaining me with the ability and strength to reach this achievement and all other good things in my life.

Indeed, I am grateful to my supervisor, Dr Mohammed Nofal, the one who supports and advises me to finish this work; he does not show complaint of my frequent questions. I do appreciate his encouraging words to boost my self-confidence to reach to accomplish this study. His help, commitment, and motivation are endless. He is a supervisor of soul and body. I will never forget the favor he did. Deeply, without his support, this work would not have been completed.

I would like to thank the thesis examination committee Prof. Ibrahim Mohammed Shihab, Dr Abdelkareem Al-Labbabneh and Dr Nasaybah Awajan for their constructive comments.

Moreover, my heartfelt thanks go to the faculty members at the department of English for the efforts they excrete to illuminate my understanding during my study at MEU.

I would also like to thank my UNRWA teachers who put a distinctive mark in my life.

Dedication

I dedicate this work to my country, Palestine and its eternal capital, Jerusalem (Al Quds) and to the closest to my heart my father, May Allah blesses him and my mother who is a great inspirer of me, the one who supports me in all my life steps. She always encourages me to make more achievements in this life. May Allah reward her very well.

 I also dedicate it to my son, Yousef, the beloved one.

 I don't forget, my grandfather, Mohammad Hudaib, the first person who instilled my love of reading and allowed me to borrow books from his home library.

 I also dedicate my thesis to the soul of my grandfather, Yousef Sanwer, May Allah have mercy him.

I would like to dedicate my thesis to my grandmothers, uncles, aunts and the soul of my uncle, Hassan, May Allah have mercy him.

I also would like to dedicate this thesis to my brothers, Mu'ath and Ammar; my sisters, Rua'a, Batool, Haneen and Raneem; and my brother in law, Musa Al-Mallad.

I never forget to dedicate the thesis to my cousin, Dr Sajida Salah, the best ever

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Dr. Mohammed Yousef Nofal

Abstract

This study explores the interference problems that English major undergraduate students in Jordanian universities may commit when translating Arabic texts into English, with a focus on lexical problems.

To achieve the goals of the thesis, 50 participants are chosen to take the translation test, the responses are collected, analyzed and categorized into seven lexical categories: collocation, polysemy, redundancy, synonyms, metaphors, idioms and prepositions.

Regarding the analysis of this study, the results clearly show that the lexical interference mainly occurred due to different sources include the following: students' lack of knowledge of L1 and L2, lack of vocabulary of L2, misuse of dictionaries and carelessness. This thesis suggests conducting future research using different sampling techniques and instruments. Researchers can also focus on different interference issues such as grammatical interference in different universities in order to compare the results.

Keywords: *Arabic-English, Lexical Interference, Problems, Reasons, Translation.*

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إعداد

أسيل زياد هديب

إشراف

د. محمد يوسف نوفل

الملخص

تهدف هذه الدراسة إلى التحقق من أنواع الأخطاء في المفردات التي يقع بها الطلبة الجامعيين الذين يدرسون اللغة الإنجليزية عند الترجمة من العربية إلى الإنجليزية في الجامعات الأردنية و مصادر هذه المشكلات.

لتحقيق أهداف هذه الرسالة تم العمل على إعداد امتحان ترجمة يحتوي على عشرين جملة عربية، ويقوم خمسون مشاركا بترجمتها إلى اللغة الإنجليزية، وبعد الانتهاء تم العمل على تحليل النتائج، وتحديد أسباب المشكلة وهي إهمال الطلبة، وضعف الدافعية للتعلم، وضعف المهارات والمعارف اللغوية لدى الطالب في اللغتين العربية والإنجليزية على حد سواء، وقلة مفردات اللغتين لدى الطالب على حد سواء.

و قدمت الدراسة اقتراحا للعمل عليه مستقبلاً و هو إجراء أبحاث باستخدام تقنيات وأدوات أخذ العينات المختلفة. و كما أنه من الممكن للباحثين أيضا التركيز على قضايا التداخل المختلفة مثل التداخل النحوي في جامعات مختلفة من أجل مقارنة النتائج.

الكلمات المفتاحية :عربي-إنجليزي، التداخل اللغوي، مشكلات، أسباب، الترجمة

Chapter One: Introduction

1.0 Introduction

This section consists of several subsections that clarify the background, problem, objectives, definitions, significance, and limitations of the study.

1.1 Background of the Study

Long ago, language was developed to facilitate human communication amongst people all over the world. Language is mostly used to communicate thoughts, beliefs, and ideas across cultures. This cross-cultural communication necessitates transmitting knowledge from one nation to another, therefore translation has become a global necessity. As English has grown in popularity as the international language, the need and demand for translation had risen. In general, English has become a lingua franca for people who do not speak the same language as each other. People communicate through translation, which also communicates their views, ideas, customs, and beliefs. According to Dingwaney and Maier (1996), translation is a useful tool for addressing cross-cultural texts.

Simply speaking, interaction between cultures and civilizations is mostly dependent on translation, which is an old activity and an important technique developed to facilitate communication between people of various languages and cultures. According to Mardirosz (2015), translation is a more creative activity that enhances the original text with additional ideological and cultural aspects, rather than simply expressing what has been communicated in the source language to the target language (keeping semantic and stylistic equivalences).

Accordingly, translation is seen as critical in today's society, and it has become a well-established field in language studies for English Language Teaching students because it is the main basis for accomplishing communication between two languages. "The process of transferring a written text from source language (SL) to target language (TL)" without changing their meaning is known as translation (Hatim & Munday ,2004, p.6).

Drawing on the way how they view language and translation, different theorists have defined the term translation in various ways. In Newmark (1988) perception, translation actually entails both of rendering and transferring meaning. From the SL to the TL audience by rendering the salient features of the source text ST for his part, Gaber (2005) conceives that translation seeks to convey ideas from the ST to the target text (TT). Accordingly, target language readers immerse in the translation that is close as much as possible to their culture. Moreover, Agriani, Nababan and Djatmika (2018) back up Newmark's definition and state that a translator's primary responsibility is to transfer the same intended meaning from the SL text to the TL.

However, translation can be confusing because the translators will not utilize their mother language when translating into another language. In response to the question, "Is translation impossible?" Hatim and Mason (1990) wrote: They clarified that:

> In its strongest form, this linguistic determinism would suggest that we are, in fact, prisoners of the language we speak and incapable of conceptualizing in categories other than those of our native tongue. It is now widely recognized that such a view is untenable. (pp. 29-30)

For their part, Nida and Taber (1982) argued that in translating, the translator must communicate the TL message's closest natural equivalent in terms of meaning and style.

Furthermore, Nida (1994) poses a very critical question: what is the widely held belief that translation is considered as impossible? He goes on to demonstrate that:

> The fact that all languages exhibit so many structural similarities guarantee the potential for effective interlingual communication ... although to a considerable extent language can be regarded as 'rule governed', they are also 'rule defying', or perhaps more accurately stated, they are 'rule stretching' in that analogies within languages can always be pushed into unused, nearby areas (p.150)

Translation, according to Ghazala (2008), is any approach or practice used to convey as much as conceivable the whole and exact meaning of an SL message into the TL. In his definition, he concentrated on the meaning of the words in the SL; the translator should first comprehend the SL message's meaning before attempting to identify an appropriate counterpart in the TL. This equivalent can be created by utilizing a new foreign written word that really exists in the TL, such as letters in TL that have the same pronunciation in the SL, a foreign word adjusted to TL grammar, spelling, and pronunciation depending on what type of translation employed.

Bassnett (1980) attempts to provide translation the type of legacy is encouraged by examining the types of translation input and learning attitudes among translators simultaneously as well as the methods and key challenges surrounding translation studies. She was convinced that

> What is generally understood as translation involves the rendering of a source language text into the target language so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structures will be

seriously distorted. The instructor can then hope to measure the students' linguistic competence, by means of the TL product. But there the matter stops. (p.25)

Larson (1984) clearly states that translation is substituting the form in the SL by another form in the target language. Unlike Ghazala (1995), Larson (1984) concentrates on the form rather than the message; he believes that when modifying the form, translators should not overlook the vocabulary, grammatical structure, communicative environment, or cultural context of the SL Text.

1.2 Statement of the Problem

For linguists, linguistic interference is considered one of the most major problems that translators encounter when they translate texts from a source language to a target language (Havlásková, 2010). Therefore, translating texts especially from Arabic into English can be a problematic matter for translators whose mother language is Arabic. This can be undoubtedly ascribed to the fact that there are linguistic differences between Arabic and English. Accordingly, students are more likely to encounter lexical interference that stem from different sources. Based on this, the researcher has found it worthy to investigate such interference difficulties and their reasons among English language major undergraduate students in Jordan. Previous interference researches have also shown that lexical interference problems in translation have not been addressed adequately (Othman & Dweik, 2017; Sabbah, 2015).

1.3 Objectives of the Study

This study explores the lexical interference problems that English major undergraduate students in Jordanian universities may commit when translating Arabic texts into English. Additionally, it is an attempt to investigate the reasons of such problems.

1.4 Questions of the Study

This study is guided by two research questions:

1. What are the lexical interference problems that English major undergraduate students encounter while translating Arabic texts into English?

2. What are the reasons of such problems?

1.5 Significance of the Study

There is an established line of research that has explored that linguistic interference problems in translation. Yet, there is not much research focusing on the lexical interference problems that English major undergraduate students encounter when translating Arabic texts into English. Thus, the current study fills a gap in the literature. This study helps the targeted group to become aware of such problems and their sources. This study is also benefit to teachers, lecturers, and translators as it highlights some of the weaknesses that students

may have and they act accordingly by paying more attention to such issues when teaching or researching language and translation courses and topics. This study is particularly helpful for those who are involved in the newly established "Applied Translation" program at the Middle East University (MEU) because it highlights the translation students' language needs so that they can develop language and translation skills necessary for the job market.

1.6 Limits and Limitations of the Study:

The study findings are restricted to the selected sample. The findings are also limited to the instrument, text type, time, place, and resources available at the time of the study. Additionally, the analysis of the interference problems covers one type of errors made by students, namely, lexical errors. The study examines errors of translation from Arabic into English and not the other way around. The study was conducted at Middle East University, Amman-Jordan during the second semester of the academic year 2021/2022.

1.7 Definitions of Terms

Interference: is defined as "the accumulation of all effects that occur from the first language (L1) on the second language (L2)." (Baker 2009, p. 307). Unsurprisingly, interference can also be 'unintentional' as Thorovský (2009) suggests. Operationally, interference is the translation problem that Jordanian undergraduate students studying English encounter when translating texts from their mother tongue, Arabic, into a foreign language, in this case English.

Equivalence: "can indicate that source text and target text share some kind of sameness." (Panou, 2013, p.3). A number of texts are given to Jordanian undergraduate students in order to translate them from Arabic into English.

Source Language (SL): "the Language of the text that is to be or has been translated." (Newmark 2008, p 285). In this study, language of the general texts which are given to undergraduate students to be translated from Arabic (ST) into English (TT).

Target Language(TL): is defined as "[t]he language of the translated text" (Newmark, 2003, p 285). Operationally, texts that are translated by undergraduate students from the source language to the target language. Usually, the translation problems appear in the target text in the form of interference.

Chapter Two: Review of Literature

2.1 Introduction

The theoretical framework adopted in this study as well as the previous studies dealing with interference problems in translation are presented in this chapter.

2.2 Theoretical Literature

2.2.1 Interference

Interference can be understood in two different ways. Generally speaking, the language structural changes are resulted of socialization. In the limited sense transferring native language norms into a foreign language during conversation during its study. (Bagana & Khapilina, 2006). The term "cross linguistic interference" encompasses phenomena such as: "transfer," "interference", "avoidance", "borrowing", and other aspects of language loss connected to a second language (L2) (Kellerman & Smith, 1986). They add that both positive and negative transfer are considered two types of language transfer. To elaborate, positive transfer means when two languages have the same word order while the mistakes that a student makes when transferring one language to another are known as negative transfer.

Interference takes its development between the first and the second languages because of similarities and differences between two different languages

(Brown, 2007). Interference, according to Vannestl (2009), is the contact that occurs between a native (L1) and a second language (L2). As such, interference can create syntactic, grammatical, lexical, semantic, or pragmatic irregularities in the target language, which are the most common causes of interference. The transfer from (L1) into (L2) causes such deviations or interferences (L2).

Generally speaking, interference entails transferring a particular expression or passage from the ST into the TT which may include words, phrases, idioms, metaphors, concepts, or entire grammatical structures. (Havlásková,2010, p. 8). Accordingly, the transference of elements from the first language to another language is so-called transference, which occurs unconsciously. As a result, two language systems meet, resulting in aberrant tone, accent, uncommon word order, erroneous prefix or ending, or unclear lexical collocation or metaphor for the message's addressee. As a result, interference occurs at. Morphological, phonological, lexical, lexical, semantic, phonetic, and syntactic. (Turaeva, 2020).

From another perspective, Ellis (1994) clearly points out that interference can happen anytime; it means that source languages concepts are different from target languages' concepts. Such claim is based on Contrastive Analysis (CA), which holds that errors are caused mostly by interference means that the students transfer the habits from the source language to the second language. There are two concepts in language that are related to interference, namely, sociolinguistic and psychological The influence of existing appear when new ones are being learnt demonstrates psychological usage is called psychological. However, when two language groups come into contact, the sociolinguistic usage of interference really refers to language interactions such as: linguistic borrowing and language switching.

2.2.2 Interference in Translation

Though there are several labels for interference in translation studies, such as translationese, interlanguage, and linguistic influence codeswitching, the term interference is frequently utilized and acknowledged (Javier, 2009). Interference, as defined by Franco Aixelá (2009)

is a translation that uses words or syntactic structures drawn from the original language but cannot stand alone as a total replacement for the source text. Many studies show that interference is widely employed in translation to signal problems that can be emphatically traced back to the source language. For his part, Newmark (2008, p. 21) states that 'unnatural translation is marked by interference, primarily from the SL text, possibly from a third language known to the translator including his own, if it is not the target language.' Moreover, he adds that interference is used to distinguish foreign structures from the source text.

According to Brown (2007), interference is defined as the interplay between previous language knowledge and the current learning process that facilitates the new learning task. Interference is more common in humanities, social sciences, and history translations, according to Vannestl (2009), than in technology and natural sciences translations. She claims that one of the main causes of translation errors is that there is not sufficient clarity and understanding from L1 to L2. Although the grammatical structure of the sentences is crucial, beginner translators' translations show incomplete information transfer.

According to Newmark interference means a: "literal translation from S L or third language that does not give the right or required sense" (Newmark, 1988, p. 283). This concept means that he lowers this phenomenon to the level of a single word, emphasizing the importance of the sense. An expression whose meaning in the source text is correctly comprehended (and thus the sense is kept in the target text) but whose phrasing is awkward and sloppy is not regarded as an interference from his point of view.

Translation is considered as a powerful process that can either corrupt or strengthen international understanding or introduce new concepts and ideas. Furthermore, education

appears to be a major aspect that has altered the direction of this strong process in past, current, and future translations as the following illustrates:

> It is clear that teachers can only harm their students if they persist in limiting
> students' understanding of translation through a rigid pedagogy. Instead, teachers
> should be clear about the limitations of their premises about and frameworks for
> translation, if only so that students will be prepared for a future that will
> inevitably entail changes in translation canons, translation strategies, and
> translation technologies as the definition of translation is increasingly
> elaborated" (Tymoczko, 2005, p.1095 in Munday, 2008, p.199).

Consequently, interference is considered as a common occurrence in most translations. It could be actually called a type of universal translation. Supporting this claim, the translation cannot be in isolation from formal equivalents (Toury, 1979). The language of the source text from which they are translated profoundly influences most translations in some manner. Because the level of interference relies on a translator's ability, interference is more likely to occur in student translations. Therefore, interference is one of the aspects that influences the final product's quality and is dependent on the level of experience. Thus, it is deserving of additional attention. This is due to the fact that a translator is invariably impacted by the original text language. Moreover, the extent of this influence is determined by the culture's translation legacy (Havlásková, 2010). The focus of this research is on lexical interference because it is one of the most common issues in translation, not just between Arabic and English languages but also between other languages.

2.2.3 Classification of Interference

According to Thorovsk's classification (2009), Martin Thorovsk presents the following categories of interference: the linguistic interference:

1- Interference at the word and collocation level (lexical interference)

2- Grammatical interference

3. Syntactic interference

4. Interference in orthography

Lexical Interference has several subtypes:

1- surface lexical interference (false friends): arises when a lexical unit in the source language visually, i.e. orthographically, resembles or has much resemblance lexical unit in the target language that is not its counterpart.

2- semantic interference: this occurs when the meanings of the source and target lexical units, which are only partial equivalents, overlap.

3- idiomatic interference: this category comprises improper translations of idioms "that the translator either did not perceive or misread as a collocation."

4- interference in collocation: is similar to semantic interference in that it affects collocations rather than individual words.

5- cultural interference: when a translator is unable to deal with the cultural differences between the source and target languages.

Javier Franco Aixelá is another scholar who classifies interference. According to Franco Aixelá (2009), interference can be categorized into four categories:

- lexical interference

- syntactic interference

- cultural interference, proper nouns included

- structural or pragmatic interference

Aixelá goes on to clearly assert that interference "includes the importation, whether intentional or not, of literal or modified foreign words and phrases (lexical interference), forms (syntactic interference), specific cultural items (cultural interference, proper nouns included), or genre conventions (structural or pragmatic interference)" (Franco Aixela 2009, p. 75). His perspective on interference differs slightly from that of others, such as Thorovsky. Interference, according to Thorovsky, interference is the inadvertent transfer of some elements of the source language (SL) to the target language (TL)" (Thorovsky 2009, p. 86),

There are also linguistic interference classifications generated by non-language characteristic. The typology in terms of interference implementation forms (Bagan and Khapilin, 2006). The following are the most common ways to put this phenomenon into action:

1- the use of someone else's language material in the contexts of this language;

2- formation of units from their own linguistic material on the model of units of the contacting language;

3- endowing units of a given system with functions inherent in their foreign language correlates;

4- the stimulating of units of a given language on the functioning of units or models of another language;

5- a leveling effect from simpler and more precise models of one system on similar, but more complex models of another;

6- copying models of one system using the tools of another system (Bagan & Khapilin, 2006).

2.2.4 Lexical Interference

Regarding the level of words, lexical interference occurs. Interferences generated by inaccurate or inappropriate direct translation of a notion are the most common. According to Havlásková, there are four types of lexical interference (2010). When it comes to lexical interference, the first thing that springs to mind for most people is undoubtedly false friends (also called false cognates or faux amis). Undoubtedly, this can be considered as one of the most distinct lexical interferences. The second sort of lexical interference is mistakes that occur when students fail to consider the polysemous nature of a word and make an unsuitable choice from all of the alternative meanings. The lack to articulate an idea using additional words in the lexicon is the third lexical property that generates interferences on this level. And the last subcategory of lexical interference is the case of a literal translation of an idiom or a collocation.

Moreover, lexical interference is defined as any changes in the composition of the lexical inventory as well as in the functions and usage of lexical-semantic units, in their semantic structure, produced by interlanguage connections (Тураева, 2019). Lexical interference occurs in three directions, according to S.V. Semchinsky (1973 in Turaeva, 2020):

1) in the direct borrowing of lexical units;

2) in the structure of foreign language lexical units;

3) in borrowing their-values of their connections with units of the plan of expression (Turaeva, 2020).

For his contribution, Тураева differentiates three types of lexical interference:

1) borrowing, 2) tracing, 3) semantic interference (Тураева, 2019).

"By 'linguistic interference' I mean an unintentional transfer of some elements of the source language (SL) to the target language (TL)," Martin Thorovsk (2009, p.86) writes in his study on lexical interference. Consequently, Thorovsk emphasizes explicitly that interferences are "unintentional" and thus unconscious tendencies that result in translation errors. While Weinreich does not separate lexical interference from a weakness in one of the contact languages (Тураева, 2017). Both of these octense can be actually referred to as lexical interference and lexical borrowing, respectively. Accordingly, interference should be viewed as the incorrect usage of the contact correlate, whereas borrowing is one of the ways to improve the language's lexical composition.

2.3 Empirical Studies

This section presents some of the research studies that have been carried out in various places of the world. Some of these researches looked at the challenges of translating texts, as well as the strategies and techniques employed to do so. Others, on the other hand, deal with interference, particularly lexical interference.

Diab (1996) investigated Lebanese students' lexical, grammatical, syntactic, and semantic errors. The researchers chose 73 Lebanese native Arabic speakers who were enrolled in an intermediate level English course at the American University of Beirut in their sophomore

year. She used error analysis to examine their English papers in order to determine the extent of mother tongue (Arabic) intrusion. As a consequence of the study, it was discovered that the Arabic linguistic structure had a significant influence on the students' English works. As a result, errors were divided into four categories: lexical, grammatical, semantic, and syntactic. The study indicated that majority of the students' writings contained a number of grammatical errors, including prepositions, singular and plural, and articles syntactic, semantic, and lexical problems, including deletion of the copula, coordination, and word order. The majority of mistakes were made when students thought Arabic and English were comparable, but less mistakes were made when there were clear differences between both, the source language and target language.

Bloem, Bogaard, and La Heij (2004) explored the interference at semantic levels in word translation. The trials contained thirty-two English words with high frequency that were recognizable to the Dutch students and were conducted with a group of 26 university learners, who were Dutch native speakers and highly adept in English. The results showed that semantic interference was present at the lexical level, with obvious signs of (L1influence) on (L2).

Al Karazoun (2006) investigated linguistic errors made by Jordanian EFL undergraduate students when translating newspaper headlines. The results show that Jordanian EFL students make grammatical and lexical errors when translating newspaper headlines. Based on these findings, the researcher makes some pedagogical recommendations for translating newspaper headlines.

Shalaby, Yahya and El-Komi (2009) conducted a study on lexical errors made by second/foreign English language learners and writers. The lexical errors made by female Saudi students in their first year at Taiba University are investigated in this study.

The writing exam paper samples yielded 718 lexical mistakes. The most common sort of error is incorrect suffix selection, followed by direct or literal translation from SL. Formal lexical errors, on the whole, are more serious than semantic lexical errors. Lexical error research has been carried out on English language learners from various linguistic backgrounds.

Havlásková (2010) studied interference in students' translations. The researcher employed a translation exam that consisted of six texts provided to students for translation in two courses: developing Translation Skills and Text and Discourse Analysis as weekly homework, three texts each course. Seventy-seven translations were examined and tables were created. Students were asked to fill out a survey about their opinions on interference. They completed it in an incognito and on-the-spot manner. The findings revealed a variety of, typographical, grammatical, lexical, and syntactic types of interference among students' translation. Syntactic and lexical interferences were the most common. Despite this, 74 percent of students said syntactic interference was the most common form based on their responses to the questionnaires. On the other hand, they considered lexical interference to be the most serious. According to the findings of both instruments, even though students perceive interference, it leads to a number of challenges, particularly at syntax and lexis levels.

Azzouz (2013) worked on analyzing and measuring the Syrian students' lexical interference using texts, questionnaires and compositions. The findings of his study showed that the

factors of this linguistic problem are due to the linguistic differences between Arabic and English, lack of interaction with the environment which provide students with English language practicing and the students' weakness in language skills.

Dweik (2013) identified the difficulties students encountered when translating cultural and literary expressions from English into Arabic. A translation test was created, as well as semi-structured interviews. A political text in English entitled: "Power requires clear eyes" was included in the test. He utilized a group of 20 university English majors as a sample. The researcher also conducted interviews with students, who were asked three questions in order to learn about the challenges they had with their translations. Owing to their unfamiliarity with target language culture the students made numerous lexical, syntactic, and cultural errors. They also misapplied dictionaries in their search for appropriate definitions for the words.

Alhihi (2015) investigated lexical issues in English to Arabic translation in Australian health texts. Five professionally translated documents were chosen at random to see if there were any lexical problems. Additions, omissions, compounds, synonyms, collocations, and inconsistencies are all examples of errors. The findings support the premise that both professional translators and English Language majors make lexical errors.

SattiHamad and Yassin (2015) carried out a study on the impact of lexical errors made by university students on their writings a descriptive-analytical technique as well as a questionnaire was administered to 67 university English language lecturers from various Sudanese universities. The study distributed a composition test to 150 university students from various English departments whose first language was Arabic and who majored in

English. They were given the task of writing an essay on Sudan. The lexical errors that occurred were characterized as deletion, incorrect spelling, transliteration, and redundancy according to the findings. These inaccuracies were primarily affected and created by the mother tongue's interference.

Ewie and Williams (2017) examined Grammatical and Lexical Errors in Students' English Composition Writing: The Case of Three Senior High Schools (SHS) in the Central Region of Ghana. As a consequence, homophone issues and semantic lexical faults are to blame for the lexical errors. The findings suggest that teachers and students should learn how to transfer from L1 to L2 and improve their ability to spot students' writing faults. Teachers could also improve their instructional practices for writing.

Ahamad and Othman (2019) analyzed and assessed the lexical errors that committed by Saudi EFL university students and English language teaching staff in writing descriptive essays at King Khaled University. The lexical errors are divided into six categories in the study: word choice errors, literal translation errors, paraphrase errors, distortion errors, and word creation errors. The findings demonstrate that students make lexical errors as a result of factors such as mother tongue interference and a lack of vocabulary expertise. According to the findings, English language instructors should encourage students to expand their vocabulary by reading a variety of text domains and exposing terminology in texts.

Galvao (2019) investigated linguistic interference in the translated academic test. Fifty abstracts were gathered from SciELO. Originally, they were written in English. After comparative study the researcher found that the phenomena happen due to literal translation and lack of fluency when translating from L1 into L2.

Harhash (2019) investigated the difficulties that face the translators in translating Arabic collocations into English in literary work, he also investigated the adequate strategies and suggested some solutions to avoid this problem. The results showed that meaning lost in translating Arabic collocations into English. As such, translators resort to different translation strategies, one of them is transliteration. In addition, misunderstanding of the SL collocations fails to intend the meaning also carelessness is another meaning. He also found that carelessness is a reason of translation problems.

Muhammad (2019) investigated polysemous words as a lexical problem that appeared in decontextualized sentences. He found that the translator did not concentrate on co-text. They failed in rendering an adequate translation due to ignoring the "meaning variants" or the associated meaning of a text and they use the "core or central meaning." (Muhammad, 2019, p.1014)

Jafarova (2020) investigated lexical interference that university students of a language made when they did some lexical exercises. The participants of the study were 20 students in their first scholastic year. Particularly, he seeks to establish some ways to reduce lexical interference in the student's inter-linguistic exercises. Thus, he evaluated the students' lexical interference sources. He found that the absence of this problem in a relation with the tools and methods of teaching vocabulary. In addition, the teachers take into consideration the nature of the vocabulary which will be used in teaching.

Samingan (2020) investigated lexical interference using 20 students' written work who study in an Islamic institution. He analyzed the frequency of lexical errors in the students' work

and determined some sources of this problem which are lack of L2 vocabulary, mastering of L1 on L2 language thinking and lack of L2 linguistic knowledge.

The previous studies discussed the lexical interference difficulties that the students from different background of languages and academic level committed lexical interference in their English written work such as essays, compositions, English practices and answers of English tests. To the best of my knowledge, a few studies investigated undergraduate students' lexical interference in translated texts from Arabic into English where Arabic is the first language of the students.

Chapter Three: Methodology

3.0 Introduction

This chapter elaborates on the methodology used in this study. The population of the study and the selected sample along with the data collection and analysis are all described in this chapter.

3.1 Population and Sample of the Study

The population of the study encompasses all English major undergraduate students at Jordanian universities. Due to the difficulty to reach all participants' sample, a purposive sample of fifty male and female students were selected from the English language and literature and applied translation program at MEU in Amman, Jordan. These participants were selected according to one criterion; they should have already studied at least two courses of translation.

The demographic data includes gender, age, the number of years living in English country and spoken languages. The following table shows the demographic information of the participants:

Table (1): Demographic data of the sample

Gender	
Male	25
Female	25
Nationality	Jordanian
Years of living in English country	Non
Spoken Languages	English +Arabic

3.2 Instrument of the Study

A translation test was designed and distributed to explore the lexical interference problems that English major undergraduate students in Jordanian universities encounter when translating Arabic texts into English. Additionally, it was an attempt to explore the reasons of such problems.

The test consists of 20 Arabic lexical items to be translated into English. The students are allowed to use any resources to check the meaning of any item. Later, the test items are categorized within seven categories: collocations, synonyms, metaphors, polysemy, prepositions, idiom and redundancy. These expressions have been extracted from different religious, social, political and geographical texts. Fifty copies of the test were distributed for the students along with a cover letter (See Appendix C, for the items of the translation test).

The participants' responses were considered correct, if the meaning of the translation transferred adequately by choosing the correct equivalence in the target language. Whereas the responses were considered wrong if the meaning of the translation transferred literally or loss the meaning by choosing wrong word choices.

3.3 Validity and Reliability of the Translation Test

The validity of the test was attained by requesting the validation committee in linguistics and translation to read the test and comment on the suitability of its form and content. When the test was ready, it was given to five professors of linguistics and translation to assure
 the validity of the text. They were asked to comment on the test and to modify the items if they needed in order to achieve the objectives of the study. (See Appendix A)

Regarding reliability, it was measured by means of test-retest. Ten students who were excluded from the sample but had the same characteristics of the population were asked to translate the test items. After two weeks, the same students were requested to take the test again to measure consistency of the results, the responses were compared and the results were stable.

3.4 Data Analysis

The 50 participants were asked to translate 20 items from SL (Arabic) into TL (English) within a week. The students used a wide range of resources such as dictionaries and translation website.

The collected data in this study was analyzed quantitatively and qualitatively. The participants' responses were analyzed and categorized according to the problems encountered during the process of translation. Simple descriptive statistics such as frequencies and percentages were used to uncover the lexical interference problems.

The qualitative analysis was conducted with a special focus on how the translators' mother tongue has an influence on transferring the meaning of their translation from SL into TL as well as the sources behind the emerging problems.

3.5 Procedures of the Study

To achieve objectives of this study, the researcher adopted the following procedures:

1. surveying and collecting theoretical and empirical studies which are related to the study to identify the problem and be familiar with the topic,

2. setting up the questions and objectives of the study,

3. setting the instrument (translation test) that used for data collection,

4. obtaining the required permission from MEU to conduct the study,

5. concluding the validity and reliability measures of the study instrument,

6. analyzing and presenting the findings of the study, and suggested recommendations,

7. listing references (APA style) and appendices.

Chapter Four: Results

4.0 Introduction

This study aims at exploring the lexical interference problems that English major undergraduate students in Jordanian universities commit when translating texts from Arabic into English as well as the sources of such problems. In this chapter, the respondents of the 50 participants are presented to provide answers to the following research questions:

1-What are the interference lexical problems that undergraduate students majoring in English encounter while translating texts from Arabic into English?

2-What are the reasons of such problems?

The findings of the study were reported as per the categories that the previous literature in applied linguistics, mainly TEFL, considered as triggering lexical interference problems. These categories include collocations, prepositions, synonyms, polysemy, redundancy, idiom and metaphors.

4.1. Results Related to the First Research Question

This section mainly reports the findings of this study as follows: firstly, it clearly shows the general findings regarding the ranking the categories that the test included. Next, it elaborates on the participants' responses according to these categories. However, the translation test aims to deeply explore the potential lexical interference problems that undergraduate students encountered when translating from Arabic into English. A quick quantification of the participants' translations obviously revealed that lexical interference occurred in all categories. The percentages of correct (i.e. lexical transference free) and wrong (i.e. lexical interference occurred) responses are reported in Figure 1.

Polysemy

% of Correct   % of Wrong

رمى   نزل   وضع   فاعل بشيء

synonyms

1   2

الشارع الطويل   فتاة طويلة

Redundancy

% of Correct   % of Wrong

بدون احد   بطبيعتها   الوحه

Collocations

% of Correct   % of Wrong

متعطش للسلطة   عيون ناصعة   طرق وعرة   الكثير من
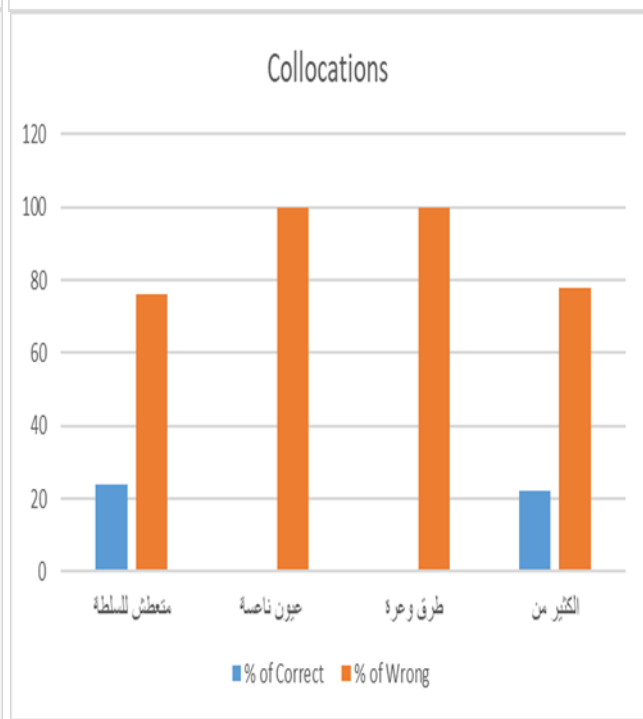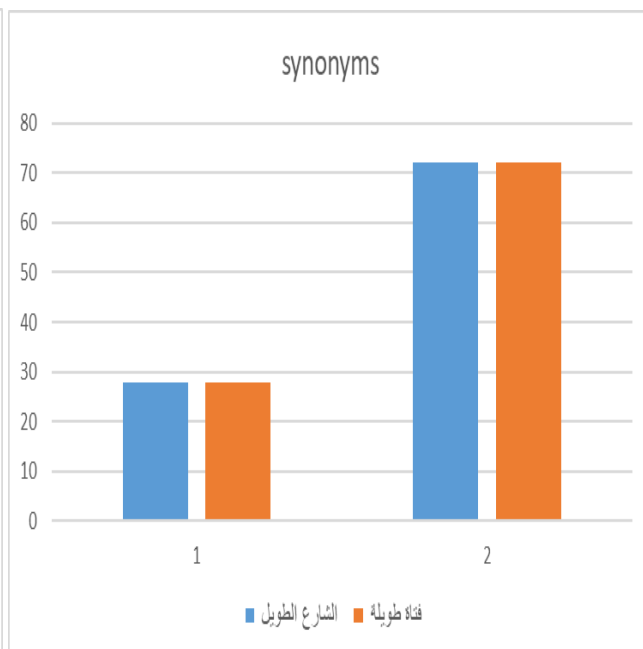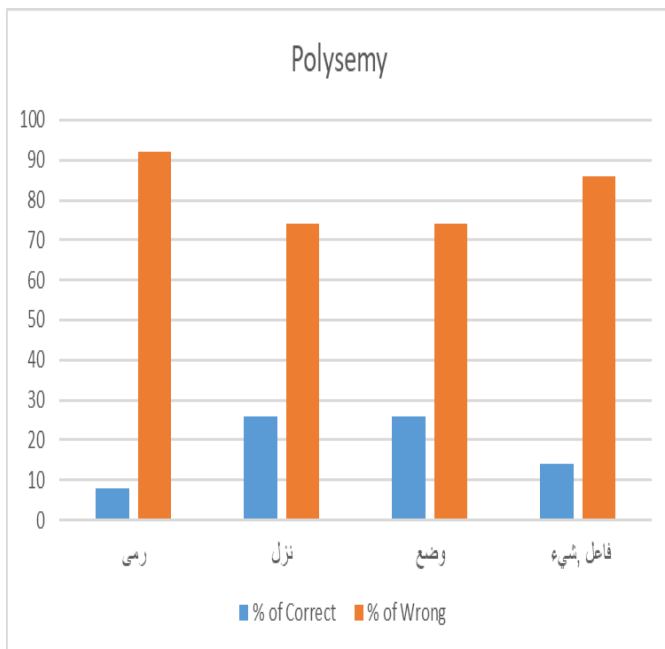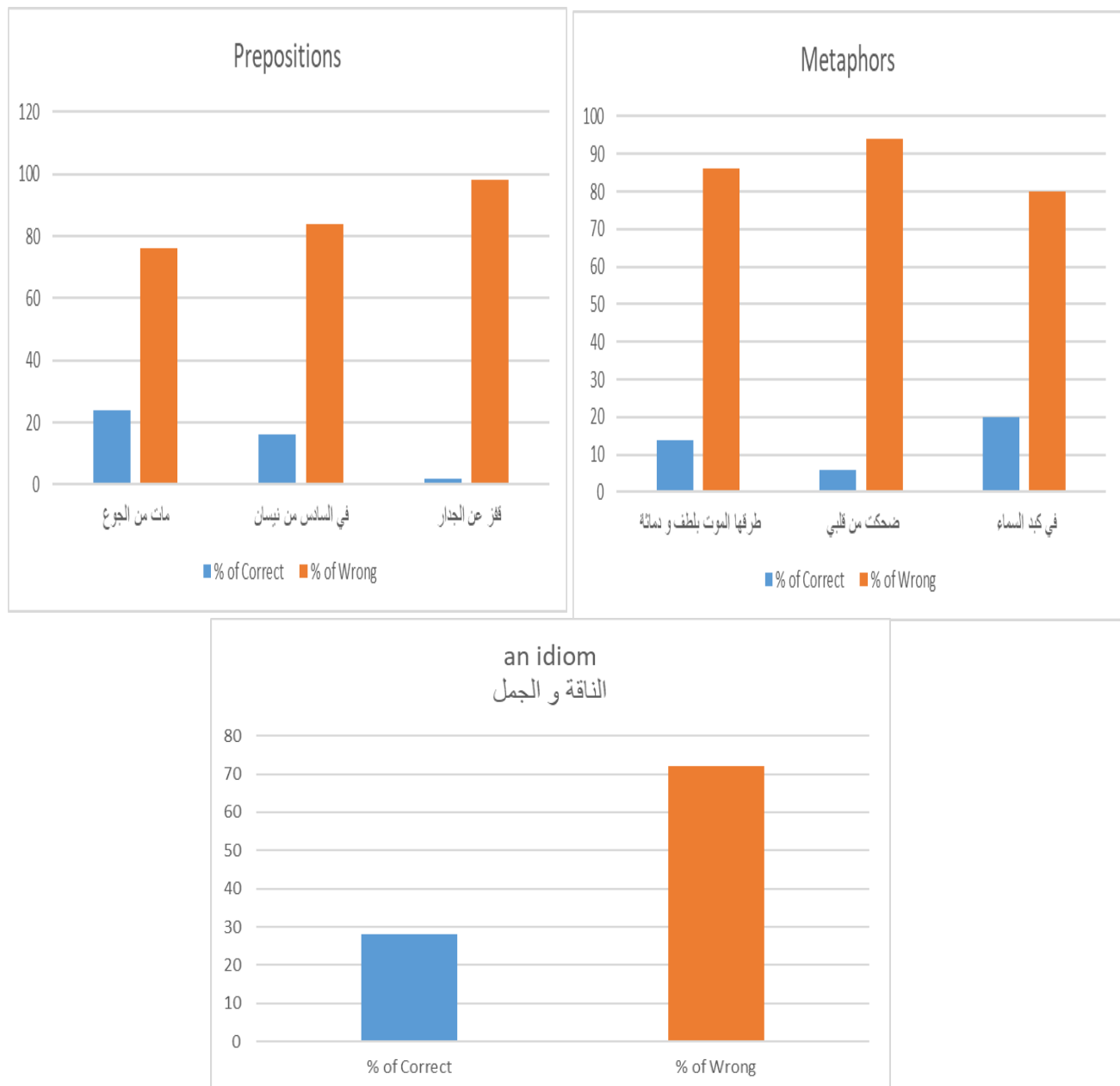
Figure 1. Percentages of correct and wrong (incorrect) responses.

As shown in Figure 1, the collocation category got the least correct responses. Therefore, this

is an obvious indicator that the vast majority of the students encountered problems when

translating collocations. The errors of the respondents were arranged in ascending order as follows an idiom, synonyms, prepositions, redundancy, metaphor, polysemy, collocations.

Clearly, the respondents' error percentages showed the weakness degree of every category. Accordingly, figure 1 is an indicator of the fields where students profoundly encountered the problem of lexical interference the most. Additionally, polysemy got the highest correct responses so this is an indicator that the students encountered the least problems in this category when they transferred ST into TT.

4.1.1 Synonyms

Synonyms can be defined as: ″two or more forms, with very closely meanings which are often, but not always, intersubstitutable in sentences.". The discussion about the idea of synonyms does not mean a "total sameness" of meaning among them, some synonyms occasionally are appropriate in a sentence "but its synonym would be odd.". (Yule,1985, p. 95). Recently, the congruity in sense of meaning between TL and SL raised up to achieve a better meaning. Some students chose the nearest equivalent which offers the same

meaning of TT leading to a wrong choice and wrong meaning of the translated text.

The test presented two items:

1–لقد عبرت الشارع **الطويل**

2– لقد رسمت صورة لفتاة **طويلة** و جميلة

The adjective طويل in the Arabic Language which is" ذو الطول "   (Al Munjid,1986,p. 476) means the description of length of something or someone. However, the word طويلin English has two equivalents which are 'tall' and 'long'. In English, they do not have the same

meaning identically, each one of them has a special meaning. "Tall" means "long from bottom to top" (Merriam-Webster, 2022) and "long " means "extending for a considerable distance"(Merriam-Webster, 2022).

To a considerable extent, students need to be very aware of these differences in meaning. Depending on the meaning of tall and long as mentioned, long is used with non-human whereas tall is used with human beings. In translation, the correct TL equivalent can be chosen according to the meaning of SL within a context since Arabic adjective is used with both human and non-human.

The received translation showed that most of the respondents, conflated between these two adjectives in English translation 'long and tall' as in

1-I crossed the tall road. (72%)

2-I drew a picture of a long beautiful girl. (72%)

As a result, lack of awareness in distinction of synonyms 'meaning between Arabic and English language profoundly causes this lexical interference. On the other hand, some of the respondents provided adequate translations such as:

1. I crossed the long street. (28%)

2. I drew a picture of a tall and beautiful lady. (28%)

4.1.2 Polysemy

Yule (1985) clearly states that polysemy is "one form (written or spoken) that has meanings which are all related by extension" (p. 97). He adds that if a word is polysemous, it has one entry in a dictionary following by different meanings. From this, polysemous words can be defined as one lexeme which carries multiple meanings. Therefore, polysemous words

present different meanings regarding separated situations. Accordingly, every single polysemous word must be "learnt separately in order to be understood." (Mohammad, 2009, p. 3). Polysemy carries metaphorical meaning, therefor it profoundly indicates a lexical ambiguity dimension especially when there are no verbal or non-verbal elements to remove meaning ambiguity and clarify the meaning of the polysemous words; adding non-verbal elements to the target text or verbal elements to interpretations help the receivers of the target language to understand the meaning of the target words through analyzing the relation between the elements and the target words in a context so this helps the target readers to understand the transferred meaning of the target words through the contextual meaning which remove the ambiguity of the target words. The participants made mistakes due to the students' inability to understand the different related meanings that a lexical item may have. Therefore, they misread the meaning in ST and conveyed this wrong understanding to the TT using wrong word choice.

In this study, the translation test included three examples of polysemy. The first example is:

1- رمى صاحبه بالكذب

The word رمى has different meanings in Arabic language such as 'throw', 'accuse', 'aim' and 'hit' but the absolute meaning can be achieved by translating the word within

its contextual meaning. Here the verb رمى means 'to accuse someone' because it contextually matches the word بالكذب; the collocation between these two Arabic words change the denotative meaning of the word " رمى "from "to throw something" to the meaning which is "to accuse someone". Thus, the English equivalent of the Arabic sentence " رمى صاحبه بالكذب"

is: "He accused his friend of lying". The received translation tests showed that the vast majority of the respondents, 92%, used its denotative meaning 'threw away and hit' out of the context or by choosing the first dictionary entry they encountered when they looked it up in the dictionary as in

a- He hit his friend with lies.

b- He threw his friend by lying.

Another possibility is that the students' reliance on the literal translation of the items, which is provided by machine translation services like Google Translate. Some of the respondents, 8% provided adequate translations such as:

He accused his friend of lying.

Another example is:

2-نزل الى البحر

The action verb نزل in fact presents two different meanings in the Arabic language which are 'to descend' and 'to go down'. In this item the word means to go or visit. This multiplication in the meaning of the same word between two different languages emphatically leads to lexical interference due to translating the word out of context or the students' lack of awareness of the SL different meanings. Most of the students 74% committed this error as the following:

He descended to the sea.

Conversely some of the respondents, 26% provided adequate translations such as:

He went down to the sea or he went to the sea.

The third example is:

3– "اني وضعتها انثى"

In Arabic, the verb وضع has the denotative meaning "to put something aside or down" but also has different connotations such as: "to wear something" and "give birth" within different contexts. Many students tend to use the literal meaning of the word which is "to put something aside or down" and this led to wrong meaning transferring due to translate it out of context.

Some students committed errors in transferring the meaning due to lack of knowledge in connotations of the source language word within its original context. The majority 74% committed this error as the following:

I put a baby.

Conversely, some of the respondents, 26 % provided adequate translations such as:

She delivered a female baby.

The fourth example is:

4–" ولا تقولن لشيء إني فاعلٌ ذلك غداً"

This item included two problematic expressions, فاعل and.شيء The word فاعل presents the meaning of someone who does or initiates an action. فاعل was used as "subject" while it does not mean subject in this context. Structurally, فاعل is preceded by إني. In Arabic, it is one of the letters of emphasis that is similar to the actions that presents the meaning of an action and comes before the noun and makes it an action thus the meaning of the word "subject" turned

from its denotative meaning to a new connotation which is "I will do". Unquestionably, the lexical interference here occurred due to literal translation. They rendered the meaning of

فاعل out of the context which greatly causes wrong meaning transferring. Accordingly,

the translator needs to understand the words within a context so easily they can choose the adequate equivalent. Moreover, the translator needs to understand the connotations of SL word within the SL context not to translate it literally using its denotation.

The other word, شيء carries the denotative meaning of "something", but in this item the

adequate translation is "it" or "that".

On one hand, some of the respondents, 14 % provided adequate translations which indicates that some of the students' respondents corresponded to the

official translations of the Qur'an, which means that few of them have looked for an appropriate translation such as:

"Indeed, I will do that tomorrow,"

On the other hand, the majority of the students, 86% literally translated and did not take into consideration the context and the deep meaning instead of the superficial as the following:

Do not say to something, I am the doer of it tomorrow.

4.1.3 Redundancy

Generally speaking, redundancy is an Arabic writing style which repeats some words to strongly emphasize certain ideas whereas this repetition weakens the English language argumentation. Redundancy is defined as: "wordiness […] or unnecessary repetition in expressing ideas" (Shunnaq, 2006, p. 238). This repetition is considered as one of

the problems that not only language learners encountered, but also translators as well. Such a kind of inter lingual interference occurs mainly when the translator copies feature from SL into the TL. The respondents, who fell in the redundancy trap, clearly resorted to 'literal translation' instead of using, for example, communicative equivalents.

In this study, the translation test included three examples of redundancy. The first example:

<div dir="rtl">

1–تسكن منى لوحدها في المنزل **بدونِ أحدٍ.**

</div>

This sentence includes two expressions that give the same information 'لوحدها' and ' بدون أحد'.

While this kind of repetition is unmarked [i.e. usual] in Arabic, it is marked in English. In this case, the students split the sentence into small parts and translate them into small pieces which definitely lead to literal translation and consider as an indicator to the lack of recognizing L2 linguistic features. The received translation test showed that most of the respondents in item 1, 94%, used the words 'without anyone' or 'with no one') as in:

a-Mona lives alone in the house without anyone.

b-Mona lives alone in the house with no one.

In so doing, they were heavily relying on their L1 linguistic knowledge by applying the Arabic style when writing the English sentence. On the other hand, some of the respondents, 8 % provided adequate translations such as:

Mona lives alone.

The second example is

<div dir="rtl">

2– تعتبر المشكلة جادةً **جداً بطبيعتِها**

</div>

The word بطبيعتها splits into two parts; بطبيعة and ها . Transferring the two parts from Arabic into English is considered inadequate because the Arabic letter ها is an essential component of the Arabic word and بطبيعتها and it delivers a meaning of emphasizing but it is redundant in English and it has no meaning in the TL while this repetition seems acceptable in the SL. If the students render بطبيعتها into English as "in nature", this will be meaningful in English.

The majority of the respondents, 90 % used the word 'its nature" to translate the item literally as it is in their mother tongue as the following:

The problem is very serious in its nature.

In addition, some respondents 10% considered the word ها as redundant and tended to omit this part, in parallel some of them intentionally tended to remove the whole Arabic word بطبيعتها which is true too as the following:

a-The problem is very serious.

b-the problem is very serious in nature.

The third example is:

3-ذهب أخي إلى الدوحة

The Participants used the definite article 'the' before proper nouns but this kind of redundant, is not acceptable grammatically in English, Moreover, the use of 'the' before proper nouns emphatically leads to a lexical problem. In English, the definite article 'the' does not come before proper nouns. Murphy stated (2004, p.154) that: "the" is not used "with names of places."

Most of the received translations clearly showed that 76% of the participants used "the" before the proper noun (Doha) because they copied the use of the definite article 'ال'

from their mother tongue to English as the following:

My brother went to the Doha.

Some of the students ,24% translated the item adequately as the following:

My brother went to Doha.

4.1.4 Collocations

Collocations can be defined as: "how words go together, i.e. which words may occur in constructions with which other words" (Larson, 1984, p. 141). A collocation is a lexical relationship between two words. New mark (1988, p. 114-116) defines the collocation's categories as the following: "adjective plus noun", "noun plus noun", and "verb plus object" to form a semantic word, but there are no certain constraints to adequately determine the combination of words. According to Palmer (1986) collocation is: "idiosyncratic", that is, the meaning of the associated words cannot be predictable. Therefore, translators may encounter problems in transferring the meaning of collocations from TL into SL.

In this study, the translation test included 4 examples of collocations, the first example is:

1 –تعلم قوات التحالف أنها تتعامل مع دكتاتور **متعطش للسلطة.**

The students leaned to translate the word combination "متعطش للسلطة" literally as it is in their

mother tongue, they keep the same structure (n+ n) and transferred the meaning of each word

literally and solely. In this case, the students applied word for word translation which

delivered unacceptable meaning of the SL receivers.

Figure 1 clearly shows that the majority of the students,76 % rendered Arabic collocation into English inadequately as the following:

Allied forces know that they are dealing with a power-thirsty dictator.

Conversely, 24% of the students transferred the meaning correctly with no lexical interference problems.

The Allied Nations forces know that they are dealing with a power-hungry dictator.

There is another example of literal translation:

2-**العيون الناعسة** هي الخجولة التي لاخبث فيها ولادهاء ولاغباء ، تعبر عن الإستسلام والرضوخ والطيبة.

In Item 11, the word الناعسةcarries the meaning of being sleepy, but actually in English the used word is totally different which is "heavy". This word is unpredictable for Arab students because it presents a meaning of measurement in their language. Additionally, finding an English equivalence of the Arabic collocation structure (n+ adj.) certainly poses a problem for the students. All the students, 100% used wrong word choice. Clearly, they tended to apply word for word translation. On one hand, the following sentence shows the students' translation:

The sleepy eyes

On the other hand, the adequate L2 equivalent is "heavy eyes" as the following where none of the students transferred it from L1 into the suitable L2 equivalence.

Heavy eyes are shy, in which there is no malice, no stupidity, which expresses surrender, submission and kindness.

A new example of translation Arabic collocation into English:

3-تعتبر هذه السيارة مثالية للقيادة في **الطرق الوعرة.**

The students' goal of translation collocations is finding the adequate equivalence in L2. In this item, the word وعرة exactly describes the road which is unpaved and full of digs.

In this regard, it is easy to maintain the same structure (noun + adjective) and translated it literally from ST into TT, the students tended to use the nearest synonymous collocation to the meaning of L1 but this does not mean that the transferred meaning was acceptable or it presented the tended meaning. Noticeably, the adequate equivalence in TL is heavy roads and no matching in meaning between the two words heavy (TL) and وعرة(SL).

All the students, 100% used wrong word choice because they really employed the synonymous equivalent of each word solely which superficially appeared as if it delivered the tended meaning as the following:

This car is considered ideal for driving in bumpy roads/ off-roads /tough roads.

Conversely, none of the students rendered the meaning correctly as the following:

This car is ideal for heavy roads.

One more item clearly showed the lexical interference in translation Arabic collocations into English:

4- إنه فتى مشاغب دائما يقوم **بعمل الكثير من الأخطاء.**

The word الاخطاء in Arabic collocates with "يعمل" which means 'do' or 'make' in English. This seemed to create a problem for the majority of the participants (78%) as the

word 'mistake' collocates with make in English. Therefore, the participants tended to use the verb 'do' under the influence of their L1.

He is a naughty boy he always does many mistakes.

Only 22% of them rendered it correctly by using the verb 'make' as in

He is a naughty boy; he always makes a lot of mistakes.

4.1.5 Prepositions

There are many differences in using prepositions between Arabic and English. The prepositions of English pose problems for the speakers of Arabic if the speakers of Arabic are not familiar with the meanings of English prepositions. Regarding to the Arabic –English lexical interference, it is seldom that a student can find "a one-to-one correspondence between English and Arabic. An Arabic preposition may be translated by several English prepositions while an English usage may have several Arabic translations." (Hamdallah, Tushyeh,1993, p. 186). Furthermore, some adverbs in Arabic language are used as prepositions; such as: khalfa (behind), *amam* (in front), bayna (between). As result, not every Arabic and English preposition has a definite equivalence in meaning. Therefore, students who made lexical errors lean to use wrong substitution.

The test includes three items of prepositions. The first example is:

1-قفز الشاب عن الجدار

Some students' translation included wrong substitution; the weakness of Arabic linguistic ability is a result of using slang in daily life spoken language instead of formal or written. Arab students understood the meaning of prepositions in a wrong way. Therefore,

misunderstanding of Arabic prepositions lead to wrong word choice. In slang, they use على

الجدار but in formal they use عن so they overlap between the meanings of these two

prepositions which lead to use a wrong substitution in TL which is 'on'.

The results of figure 1 pointed out that most of the students' answers 98 % indicated that

Arabic –English lexical interference occurred as the following:

 The young man jumped on /off the wall.

Additionally, some students, 2% achieved the adequate translation in the received answers

as the following:

The young man jumped over the wall.

One more example stated the problem of this study:

2- لقد ظن الجيران أن زوجي **ماتَ من الجوعِ** لكنهم لا يعرفون أنه كان بخيلاً جداً.

The second item showed that من literally translated into 'from' where as the correct

substitution is 'of'.

The received responses showed that most of the students 76% committed wrong substitution

as in the following:

 died from hunger

The received responses showed that some of the students 24 % translated the item

correctly as the following:

died of hunger

Another example is:

3-في السادس من نيسان عام 1985

The complexity or ambiguity in conducting a date structurally and lexically in English language poses a deadly serious problem for the students. Therefore, the students tended to translate the date literally in order to maintain the lexical meaning. Accordingly, the students overlapped between in and on prepositions, they used in to transfer the meaning instead of on because on does not make sense in meaning depending on their mother tongue but the meaning of in is makes sense to them so they do not know there is a special way of conducting a date in English structurally and lexically, therefore they tended to conduct it the same in their mother tongue

 The percentage of the students who translated the item incorrectly is 84   %, this means most of them committed this error:

 in the 6th April 1985

Furthermore, some students translated the item correctly is 16% as the following:

On April, 6

4.1.6 Metaphors

In all languages, metaphors definitely present an aesthetic part of the language and they also present a figurative meaning. They have "inherent second-order nature, a metaphor can only be recognized as such precisely because of its contrast with non-metaphorical expressions." (Taverniers,2006, p. 9). The figurative meaning and the literal meaning of the metaphor poses a serious problem in translation. The tension occurred between transferred meaning on one hand and a literal meaning on the other hand.

The translation test presented three examples of metaphors. The first item is:

<div dir="rtl">

1-لما حتم القضاء **طرقها** الموت بلطفٍ و دماثة.

</div>

Originally, the word طرقها means to pass. The students understood it incorrectly within the context of their mother tongue. Therefore, they transferred the meaning using a wrong word choice. The students translated it using the superficial meaning which is someone who hits someone or something on one hand as the following:

The death hits her gently.

The students understood the figurative meaning of the metaphor but they chose wrong word substitution in TL which causes lost in the meaning of the metaphor as the following:

The death took her gently.

As shown in figure 1, most of students 86% who committed the lexical errors in translation the targeted item as clarified above.

While some students, 14 % recognized the meaning of the word within the Arabic context (ST) adequately they translated it as the following:

When destiny called she died peacefully.

One more example shows lexical interference.

<div dir="rtl">

2-كنت أستمع إلى حديث طفلين حول مغامراتهما في المدرسة **فضحكتُ من قلبي** لبراءة الأطفال.

</div>

This is an obvious example of overlapping between grammatical metaphors and lexical metaphors. In fact, this expression profoundly carries meaning of joys or entertainment which shows heartily laugh. The students here seek to maintain the structure in order to transfer the tended meaning, they translated it literally following the Arabic structure, by contrast

the meaning transferred inadequately because they ignored the lexical metaphoric part of Arabic phrase.

94 % of the respondents translated it literally as the following:

Laughed from my heart

Some of the students transferring the lexical meaning of the metaphor adequately,

6 % as the following:

I was listening to two kids talking about their adventures at school, and I laughed heartily at the innocence of the kids.

The third example is:

3-عندما تكون الشمس **في كبد السماء** ينتهي وقت صلاة الضحى.

The students did not understand the figurative meaning of the metaphor in their original language so the students rendered the meaning inadequately by resorting to one for one translation.

Most of the students, 80 % rendered the meaning using literal translation as the following:

When the sun rises in the liver of the sky

Some of the students translated the text adequately, 20% as the following:

a-When the sun rises in the middle of the sky.

b-Just before the sun passes its zenith.

4.1.7 Idioms

Idioms are a lexical group which divided into two parts: opaque and transparent.

Opaque idioms mean that idioms which cannot be translated literally. In contrast, transparent idioms which have literal equivalent in L2. (Saberian, & Fotovatnia, 2011)

The last example of lexical interference in the test which occurred in idioms.

1-لا ناقة لي فيها و لا جمل

On one hand, the literal meaning of this idiom is that someone has no female and male camels. On the other hand, the figurative meaning is to be personally involved in or affected by something; a phrase said when one is not invested or affected by the outcome of something. Therefore, the students did not transfer the meaning adequately using its figurative meaning and some students leaned to translate it literally. Thus, the correct English equivalence is 'I have nothing to do with it.'

The received translation showed that most of the respondents, 72%, rendered the meaning literally and used the word 'camel' as the following:

I have no camel in it or no camel.

As shown in figure1, some of the respondents, 28% provided the adequate meaning of the idiom as the following:

I have nothing to do with it.

4.2 Results Related to the Second Research Question

This part clearly shows the sources of the students' lexical interference problems according to the above analysis of the students' respondents in the translation test.

2- What are the sources of such problems?

The students translated the lexical items in the test from Arabic (SL) into English (TL) then they send the answers via email to the researcher. In so doing, the researcher analyzed the answers as mentioned above. In addition, the results were shown in figure 1 and they indicated some sources of lexical interference when students translated the Arabic texts into English.

As exposed in the previous problems discussion, the results show that the students tend to commit lexical errors in the translation process from ST into TT due to carelessness. Carelessness is a pedagogical reason characterizing someone's personality. It does not indicate lack of knowledge because some students have the knowledge of translation but it is an indicator for someone's ability to work hardly on his tasks or the motivation towards achieving goals or learning new things. Therefore, the students do not exert effort to look for adequate equivalences for the target items. In some cases of carelessness, some students read the word meaning from the dictionary but they pick the first entry in a dictionary without paying attention to the adequacy of this word within TL. In this case, the students should look for the adequate word combination as in the case of collocation or read all word meaning entries in the dictionary then choose the correct entry.

Regarding the reasons of the lexical interference, the results clearly indicated that the students, who committed errors, tended to use translation machines such as google or

machines dictionaries or any other sources. In this concern, the students chose the shortest and the fastest way to find the target equivalences but it did not render the meaning of the translation adequately. Basically, the machine translation depends on word for word translation which is known as literal translation. As well, the students preferred to use machine translation instead of looking a text meaning focusing on cultural and contextual aspects as in the case of the collocation. In this item, " عيون ناعسة," they rendered ناعسه as sleepy which is not the adequate translation. Moreover, in this part, the results indicated that literal meaning of translation is a dominate mistake in the students' test analysis using translation machines. Word for word translation transfers the meaning of every single word out of a context in which called literal translation approach. The disadvantages of this approach that translates each word as an independent unit which does not transfer the intended meaning in TL as illustrated in this item of the metaphor category, لا ناقة لي فيها و " لا جمل ".

Many students tended to use literal translation or word for word translation which transferred a different meaning of the original text as the following:

I have no male or female camels

The meaning of ST is that when one is not invested or affected by the outcome of something. While the translated sentence into the target language carries the meaning of owning a kind of animal. In this case, the student should determine the suitable translation approach such as communicative approach then render the ST into TT.

As the results showed the students' lack of knowledge of L1 and L2 that describes the weakness of the students in their mother tongue and the second language they learnt.

On one hand, native speakers of Arabic can speak their language fluently but they cannot easily write or understand the standard language that is SL of this study. The spoken language is a daily life language. It seems familiar to the speakers due to high daily frequency and it does not follow certain rules of grammar whereas standard language is the opposite of the spoken language. It follows certain rules of grammar and has unfamiliar words and expressions for the native speakers due to the limitation of frequent daily usage.

On the other hand, speakers of Arabic don not read different texts frequently to profoundly enrich their Arabic linguistic competence with variant vocabulary and expressions which causes lack of Arabic vocabulary and expressions. This can be considered as another reason for the lack of L1 knowledge. It all illustrated in different categories such as this metaphoric item," طرقها الموت " and the other lexical item," عن الجدار" in prepositions category, it occurred due to the unfamiliarity of the lexical meaning of عن, طرقها in their mother tongue. In metaphor, the students lack of Arabic vocabulary causes lack of recognizing the meaning of the word طرقها in its original text due to students' unfamiliarity with this standard Arabic word. In addition, in prepositions category, the item عن the students did not recognize the preposition meaning in Arabic and they transferred the meaning into L2 as they use it in colloquial Arabic.

On the other hand, some students chose the wrong word choice in rendering ST into TT. This happens due to lack of L2 vocabulary. Additionally, students do not read regularly books in the target language because reading skill contributes in providing

the students' linguistic competence and cultural knowledge. As in this lexical item, طرقها

الموت, one of the respondents recognized the intended meaning of the mother tongue but due

to lack of L2 vocabulary, a wrong word choice was used that was "the death took her",

whereas the adequate equivalence is "she died"; another example is the collocation "العيون

والناعسة" is used commonly in the old Arabic literature, thus the students rarely translated it

adequately due to lack of reading in different genres.

Referring to figure 1 another factor appeared that the students did not know how to use a dictionary. Undoubtedly, dictionaries provide second language learners with all L1 and L2 vocabulary. Moreover, there are specialized dictionaries in certain topic such as collocation, synonyms, medical, and laws terms and more. But some second language learners do not know the usage of a dictionary. Even they do not know that there are specialized dictionaries to translate special terms or certain linguistics. The problem is that some students tend to use a dictionary to find a meaning of a word, they choose the first entry of a word meaning, while there are many entries for one lexeme.

Chapter Five: Discussion, Conclusions, and Recommendations

5.0 Introduction

This chapter mainly provides a summary and a simple discussion of the results in the light of previous studies in the line with the researcher's opinion. Moreover, it includes the recommendations of the researcher to conduct for future studies.

5.1 Discussion of the Results of Question One

This part presents a summary of results of question one in the light of the researcher analysis.

1. What are the interference lexical problems that undergraduate students majoring in English encounter while translating texts from Arabic into English?

The problems that the students encountered when translate from Arabic into English are categorized within seven categories that are collocation, synonyms, polysemy, metaphor, redundancy, prepositions and idioms.

The results of the analysis showed that 74% of lexical interference in synonyms occurred in the received translation. Some students chose the nearest equivalent which offers the same meaning of ST, leading to a wrong choice and wrong meaning of the translated text. As such, the students rendered the meaning of the word طويل from Arabic into English without paying attention to the distinctive meaning of them in the target language. In this regard, Diab (1996) stated that the majority of mistakes were made when students thought Arabic and English were comparable, but less mistakes were made when there were evident differences between the two languages.

Regarding figure 1, Polysemy generally presents different connotations for the same word in different texts. Some students relied on the denotative meaning of a word to translate the word from SL into TL regardless the text. Therefore, they transferred the meaning in a wrong way. The word " رمى " has different connotations in different texts. The students chose one of these meanings without consideration the connotative meaning of the word within the context. This misunderstanding the contextual meaning of a word within a context lead to lose in the transferred meaning from SL into TL. This finding matches and goes along with Muhammad's finding (2019). He investigated polysemy in translation decontextualized sentences. He found that the translator depended on "central or core" meanings of the polysemous words regardless of other associated meanings or "meaning variants". (Muhammad, 2019, p. 1014). Regardless the contextual meaning, the translators failed in transferring the adequate translation

Depending on the results of redundancy, the students repeated words in the target text which were meaningless. Actually, this lexical feature is part of the Arabic linguistics and the students applied this feature on TT in the English language. Emphatically, this overlap between the linguistic feature of Arabic and English languages led the students to copy the word "بطبيعتها" as its nature as a result they translate it literally. This result corresponds the findings of Galvao (2019) who found the respondents' reliance on literal translation create interference problems which in turn more or less distort the meaning of the ST.

As it can be shown in the analysis of the results of collocation in figure 1, the students recognized collocations as free word combinations in transferring the meaning. They separated the building structure of the collocation into single separated words then they

transferred the meaning of them which normally led to literal translation while the meaning of collocation goes together. Apparently, "الطرق الوعرة" mean roads where are full of digs but separately every word presented a different meaning therefore the equivalence in TL was unexpected "heavy roads". Noticeably, the student translated it as they acquired its meaning in Arabic which causes copying the Arabic lexical meaning and structure to English which considers thinking Arabic translation. They heavily tended to think of a one-to-one correspondence while finding a direct equivalence is unreal because the collocations present figurative meaning. These results match 's Harhash (2019) findings that: "It requires an accurate understanding and awareness of their basic function in the ST'' (p.1016) due to cultural and religious differences between Arabic and English. It is difficult to find the same equivalence so rendering an adequate equivalence, students should reproduce the collocations in a different culture and style than the SL. "Many Arabic collocations are translated and reproduced in the English version using different structures and different styles." (Harhash,2019, p.1014)

As result of the students' test analysis, the students resorted to look for one to one equivalence whereas English and Arabic prepositions are variant also they are different in use and usage. As in the items, " مات من الجوع" the students relied on their mother tongue to transfer the meaning regardless the distinction between the two languages .Therefore, the students rendered the meaning of the preposition literally as "died from hunger" .They also rendered the meaning of عن using wrong substitution because they misinterpreted in the Arabic language .As a result, the students transferring the meaning using wrong word choices due to the influence of L1 which causes this lexical interference. This result goes with Satti

Hamad and Yassin s' findings (2015) in which they investigated lexical errors and their great impact on university students' writings. They found that the lexical errors that occurred due to the influence of the mother tongue on their L2 writing. According to the findings, the errors in fact were characterized as: word choice, transliteration, omission, misspelling, and redundancy.

Regarding the discussed lexical problems in metaphor previously, the students lost transferring the figurative meaning of metaphors. Unquestionably, they rendered the meaning literally. Obviously, they did not comprehend its figurative meaning within the Arabic context. Therefore, they tended to translate every word literally and separately as in the case of "في كبد السماء", they rendered the meaning as in the liver of the sky whereas this is no liver of the sky, it is a figurative meaning of the "middle of the sky". These findings agreed with Galvao (2019). The researcher found that the phenomena happen due to literal translation and lack of fluency when translate from ST into TT. Additionally, the results go with Shalaby, et al.'s findings (2009). Lexical error research has been carried out due to direct or literal translation from SL.

5.2 Discussion of the Results of Question Two

This part summarizes lexical interference sources which discussed previously in chapter 4 question.

2. What are the reasons of such problems?

In the light of the previous discussion and the researcher test analysis as shown in figure 1, the researcher conducted sources of lexical interference as the following:

The first source certainly includes carelessness. Students heavily relied on their linguistic competence to translate the test either if their word choices rendered the meaning or it did not. This low self-motivation led to lexical problem because they did not lean to make efforts in searching for adequate English equivalence. Actually, carelessness causes larger problems as it prevents a person from learning new knowledge in the English major generally and in applied translation specifically. Thus, this causes poor linguistic competence in English. Pedagogically, a self-motivation cannot   be created by an external effect, it is part of someone's personality. Additionally, carelessness are sources which describe learners' motivation towards working hard to achieve an adequate translation by a communicative approach. This approach works on meaning of the words must communicate the real meaning of ST as Newmark (1988) stated. This source goes with Harhash' findings as he stated that: "Carelessness in the part of the translator about the context or the function of collocation in certain situations" (Harhash,2019, p.1014). He found that carelessness is a big problem which prevents translators from transferring the

adequate translation especially translation it is not an easy task; it needs high effort to render the adequate meaning.

Depending on the results of figure 1 which indicated another source that is translation machines. Translation machines lead to literal or word for word translation. The literal approach deeply renders the TL meaning out of the context which causes wrong word choices and definitely it transfers the meaning of SL into SL in a wrong way. This result agrees with Shalaby, et all. 's findings (2009). They conducted a research about the ability of first-year

students in translation. They found that they follow direct translation from ST into TT due to that they made lexical errors.

Moreover, the results indicated that misuse of dictionaries as the third reason of lexical interference. The students did not use Arabic-English or Arabic-Arabic dictionaries to help them render the adequate meaning of single words where needed as in the case of polysemy. The students resorted to guess the meaning of a word out of context. Therefore, the students tended to translate some terms, concepts and expressions literally or word for word translation, so they copied the meaning of SL into TL. In some cases, the students could have resorted to specialized dictionaries to find the adequate equivalence of the TL. Also specialized dictionaries provide students with translated technical terms and expressions such as collocations, synonyms. They also lack the skills required to deal with dictionaries. That is, they did not know which dictionary entry to use, so they tended to choose the first entry of a lexeme regardless of its accuracy. These findings correspond with Dweik's (2013) findings that the students misapplied dictionaries in their search for appropriate definitions for the words.

Regarding the problem results, the fourth source is lack of linguistic awareness of L1 and L2. Lack of knowledge of L1 is apparently due to students' weakness in the mother tongue. They prefer to use colloquial language which is the spoken language rather than using standard Arabic. Colloquial is easier than standard where it does not follow any grammatical rule. This reduces the students' linguistic competence including the vocabulary. Moreover, they did not read a lot that reading skill is a receiver skill, it helps speakers of Arabic to gain new word and expression and recognize the meaning of them within a context. Additionally, the students do not read frequently as a daily habit. Regular reading in different texts provides

speaker of Arabic with new vocabulary and expressions as result, it can enrich and expand their linguistic competence and horizon by reading in different genres. As shown in the following metaphoric item: ",لا ناقة لي فيها و لا جمل" "the students did not recognize the figurative meaning in their mother tongue, they tended to transfer the meaning literally.

Additionally, the lack of L2 linguistic knowledge includes lack of L2 vocabulary and translation procedures. Obviously, in this item "ضحكت من قلبها" due to lack of L2 linguistic awareness, they did not recognize the adequate L2 equivalence which is originally existence in English that is "I laughed heartily". The students translated it literally where as it has an equivalence which is structurally and lexically different.

Furthermore, students do not read variant genres as a habit, they enrich their vocabulary competence through the school curriculums and they consider the only sources of providing the students their L2 vocabulary. As a result, their vocabulary competence is limited of what they learnt. These findings match Bloem, et al. 's findings (2004). They conducted research of semantic interference on word level. He found that students who are native speakers of a language and involved in English (L2), they are highly affected by their L1 in translation into L2. The results also agreed with Harhash's findings (2019). He found that misreading or misinterpretation of a lexical item in Arabic (L1) led to: "failing to conceive the intended meaning." (Harhash, 2019, p. 1014).

5.3 The Conclusion

The thesis sought to explore the lexical interference problems that English major undergraduate students in Jordanian universities may commit when translating Arabic texts into English. Additionally, it was an attempt to investigate the reasons of such problems. The study also identified lexical interference and discussed it in the light of translation.

In the light of the results, the lexical errors were categorized within seven categories which are polysemy, synonyms, collocations, metaphors, redundancy, idiom and prepositions. The results also showed different error percentages. Depending on the error percentages in each category, the errors of the respondents were arranged in ascending order as follows an idiom, synonyms, prepositions, redundancy, metaphor, polysemy, collocations.

Additionally, the results showed that the students committed lexical interference due to determining sources include students' lack of L1 and L2 awareness including lack of L2 vocabulary, misuse of dictionaries, using translation machines and carelessness.

5.4 Recommendations

The thesis sheds light on the errors that students committed due to lexical interference when translating Arabic into English. Based on the results of the analysis and the discussion, the following are recommended:

1. University students learn more specialized applied linguistics and skills courses especially advanced translation courses.

2. Administrations of schools and universities prepare special intensive reading skill programs for school students and pre-graduated students.

3. The instructors at Jordanian universities conduct a proficiency test for the students who apply to study applied translation at the university which measure the capability of the four skills in English and Arabic languages.

4. An efficiency exam holds for the students coming to graduate from translation programs.

5.5 Suggestions for Future Research

The limitations of this study opens up doors for future research. This thesis suggests conducting future research using different sampling techniques and instruments. Researchers can also focus on different interference issues such as grammatical interference in different universities in order to compare the results.

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Appendix A

Test Validation Committee

Name	Specialization	Affiliation
Prof. Bader Dweik	Translation and Linguistics	Emeritus Professor
Prof. Suleiman Al -Abbas	Translation and Linguistics	Arab Open University
Dr Mahmoud Al -Salman	Applied Linguistics	Petra University
Dr Abdalkareem Al-Labbabneh	Translation	Middle East University
Dr Nasaybah Awajan	English Literature	Middle East University

Appendix B

The Validation Letter

Dear Professor,

I am Aseel Ziad Hudaib, a graduate student at the Department of English language and literature, the Middle East University, Amman – Jordan. I am conducting the study titled "**Lexical Interference Problems that English Undergraduate Students Majoring in English Encounter when Translating Arabic Texts into English**", as a partial requirement for obtaining the Masters' degree in English language and literature.

As an expert in the field, you are kindly requested to review this translation test by commenting on the suitability of the test in terms of its form and content in order to make sure that this test suits the objectives of the study. The aim of this study is to explore the lexical interference problems that undergraduate students in Jordanian universities encounter when translating different from Arabic into English. Additionally, it is an attempt to explore the sources of such problems. This test consists of 20 items collected from various resources including but not limited to applied linguistics and translation research.

I would like to express my gratitude in advance for your time and the efforts excreted in contributing to this academic work.

Thanks in advance,

The Researcher

Appendix C

The Translation Test

Dear participant,

I am Aseel Ziad Hudaib, a graduate student at the Department of English language and literature, at the Middle East University, Amman – Jordan. I am conducting the study titled "**Lexical Interference Problems that English Undergraduate Students Majoring in English Encounter when Translating Arabic Texts into English**", as a partial requirement for obtaining the Masters' degree in English language and literature.

You are kindly requested to answer this translation test by translating 20 sentences from Arabic into English. **Your name and personal details will not be used in the thesis. Your acceptance to take part in this study will be in the form of taking the test.**

I would like to express my gratitude in advance for your time and the efforts excreted in contributing to this academic work.

Thanks in advance,

A) Answer these questions:

1. What is your gender?   (a)male   (b) female

2. What are your nationality/nationalities?

3. How many years did you live in an English country?

4. What are the languages you can speak?

B) Translate the sentences from Arabic into English.

1-لقدعبرت **الشارع الطويل.**

……………………………………………………………………………

2-لقد رسمت صورة لفتاة **طويلة** وجميلة.

……………………………………………………………………………

3-رَمى صاحبهُ بالكذب.

……………………………………………………………………………

4 –   **نزل** الأولاد إلى البحر و لعبوا ألعاباً مسلية.

……………………………………………………………………………

5-"إني **وضعتها** انثى"

……………………………………………………………………………

6 –" ولا تقولن **لشيء** إني **فاعلٌ** ذلك غداً"

……………………………………………………………………………

7-تسكن منى لوحدها في المنزل **بدونِ أحدٍ.**

……………………………………………………………………………

8-تعتبر المشكلة جادةً جداً **بطبيعتها** .

……………………………………………………………………………

9-ذهب أخي إلى **الدوحة.**

……………………………………………………………………………

10-تعلم قوات التحالف أنها تتعامل مع دكتاتور **متعطش للسلطة.**

....

11-**العيون الناعسة** هي الخجولة التي لاخبث فيها ولادهاء ولاغباء ، تعبر عن الإستسلام والرضوخ والطيبة.

....

12-تعتبر هذه السيارة مثالية للقيادة في **الطرق الوعرة.**

....

13-إنه فتى مشاغب دائما يقوم **بعمل الكثير من الأخطاء .**

....

14-لقد ظن الجيران أن زوجي **ماتَ من الجوعِ** لكنهم لا يعرفون أنه كان بخيلاً جداً.

....

15- **في السادس من ابريل عام 1985** قام الشعب السوداني بإطاحة الرئيس جعفر النيمري

....

16 -قفز الشاب **عن الجدار**

....

17-لما حتم القضاء **طرقها الموت** بلطفٍ و دماثة.

....

18-كنت أستمع إلى حديث طفلين حول مغامراتهما في المدرسة **فضحكتُ من قلبي** لبراءة ألاطفال.

....

19- عندما تشرق الشمس **في كبد السماء** ينتهي وقت صلاة الضحى

....

20- **لا ناقة لي في الأمر و لا جمل.**

....