

# Translating Yemeni constitution: Insights into Difficulties of Translating Legal Terminology from Arabic to English

ترجمة الدستور اليمني: نظرة على صعوبات ترجمة المصطلحات القانونية من العربية إلى الانجليزية

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## Abstract

The present study is designed to investigate the difficulties the translation students in Yemeni Universities face when translating legal terminology from Arabic into English. Twelve articles from the Yemeni constitution were chosen to accomplish the study's goals. To examine and define the issue, a combination of qualitative and quantitative methodology, represented by a translation test and questionnaire, was utilized. The study sample included 57 senior undergraduate Yemeni students affiliated to two Yemeni universities translation program, during the second semester of the academic year 2022//2023. The results revealed that Yemeni translation students faced various difficulties such as syntactic, cultural, textual and lexical difficulties which vary in terms of formal functionality and formative communicability. The results also revealed that the major factors of students' lexical difficulties are related to the students' lack of legal knowledge

and culture, students' linguistic competency, type of the legal text, and learning inputs. To help students overcome such difficulties the researchers suggested some recommendations. Teaching translation in context, linguistically for instilling usage of lexical relations such as homonymy and polysemy, and socially by grabbing students' attention to the formative and communicative function of language in the text. Students should be provided with extensive tasks of revising and editing various legal texts translations, extensive exposure to legal text nature, system and culture. materials focus on complex and compound structures of legal language. Organizing a training program in legal translation is also necessary for them.

## Keywords:

formal functionality, formative communicability legal translation difficulties, Yemeni constitution,

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### ملخص البحث

اللغوية، ونوع النص القانوني، ومدخلات التعلم. لمساعدة الطلاب على التغلب على مثل هذه الصعوبات اقترح الباحثان بعض التوصيات. مثل تدريس الترجمة في السياق اللغوي لغرض استخدام العلاقات المعجمية مثل التماثل وتعدد المعاني اجتماعياً من خلال جذب انتباه الطلاب إلى الوظيفة التكوينية والتواصلية للغة في النص. ينبغي كذلك تزويد الطلاب بمهام واسعة النطاق لمراجعة وتحليل وترجمات النصوص القانونية المختلفة، التعرض المكثف لطبيعة النص القانوني ونظامه وإطاره الثقافي. وأن تركز المواد على الهياكل المعقدة والمركبة للغة القانونية. ومن الضروري أيضاً تنظيم برنامج تدريبي في الترجمة القانونية.

#### الكلمات المفتاحية:

المطلحات الفنية العامة - صعوبات معجمية ونحوية وثقافية - صعوبات الترجمة القانونية - رسمية الوظيفة الدلالية - تخاطبية التكوين الدلالي

تعتمد الدراسة الحالية استقصاء الصعوبات التي يواجهها طلاب الترجمة اليمنيين عند ترجمة المصطلحات القانونية من العربية إلى الانجليزية. لتحقيق أهداف الدراسة تم اختيار اثنتي عشرة مادة من الدستور اليمني ولغرض الشرح والتوضيح للموضوع أكثر تم استخدام مزيج من المنهجية الكمية والنوعية، ممثلة في اختبار الترجمة والاستبيان. اشتملت عينة الدراسة على 57 طالباً يمينياً من طلاب الجامعة المنتسبين لبرنامج الترجمة بجامعة يمينيتين، خلال الفصل الدراسي الثاني من العام الدراسي 2023/2022. أظهرت النتائج أن الصعوبات التي يواجهها طلاب الترجمة اليمنيين متنوعة وهي: نحوية ثقافية وصعوبات متعلقة بالنص وصعوبات معجمية من حيث رسمية الوظيفة الدلالية وتخاطبية التكوين الدلالي. كشفت النتائج أيضاً أن العوامل الرئيسية للصعوبات المعجمية التي يواجهها الطلاب مرتبطة بنقص المعرفة والثقافة لدى الطلاب، وكفاءة الطلاب

### Introduction

Unlike other types of translation, legal translation is bound by its jargons, culture, terminology and technicalities that contribute to text meaning. Sarcevic (1997) pointed out that the process involves decoding and encoding from one legal system into another—from the source legal system into the target legal system, rather than merely transcoding the source language (SL) into the target language (TL). She added "It is important to be familiar with SL and TL culture and legal understanding". In addition, legal translation is highly sensitive because it involves a high degree of awareness, and any errors might be fatal in term of inconsistent message in the target

language (TL) , and therefore, misunderstanding or ambiguity (Nida, 1964, ALFarahaty, 2016). Consequently, it is crucial that a legal translator should fundamentally grasp legal knowledge, culture and language as well as the type of legal text (official instruction, personal document, contract, an agreement, an international organizational legislation, a constitution, court proceedings, etc) before venturing on legal translation. The translator's familiarity with the SL and TL systems, as well as with linguistic and cultural variations that are likely to determine how difficult it is to render the legal text. Therefore, investigating the difficulties of translating the constitution as an important special legal document could be an interesting topic and worth researching.

## **1. Statement of the Problem**

Legal translation is lexically particular and culturally constrained, despite its straightforward stylistics. If the difference between the SL and TL is substantial, as it is between English and Arabic, translation will be considerably more challenging. El-Farahaty (2016,) draws attention to the fact that Arabic is a member of the Semitic languages family, whereas English is a member of the Indo-European languages family. Additionally, translating legal materials calls for very strong interlingual knowledge of the system, culture, and style of the legal text in addition to linguistic proficiency. On the basis of this, Yemeni junior translators, especially translation students, are likely to experience various challenges when translating legal texts, particularly the Yemeni Constitution, from Arabic into English in terms of formal functionality and formative communicability. Most junior Yemeni translators find it difficult to translate legal texts effectively in terms of lexical proficiency and communicative performance due to the cultural differences between the Arabic and English legal systems. Lexico-semantic problematics have been reported more frequently by senior Yemeni translation students. This is in concord with Alcaraz and Hughes (2002) that legal translation has its language or 'legalese

The current study intends to analyze the difficulties faced by Yemeni university translation students when translating the Yemeni Constitution from Arabic into English. It also attempts to identify the reasons behind these difficulties and offer some remedies.

## 2. Questions of the Study

To restate the research problem, this study poses three questions:

1. What are the major difficulties facing Yemeni university translation students in translating legal texts from Arabic into English? What are the reasons behind the occurrence of these difficulties?
2. How can this study help Yemeni university translation students to overcome such difficulties?

## 3. Objectives of the Study

The study aims to:

1. Identify the major difficulties facing Yemeni translation students in translating the constitution from Arabic into English,
2. Examine the reasons that cause the prevalence of these difficulties; and
3. Provide remedial solutions to overcome these difficulties in the future.

## 4. Significance of the Study

The importance of the present study stems from the importance of translating legal texts such as constitutions. Translating specific legal texts such as constitution has received little attention by the researchers. A very few studies have investigated the legal translation difficulties. All these studies indicate that there are real difficulties in translating Yemeni legal documents. Khorshofah (2008) mentioned that the translation of Yemeni- Arabic legal documents into English is highly problematic. The Jordanian researcher Elayyan (2010, p.70) supposed that “the findings of her study indicated that undergraduate students face different problems in translating legal texts, such as semantic, syntactic and stylistic”.

Therefore, this study is a new one since it deals with the translation difficulties which are encountered by Yemeni Senior Students when translating the constitution. In addition it identifies the reasons behind these difficulties. It is also an attempt to present some solutions that may help the learners with their translation tasks.

This study could be an addition to the body of knowledge in legal translation. It can be valuable to the students of translation, translators, teachers of translation and curriculum developers. It may fill the gap in translation literature. Also, it can be a source for the researchers to conduct more studies on legal translation of other types of legal documents.

## 5. Literature Review

Translating a legal text is more complicated than translating another text. ALFarahaty, (2016), pointed out that translating legal texts from Arabic into English can be a challenging task due to the wide gap between English and Arabic systems. She argued “both languages belong to different language families, Arabic belongs to Semitic languages while English belongs to Indo- European languages”.. Therefore, the researchers claim that Yemeni translation students face specific linguistic and cultural barriers resulting in various legal translation difficulties. One major area of difficulty in this type of translation involves the lexical dimension, which refers to the vocabulary and terminology used in legal language. Understanding and accurately translating legal terms and expressions is crucial for producing high-quality translations that convey the intended meaning and comply with the legal requirements of the target language. However, Yemeni translation students may encounter various difficulties when translating legal texts from Arabic into English, including differences in legal systems and terminology, syntax and grammar, ambiguity and precision, and cultural and linguistic differences. This literature review aims to explore these difficulties and identify effective strategies for overcoming them, drawing on existing research in the field of legal translation and intercultural communication. By gaining a better understanding of the challenges faced by Yemeni translation students in this context, we can develop more effective training programs and resources to support their professional development and improve the quality of legal translation.

### 5.1. Legal Translation

Legal translation can be regarded as an independent genre falls under the technical translation. A legal text differs from other technical types in its layout, its sentences and its lexis. It is also a text, including a contract, an agreement, a law of legislation or court proceedings. Joseph (1995) notes that the translation of legal texts of any kind, from statute laws to contracts to courtroom testimony, is a practice that stands at the crossroads of legal theory, language theory and translation theory. Therefore, it is essential that a legal translator has a basic understanding of the nature of law and legal language and the impact that it has on legal translation.

Legal translation between English and Arabic has been growing due to the growing of immigration and asylum seeking (ALFarahaty, 2016). She also added "English – Arabic legal translation is scarce".

\* “A legal text is a text that contains specialized terms produced in a specific way by a specialized person” (El-Farahaty, 2015, p.26). Constitutions, contracts, agreements, deeds, orders/judgments/decrees, pleadings or wills are examples of legal texts that tend to have their own stereotypical format and are generally written in legal language, such as constitutions.

Legal translation serves as a vital communication tool that enables the legal system, including legal reasoning and writing, to function in several languages (Wagner, 2003). Legal translation is a unique and specialized field of translational effort, according to Cao (2007). This is because legal translation concerns the law. Therefore, the translation can and often produces not just linguistic but also legal impact and consequence, and because of the special nature of law and legal language (p. 7). Ramos (2011) argued "a translator must fully comprehend the text's legal purpose and be able to spot any comprehension problems, . Legal translation differs from other types of translation in two ways: the legal system and the terms which associated with it (Enberg, 2020). For example there are some words in Arabic which are similar in lexical construction and the same morphemes, but they have different meanings due to the systems they belong to. In addition, legal translation is considered one of the types of translation the translator is subject to rigorous semantic restrictions at all levels due to the particular features of the legal language on the one hand and the cultural nature of legal discourse on the other.

### 5.1.1 Approaches and Models of Legal Translation

Many linguists have attempted to apply theories of translation of legal texts. Some translators also attempt to apply principles of general translation theory. In this regard, Sarcevic (1997) has attempt to provide a theoretical basis for legal translation within the modern translation theory framework. She attempted to show translation strategy is affected by the communicative factors of reception in bilingual and multilingual jurisdictions. Since the success of a real translation depends on it interpretation and application in practice, the grand aim is to encourage interaction between the translators and the judiciary. Sarcevic (2000) also pointed out that the main factor determining translation strategy is the text type. She also added that the methods and techniques of translation differ from jurisdiction to jurisdiction, even for the same type of text. To avoid transferring wrong message, misunderstanding and encourage unified application the translator should try to recompense for conceptual incongruity whenever possible.

ALFarahaty (2016) pointed out that the common areas of lexical legal difficulties of translating English/Arabic legal texts. include culture – specific and system based terms, archaic terms, specialized terms and doublets and triplets. The broad distance between Arabic and English and the difference in legal system makes the task of legal translator challenging due to the legal translation difficulties mentioned above. She concluded that translating the aforesaid lexical terms requires expertise, professional training, vigorous knowledge of the linguistic and legal systems of languages, as well as up to date electronic dictionaries and well-defined parallel corpora.

Vinay and Darbelnet (1958) conducted a comparative analysis between English and French. They used two translation strategies: oblique and direct strategies for literal and free translation. According to them, direct translation includes three procedures borrowing, calque and literal translation, while oblique strategy consists of four procedures including transposition, modulation, equivalence and adaptation. Modulation procedure is divided into four subdivisions: lines, abstract for concrete (AFC), explicative modulation (EPM), the part for the whole (PW), one part for another (PP), reversal of terms, (ROT), negation of opposite (NOP), active to passive (ATP), space for time (SFT), exchange of intervals for limits (IAL), and change of symbol (COS). According to this model, in some translation tasks it is possible to divert the SL message element by element into the TL and translate literally. They concluded that all the procedures of translation can be categorized into seven main categories.

Contrary to Vinay and Darbelnet's concept, who consider the unit of translation as the smallest segment of an utterance is Newmark's (1988) theory which regards the whole text, the basis of discursal analysis, as the unit of translation (UT). According to Newmark, the text cannot be the UT in the 'narrow' sense. The text can be rather described as the main target, every stretch at every level of the translation must correspond to the unity of the text, and its incorporated properties. Linguistic difficulties don't exist. For him, everything is translatable up to point, but there are formidable difficulties. He pointed out that we "don't translate isolated words. We translated combined words bound by their syntactic, collocational, situational, cultural, and individual idiolectal contexts. Transferring SL word to TL becomes a 'loan word'. Looking at translation as basically lexical is not true. What carries the elements of language is its grammar, but if the grammar is expressed only in words, we have to deal with words properly. Grammar is the basic

framework of a text, vocabulary is its pillars, and collocations, the tendons that connect the one to the other. Grammar provides us with the main facts about the text. The translator should be interested in grammar as a transmitter of meaning.

Newmark considers technical translation (legal, political, medical, religious ..etc) basically distinguished from other forms of translation by terminology, its characteristics, and its grammatical features. However, the main difficulty of technical translation is the new terminology. The other problem which likely exists is the neologisms such as legal terms and medical terminology. Technical translation is unique in topic and diversity of register.

House's (2015) model requires the analysis and comparison of ST and TT at three levels language/text, register and genre. She considers the last two "situational dimensions". At a situational dimension level, the analysis of the text within its context is subdivided into field (subject matter or topic), Mode (channel and degree of participation between writer and reader) and Tenor (social distance between addresser and addressee). The final situational dimension is genre or the cultural discourse type. She pointed out that equivalence is the fundamental criterion of translation quality not only at a linguistic level but also in semantic and pragmatic levels. This equivalence requires that the function of the ST is reproduced in the translation, although she uses a pragmatic concept, where the text and context of the situation are not seen as separate entities. The same process is established for the TT, and both ST and TT profiles are compared, which produces a statement of mismatch or errors that can be classified as covertly or overtly erroneous errors. This process comes to the end when a statement of quality of the translation can be made. House's model of translation quality assessment is based on pragmatic theory. It is based on the concept of equivalence. According to this model "equivalence is the core concept in translation quality assessment"(p.22). The concept of equivalence has a relation to the maintaining of meaning. She also pointed out that the meaning which is related to translation, has three aspects: semantic aspect, pragmatic aspect and textual aspect.

## 5.2 Types of Legal Texts

Legal text can be divided into four main categories or subcategories in written form: (1) Legal scholarly texts created by academic lawyers or legal scholars in scholarly works and commentaries whose legal status depends on the legal

systems in different jurisdictions; (2) Law textbooks prepared by judicial officers and other judicial authorities in court proceedings; (3) private legal texts produced by attorneys; and (3) legislative texts, such as domestic statutes and subordinate laws, international treaties and multilingual laws, and other laws produced by lawmaking authorities. (Cao, 2007). Translating these legal documents from Arabic into English and vice-versa poses certain challenges and difficulties due to the differences between the legal systems of Arab countries and English countries. Translating these lexical items seems challenging because translating lexical items is cultural and system specific (ALtarabin, 2018). The present study aims to investigate the area of difficulties in translating legal terminology .

According to the function of the legal texts in the SL, Sarcevic (1997) divided legal translation into the following categories: (1) primarily prescriptive (laws, rules, codes, contracts, treaties, and conventions); (2) primarily descriptive and also prescriptive (judicial decisions and legal instruments that are used to carry on judicial and administrative proceedings, such as actions, pleadings, briefs, appeals, requests, petitions); (3) purely descriptive (scholarly works written by legal scholars, such as legal opinions, law textbooks, articles). Mellinkoff (1963: 3) argued "legal language is used for specific purposes and functions, where, as Sarcevic (1997) pointed out that the primary role of language in legal texts is to prescribe legal actions, the performance of which is intended to establish a specific goal. Features of Arabic Legal Discourse

### 5.3 Legal Translation Difficulties

Legal translation difficulties vary according to the type of legal text. In translation between English and Arabic difficulties increase because the legal terms are incongruent and diverse. The difficulties of legal translation as highlighted by ALFarahaty, (2016) include (1) the technical nature of legal language; (2) the specific nature of this technical language; and (3) the connection of legal language with the national system. Legal translation difficulty between English and Arabic exists due to the distance between the language linguistically and culturally. Therefore, they have different word orders, different cultures, different stylistic features and different rhetorical devices, so the task of finding an equivalent in both languages is not accessible due to the differences between them. These difficulties can be grouped under four main categories: lexical, system cultural, syntactic and textual difficulties, within each category, they can also be classified into some

subcategories. The lexical difficulties can include these subcategories: archaic terms, technical and general words, polysemous words and repetitions, homonyms, synonyms, antonyms and hyponyms, and functional words; the cultural difficulties between the two languages, English and Arabic; the syntactic difficulties which include syntactic complexity, passivization, modal auxiliaries and parallelism; and the textual difficulties which include repetitions and punctuation.

### 5.3.1 Lexical Difficulties

When translating legal texts the translators face a high range of difficulties and challenges such as syntactic, textual and lexical. ALcaraz and Hughes (2002) confirm that the complexity of legal vocabulary and say "the technicalities of legal vocabulary present a serious challenge to the translator". AL tarabin (2018) pointed out that lexical items being the basic units in legal texts, play a fatal role in translating legal texts. The main concern of the present study is the constitution of Yemen as one of the most important legal documents. More specifically, lexical translation difficulties Yemeni translation students face when translating the constitution were investigated.

Lexical translation is distinguished by its distinctive features which make it challenging for translators (ALShaik, 2022). The first feature is its complexity for novice translators . Translating lexical terms from English into Arabic and Vice-versa is not an easy task (ALsaadi, 2022). Translators face different types of challenges and difficulties during translating lexical items. The first challenge faces translators is the distinctive semantic features of the two languages (Arabic and English). The absence of lexical correspondences and equivalents, the existence of archaic words, the use of Latin, Anglo –Saxon words and technical words in English legal texts, the over-use of religious and cultural terms in Arabic distinguish lexical translation from other types of translation, and they are considered difficulties face the translators, because translating them is difficult due to their archaic nature. The difference between collocational systems of English and Arabic is another lexical difficulty face translators (Baker, 1992, Abdul – Raof, 2001, Dickens et.al. 2002-ALhajahmed,2017). According to Harvey (2002) the difficulties that a legal translator faces involve lexical incongruities, syntactic complexities, cultural and textual. In brief, the multiplicity and diversity of difficulties occur because legal text is notorious with its complexity and diverstiy

## 5. 4 Features of Arabic Legal Discourse

Arabic legal language has its own characteristics. El-Farahaty (2015) mentions some features of Arabic legal discourse and divides them into three categories: lexical, syntactic and textual features.

### 1) Lexical features

**This type includes four subcategories:**

- a) Religious, culture-specific and system-based terms and expressions:  
Religious, culture-specific and system-based terms and expressions are common in Arabic private documents, such as الزكاة - المهر - العنوسة - العدة... الخ.
- b) Formality: In Arabic, formality is done through forms of address or honorary titles due to the diverse social and political backgrounds in different Arab countries. The word (حضرة - Excellency) which is redundant and is omitted in the English rendition as given below: His Excellency the President of the Syrian Republic - حضرة رئيس الجمهورية السورية.
- c). Gender-biased terms:

Legal Arabic uses words that are marked for masculine and excluded feminine. Many of these words exist in official local documents, such as contracts. One can find terms like (المالك ، المتعاقد ، المستأجر ، الشاهد) (the landlord, the tenant, the contracted party and the witness, respectively).

### d). Archaic terms:

Archaic terms can rather be called template terms in Arabic legal discourse. Examples of them, which continued to exist in Modern Standard Arabic (MSA) are: المذكور اعلاه (the mentioned above) ، سالف الذكر (the aforementioned) ، المذكور (the said) and الوارد (ة) (mentioned).

## 2) Syntactic features

This category includes six subcategories:

a) Nominalization:

The nominal form of the verb اسم الفعل (verbal noun) is common in Arabic and in legal documents. Nominalization is more common in certain text types than in others, for example, in constitutions, legislations and in international documents

b) Passivization:

Arabic language is known that it is not favoring to use passive verb forms in its sentences except in legal Arabic language. Also, passive occurs in contracts, and constitutions. For example

(يفسخ هذا العقد فوراً و تلقائياً، لا يُجر الشخص المحكوم عليه إلى اشخاص، أو يوضع تحت تصرفه، لا يُجوز تسليم أي مواطن يمني إلى سلطة أجنبية).

c) Modals:

Arabic does not have a well-defined set of modal auxiliaries. But, the most frequent lexical modal verbs are يجوز (may), (يَلْزَمُ، يَسْلَمُ... الخ)، (shall) الفعل المضارع (يَلْزَمُ، يَسْلَمُ... الخ)، (may not).

d) Complex sentence structure:

Legal Arabic displays complexity by using both coordinated clauses and embedded and relative clauses initiated by one of the relative pronouns التي ، الذي (who, whom, which, that). Even to become a long sentence.

e) Doublets and triplets:

Arabic legal texts involve two or three words of related meanings, sometimes synonymous or near synonymous which are conjoined by و (and) or أو (or). For instance:

Arabic

بدون إنداز أو تنبيه

English

Without any prior notice

f) Participles:

In Arabic legal texts, there are some other grammatical features, such as اسم (المفعول) the passive participle), and اسم الفاعل the present participle. E.g.

منافسة للآداب أو مالم تكن مغلقة بالنظام العام

### 3). Textual features may contain three types:

a). Lexical repetition: In argumentative texts (e.g. political speeches), it is used for persuasion, whereas in legal documents, its function is accuracy.

b). Reference:

Baker (1992) maintains that Arabic favors pronominal reference as a common device of tracing participants and establishing cohesive links in general, e.g.:

- وفي حديثه، قال الرئيس.
- مادة (4) الشعب مالك السلطة ومصدرها، ويمارسها بشكل مباشر عن طريق الاستفتاء والانتخابات العامة، كما يزاولها بطريقة غير مباشرة عن طريق الهيئات التشريعية والتنفيذية والقضائية وعن طريق المجالس المحلية المنتخبة.

(Quoted from Yemeni constitution)

c). Conjunctions and punctuation:

Al-Qinai (1999) pointed out that the existence of such punctuation marks, conjunctions, such as و (and), أو (or), ف (and), كما (also / in addition), هذا (this), إن (verily), قد (indeed / verily), and ذلك و (and that) still play a major role in the Arabic punctuation system 'to compensate for the lack of adherence to strict system of punctuation and sentence division'.

## 5.5 Features of English Legal Discourse

1. El-Farahaty (2015) mentions some features of English legal discourse and divides them into three categories: lexical, syntactic and textual features. **Lexical features contain four types:**

a) Archaic terms:

These old terms trace back to Old and Middle English. Common examples of these terms are 'hereby', 'thereby', 'aforesaid', 'said', 'thereby' and 'hereof'.

b) Latin and French terms:

Many legal English terms which are common today are borrowed from French. Examples of these terms include: 'purchase', 'court', 'evidence', 'jury', 'judge' and 'verdict', 'attorney general', 'tort' and 'voir dire' (El-Farahaty, 2015, p. 47).

c) Formal terms:

Formal expressions used in different contexts, such as ‘your honour’, ‘your majesty’ (in the courts), ‘royal’ (in a Decree by the Queen), ‘master’ (of a Minor in a Report to the Court).

d) Religious, culture-specific and system-based lexis:

English legal discourse is said to have religious words: (i) acts of God, (ii) in the name of our Lord.....

**( Syntactic features contain eight types:**

a) Nominalization:

A nominalization is ‘a noun phrase that has a systematic correspondence with a clausal prediction which includes a head noun morphologically related to a corresponding verb’

b) Passivization:

The following are examples of the passive cited in the legal texts analyzed: ‘will be based’, ‘can be accepted’, ‘has been approved’, ‘the court will need to be satisfied’. (A lawyer’s letter to a client(

c) Wh-deletion: For example, ‘notices given’, ‘risks assumed’, ‘obligations assumed’, ‘the times required’ and ‘assistance required’. (Partnership Contract)

d). Conditionals, prepositional phrases and restrictive connectors:

Examples of the syntactic indicators of condition and hypothesis are: ‘if’, ‘where’, ‘whenever’, ‘provided that’, ‘assuming that’, ‘so long as’, ‘should’, and ‘whereas’. (El-Farahaty, 2015, p. 50)

e). Complex sentences:

The English legal language is known for its long and complex sentences.

f). Performative verbs and modals:

for example, certify, declare, confirm, enact). And, implicit speech acts are expressed via modal auxiliaries (for example may, shall).

g). The use of negation:

h). Binomial expressions/doublets and triplets: (for example alliteration, as in slavery/servitude).

### **3). Textual features are concerned with the text as a macro unit. Cohesion is a major textual area.**

a) The elements of cohesion

The major elements of cohesion are reference, conjunction, and lexical repetition.

## **6. Previous Studies**

Several studies investigated issues and obstacles of translating legal documents. Elayyan (2010) explored the difficulties that English language undergraduate students encounter in translating legal materials from English into Arabic and vice versa at different Jordanian public and private institutions. The survey included 50 male and female undergraduate students participating in BA programs at public and private universities. The study employed a qualitative technique, which included a test consisting of 30 words drawn from contracts, agreements, Jordanian rights and responsibilities under the constitution, and UN resolutions, as well as an interview with students and teachers. According to the study, students' difficulties were both linguistic and nonlinguistic.

Another study was conducted by Henka in 2014 to investigate the difficulties and problems in translating Algerian constitution. The study focused on the main difficulties and problems that face translators of legal texts when translating collocations. Collocations translations that take place in the Algerian Constitution composed in 1996 were compared and analyzed with their peers in the dictionary of collocations. The researcher concluded that lexical and cultural factors were the major problems that govern the translation of collocations. However, only nine collocations were the sample patterns of the study chosen from some articles of Algerian constitution, which adds to its limitations.

ALrishan (2018) examined the problems that EFL translation students have while translating legal literature into Arabic. 35 participants of undergraduate translation students from ALBuraimi University College in Oman were introduced to a translation test consisting of a US text. According to the study findings, students'

major difficulties are related to text arrangement, tenor, lexical, and collocation problems.

ALshehab and Rababah (2020) conducted a study on lexical legal problems faced by translation students at Jadara University in Jordan. The researchers used a test with extensive legal sentences in which 20 translation students were randomly selected and asked to translate the English legal sentences into Arabic. The study revealed that the key problems were polysemy and homonymy, couplings, and legal adverbs. These results correspond with the results of the present study.

The main concern of Abdulsafi, and ALSa'adi, (2021) was to shed light on the Yemeni EFL learners' translation difficulties of polysemic words from English into Arabic. The study used a translation test administered to a sample of 28 female and male translation students. The study revealed that Yemeni EFL students find it difficult and challenging to translate the words, especially when they were used indirectly.

ALShaikh (2022) investigated the most common problems and difficulties faced by Saudi translation students when translating legal contracts, as well as the techniques they utilized to overcome these challenges. This study's population comprised of all Saudi translation students enrolled at two Saudi institutions. The researcher used a descriptive analytical method instrumentalized by questionnaire to collect the data. According to the findings of the study, the biggest obstacles that KSA translation students encounter while translating contracts are legal binominal expressions and parallel construction, legal sentence structure, many negatives, and legal text layout.

ALhomoud (2022) addressed the challenges that arise while translating legal Sharia terms and terminology used in contracts from Arabic to English and vice versa. To address the very contentious issues concerning the translation of Islamic legal phrases and expressions, the study employed a qualitative methodology and a critical hermeneutic method. The study showed that Islamic law phrases and expressions may be translated if the translator considers hermeneutical translational factors.

Based on the survey of the previous literature, it was found that most of the previous studies (e.g. ALShaikh, ALhomoud, Elayyan, ALshehab and Rababah, and ALrishan) focus on investigating the difficulties, problems and challenges of translating legal texts, in general legal texts such as contracts and agreements; whereas the present study investigates the difficulties of translating the Yemeni

constitution (specific legal document). The findings of the previous studies indicate general linguistic and non-linguistic difficulties. The findings of the present study correspond to some extent with the findings of ALShehab and Rababah (2020), Abdulshafi and ALSaadi (2021). The findings of these two studies revealed that the lexical difficulties exist in translating polysemys and homonymys. However, the findings of the present study indicate a wide range of difficulties faced the students when translating the constitution such as syntactic, cultural, textual and lexical which includes polysemys, synonymys, hyponymys, antonymys, functional words and technical words. Unlike other studies the majority of which focused on translation problems in legal texts in general such as syntactic, cultural, textual ..etc, the present study focused on translation difficulties in translating the constitution as an important specific legal document. This study will give translation students insights and guidelines how to deal with lexical translation difficulties when translating legal terminology.

Despite being the subject of numerous research, lexical challenges faced when translating legal texts have either not been thoroughly explored or have only been studied in relation to non-constitutional small samples. The current study builds on earlier research by:

1. evaluating the lexical challenges encountered by Yemeni translation students;
2. examining Yemeni constitution translation as a sort of legalese language; and
3. using various technologies for gathering and analyzing the data.

## **7. Methodology**

The present study adopts a qualitative- and quantitative research design and the analytical, descriptive method, as the most appropriate method for such a type of studies, because the researchers seek measurable information and analysis and interpretation of the collected information. . It analyzes and describes the current conditions of the data that were collected from the sample.

### **7.1. Sample of the Study**

Yemeni Translation Students (Level Four) majoring in translation, studying in the Faculty of Languages, Sana'a University (a public university) and the Faculty of Human and Social Sciences, University of Science and Technology (UST) (a

private university), represent the population of the study. The total population number is 114 students during the second semester of the Academic Year 2022/2023.

The sample of the present study consists of 57 senior translation students from Sana'a University and University of Science and Technology (UST), Level Four students who are enrolled in the B. A. translation program during the second semester of the Academic Year 2022/2023. The percentage of the sample is 50% selected randomly.

The researchers used systematic sampling technique to choose the sample from the two universities. They took the names list of students and selected 50% of the whole population, that is (114) students from both universities. The senior translation students number at Sana'a university is (74) students, represented by (37) students as a sample which includes (11) Males and (26) Females; whereas the senior translation students number at University of Science and Technology is (40) students, represented by (20) students (50%) as a sample which includes (5) Males and (15) Females. The total number of the students sample is (57), which includes (16) Males and (41) Females enrolled in level 4 of B.A.program. They study six translation courses. The syllabus includes only one legal translation course. The ages range from 22-26 years. Table (1) illustrates the sample:

**Table 1:** Demographics of the Participants

	Population	Sample (50%)	Male	Female
U. Sana'a	74	37	14	26
UST	40	20	5	15
Part Total	-	-	16	41
Total	114	57		57

## 7.2. Instruments

For the purpose of collecting the data, two instruments were used: Translation Test and Questionnaire.

### 7.2.1 Translation Test

A translation test consisting of twelve articles was used to achieve the first objective of the study that investigates the difficulties faced by Yemeni translation students when translating the constitution. The test is one setting complete test. The participants were allowed to access the internet and dictionaries. The researchers selected 12 articles from Yemeni Constitution for students to translate into English. They selected the first article of the constitution at the beginning of the test and the last article at the end of the test. As, the constitution has five parts, the selected articles were chosen from each part carefully, including the first and the last articles of each part. The selected articles from the constitution were numbered (1, 17, 31, 45, 52, 56, 75, 105, 154, 155, 161 and 162). These articles were chosen by the researchers based on the types of the legal translation problems addressed in the present study. The collected test data has been analyzed and evaluated against the model translation of the constitution by Dr. Ahmed Noman Al – Madhagi and Dr. Abdelrahman A. Abdrabou revised by Counselor, Hossein Ali. Hubeishi and Dr. Mohammed M. Mottahar.

### 7.2.2 Questionnaire

The purpose of the questionnaire was to determine the causes of the legal translation challenges that Yemeni translation students encounter when translating the Yemeni constitution, as well as to propose some remedies that would help them to overcome these challenges.

The questionnaire consists of five dimensions covering (31) items related to the assumed reasons of the legal translation difficulties that face Yemeni translation students while translating the constitution: 1) "reasons related to the legal texts" and it included (4) items; 2) "reasons related to the language" and it included (6) items; 3) "reasons related to the syllabus and teaching strategies" and it included (6) items; 4) "reasons related to the students' knowledge and competency" and it included (12) items; and 5) "reasons related to the administration and teaching staff" and it included (3) items.

The questionnaire was given to six experts to check its validity and to check the relevance of each questionnaire item to the intended goals. The experts who are professors of translation and linguistics checked the validity of the questionnaire items. To check the reliability of the questionnaire, the researchers used the Statistical

Package for Social Sciences (SPSS). The results of the reliability of the questionnaire were obtained by using Cronbach's Alpha was (0.81).

## 8. Discussion of the Results

The results of the questionnaire and the students' responses to the twelve-article translation test from the Yemeni Constitution were analyzed and interpreted in the light of the objectives of the study.

### 8. 1. Results of the First Instrument (Translation Test)

The test results show that students encountered a variety of real and significant challenges and difficulties including the lexical difficulties which are the most frequent category as illustrated in table 2.

#### 8.1.1. Translation difficulties

Table 2 presents the results of translation difficulties as faced by students in translating the 12 selected test items. Out of 684 frequencies of the respondents' responses, 318 (46.49%) are acceptable. Students' responses have been classified according to the types of legal difficulties.

**Table 2** Frequencies and Percentages of Translation Difficulties

Items	Lexical Difficulties		Syntactic Difficulties		Textual Difficulties		Cultural Difficulties	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Item No 1	21	61.8	6	17.6	7	20.6	.....	.....
Item No 2	14	40.0	15	42.9	6	17.1	.....	.....
Item No 3	.....	.....	6	17.6	3	8.8	25	73.5
Item No 4	14	50.0	11	39.3	3	10.7	.....	.....
Item No 5	3	10.3	13	44.9	2	6.9	11	37.9
Item No 6	6	20.7	2	6.9	3	10.4	18	62.0
Item No 7	25	73.5	2	5.9	7	20.6	.....	.....

<b>Item No 8</b>	19	67.9	2	7.1	7	25.0	.....	.....
<b>Item No 9</b>	8	40.0	3	15.0	2	10.0	7	35.0
<b>Item No 10</b>	4	18.2	.....	.....	18	81.8	.....	.....
<b>Item No 11</b>	15	100.0	.....	.....	.....	.....	.....	.....
<b>Item No 12</b>	10	100.0	.....	.....	.....	.....	.....	.....
<b>Total of frequency of Acceptable Translation of the 12 Items</b>	<b>Lexical Difficulties</b>		<b>Syntactic Difficulties</b>		<b>Textual Difficulties</b>		<b>Cultural Difficulties</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
318 (46.49%)	139	43.7%	60	18.9%	58	18.2%	61	19.2%

As shown in Table 2, lexical difficulties receive the highest frequency of occurrence compared to the other ones. The frequency of lexical difficulties is 139 (43.7%) compared to syntactic difficulties at a frequency of 60 (18.9 %), textual difficulties 58 (18.2%) and cultural difficulties 61 (19.2 %). The highest frequency in lexical difficulties is given for items (1) and (7) at frequency of 21 (61.8) and 25 (73.5%) respectively.

This supports the premise of this study that the most frequent difficulties that Yemeni students face in their translation of legal texts, especially constitutions, are lexical difficulties. This is perhaps due to their lack of understanding and mastery of formal functionality and formative communicability the legal lexical terms in all articles. These findings are in consistence with the findings of Henka (2014), who concluded that the students experienced the same difficulties in translating the Algerian constitution.

**Table 3:** Frequencies & Percentages of Lexical Difficulties

Items	Lexical Difficulties		Accurate Translation		
	Frequency	Percentage	Frequency	Percentage	
Item No 1	21	61.8	8	14.0	
Item No 2	14	40.0	5	8.8	
Item No 4	14	50.0	2	3.5	
Item No 5	3	10.3	3	5.3	
Item No 6	6	20.7	1	1.8	
Item No 7	25	73.5	2	3.5	
Item No 8	19	67.9	1	1.8	
Item No 9	8	40.0	.....	.....	
Item No 10	4	18.2	2	3.5	
Item No 11	15	100.0	.....	.....	
Item No 12	10	100.0	.....	.....	
<b>Total of 11 Items for 57 Students</b>	<b>Lexical Difficulties</b>		<b>Accurate Translation</b>		
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	
	627	139	43.7%	24	42.1 %

As shown in Table 3, the students made a significant number of lexical errors (139, 43.7%) when translating the constitution's articles because they neglected to use the proper lexical equivalent. The Table also indicates that restricted lexical articles create difficulties for the subjects of the study. Item (3) is excluded because it does not have lexical difficulties giving a total of 11 articles as indicated in the table. It has been observed that the highest frequency of lexical difficulties was found in Item 7 (frequency =25) مادة (75) عضو مجلس النواب يمثل الشعب بكامله ويرعى المصلحة العامة - followed by Item 1 (frequency = 21) - because these articles include a legalese that expresses formal functionality and formative communicability that the students failed to capture lexically. The lowest frequency is observed in Item 5 (frequency = 3) مادة (52) للمساكن ودور العبادة ودور العلم حرمة ولا يجوز. This is because most of the terms are culturally known and linguistically recurred in their performative context, like the

word (حرمة). For other items, difficulty frequencies vary between 4 and 19 with a percentage between 18.2% (in Item 4) and 67.9% (in Item 8).

The results showed that the participants came across the difficulties in providing the appropriate equivalent terms. They instead used archaic terms, and found it difficult to translate technical and general words, polysemous words and repetitions, homonyms, synonyms, antonyms and hyponyms, and functional words between English and Arabic languages. As a result, they produced distorted legal translation as they translated some terms literally or out of context, or used colloquial rather than legal words. (in the text of Article 112) and (is coming to Article 112) instead of (referred to in Article (112) [the controlled translation]. This is in concord with (El-Farahaty, 2016) who shows that the task of the translator becomes relatively easier with the existence of the corresponding archaic terms to follow the norms in the target language.

### 1. Technical and General Words

The results of the test show that translation students considered the translation of legally technical and general terms as difficult to render. (جلسات المحاكم, النطق بالحكم) were translated as (All of meeting in the court ... the sentencing... etc.) or (the court sessions ... the verdict shall be in a public session...etc.) instead of (Court sitting... verdicts are announced ...etc.) [controlled translation].

### 2. Polysemous and Repetition Words

Polysemous and repetition words were found as difficult for senior Yemeni translation students to translate from Arabic into English. Some examples include the polysemous terms in Item 11 (ابتداء من الدورة الأولى الحالية), were translated as (from the current session) or (from the current first course) against the controlled translation (from the beginning of the current term). The repetition in Item 5 (ولا يجوز مراقبتها أو تفتيشها), was rendered as (should not be spied or investigated), (should not be inspected) or (shall not be observed) compared to controlled translation (through surveillance or search). They deployed colloquial contexts in their translations.

### 3. Homonymous, Synonymous, Antonymous and Hyponyms

The results extracted from the students performance in the translation test reveal that translation students encountered difficulties in translating homonymous, synonymous, antonymous, and hyponyms terms when translating Yemeni

constitution into English. Some examples of these terms and their translation by the students are given below. The synonymous terms in Item 7 (ولا يقيد نيابته قيد أو شرط), were translated as (and shall not restrict his mandate any condition) or (also, shall not specific his work with specific condition) versus the controlled translation (and his representative may not be subjected to any restriction or special condition). The antonymous terms in Item 9 (جلسات المحاكم علنية إلا إذا... سرية), were translated as (the court session shall be public ... it secrecy) or (court sessions are an auctions except ...secret) which is far from the controlled translation (Court sittings are open to the public unless ... closed doors). As for the hyponyms in the constitution, (الباب ثم الفصل) as the relationship between the constitution and the parts, chapters and articles, some of the students translated them accurately while some others failed.

#### 4. Functional Words

Functional words are functional vocabulary that characterized each specialist field (Alcaraz & Hughes, 2002). Legal English uses two main types of functional words/expressions: (1) adjectival/adverbial groups (e.g. hereinafter, and forthwith), (2) conjunctions and prepositional phrases (e.g. under, prior to, and in accordance with, etc.). The results show that the students failed to translate functional words properly. The words (وينص عليه القانون، إلا في الحالات التي يبينها القانون، الواردة في نص المادة "112") are functional words in the constitutions, which are related to the elements of the Arabic legal sentences.

#### B. Results of the Second Instrument (Questionnaire)

The questionnaire was mainly designed to identify the causes behind students' failings to capture lexical performance properly. For this purpose, it was classified into five parametric dimensions with (31) items. These dimensions were meant to locate and evaluate the types of reasons related to students' lexical difficulties in translating legal texts. Reasons were grouped into: language-induced reasons, type of legal text, syllabus and teaching reasons, students' knowledge and competency reasons, and administration and teaching staff reasons.

To achieve the goal, the questionnaire data were coded and processed with SPSS program, version 23, for statistical analysis. For the interpretation of data, Five-Likert Scale was used with a given weight for each option of the scale: (1= Strongly Disagree, 2 = Disagree, 3= Undecided, 4 = Agree, 5 = Strongly Agree) as shown in Table 4.

**Table 4:** Criteria for Interpreting the Weight of the Students' Responses

Degree of Agreement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Given weight	1	2	3	4	5
Mean	Less than 1.80	1.81 – 2.60	2.61 – 3.40	3.41 – 4.20	4.21 – 5

The purpose of calculating the means mentioned in the above table is to determine the most influential reasons behind the occurrence of legal translation lexical difficulties. The means for each item and dimension are tabulated in a descending order. As shown in Table 5, the means range of all the items is between (3.33) in item No (4) and (4.40) in item No (25). This means that all factors and the dimensions of the reasons of legal translation difficulties are above the average that is (3.80), which consequently reveals that the five dimensions are statistically significant. They all contribute to the difficulty for Yemeni translation students when translating the constitution from Arabic into English. Table 5 shows the overall data of all the dimensions of the reasons behind legal translation difficulties with an overall of 3.84 from 5 and standard deviation of 0.960 and the means and standard deviation in each dimension. The data indicate that the degree of agreement in overall scale of dimensions is 'Agree' in every dimension as shown in Table 5.

**Table 5:** Dimensions of the Reasons behind Legal Translation Difficulties

N	Rank	Dimension	Mean	Std.Deviation	Degree of Agreement
4	1	Students' knowledge and competency	4.00	0.944	Agree
2	2	Language	3.99	0.911	Agree
1	3	Type of legal texts	3.81	0.902	Agree
5	4	Administration and teaching staff	3.73	1.014	Agree
3	5	Syllabus and teaching strategies	3.69	1.033	Agree
<b>Overall Scale</b>			3.84	0.960	Agree

As shown in Table 5, the means range between (4.00 and 3.69) and the standard deviation ranges between (0.902 and 1.033). The results indicate that "students' knowledge and competency" which includes (12) items ranks the first with the highest significant mean of (4.00) and a standard deviation of (.944) as statistically significant impacting factor. "Language" which includes (6) items, ranks the second with a mean of (3.99) and standard deviation of (0.911). The first dimension, "type of the legal text" which includes (4) items, ranks the third with a mean of (3.81) and a standard deviation of (0.902). The fifth dimension, "Administration and teaching staff" which includes (3) items, ranks the fourth with a mean of (3.73) and a standard deviation of (1.014). While the third dimension, "Syllabus and teaching strategies" which includes (6) items, ranks the last with a mean of (3.69) and a standard deviation of (1.033).

.As the main purpose is to examine the reasons that cause the prevalence of these difficulties, it has been noticed that the students' responses as to the impacting factors behind lexical difficulties provide strong basis Yemeni translation students for reviewing their translation performance and competence. By placing "Students' knowledge and competency" in the first rank, the participants reveal their lack of legal knowledge, legal culture and legal context. This is considered the basic element in any translation, especially in the legal translation. Linguistic factor comes second, which indicates student's lack of vocabulary stock and jargon in the concerned filed. This means students' bilingual mastery is absent among Yemeni translation students. It emerges as a difficulty due to the nature of the language generally, and specifically the nature of the legal texts. Qualified administration and teaching staff are in the important for qualifying experienced and well-prepared translation students. This is reflected in respondents' ranking of "Administration and teaching staff" as the third factor of their lexical difficulties in translating legal texts properly. This means that the students are aware of the administration's and teaching staff's facilitating role in the teaching process. Syllabus and teaching strategies were viewed as insignificant or having less impact on students' efficient lexical renderings.

## 9. Conclusion

The current study is an attempt on exploring the major translation difficulties encountered by Yemeni translation students in translating Yemeni constitution into English. Based on the study findings, lexical difficulties are the most translation difficulties at frequency of 139 (43.7%) compared to 60 (18.9 %) to syntactic, 58 (18.2%) to textual and 61 (19.2 %) to cultural difficulties.

The study results provide answers to the questions posed by the study. For the first question of the study: “What are the major difficulties that the Yemeni translation students face when translating the legal texts? ”, the study results reveal that the lexical difficulties are divergent, and the most recurrent ones are the use of archaic terms, technical and general words, polysemous words and repetitions, homonyms, synonyms, antonyms and hyponyms, and functional words between English and Arabic languages.

As for the second question of the study: “What are the reasons behind the occurrence of these difficulties?”, the study results indicate that the major reasons for lexical difficulties experienced by Yemeni translation students in translating the Yemeni constitution are against hypothetical order of five ranks. Reasons related to the students’ knowledge and competency, reasons related to the language, and reasons related to legal texts have been found to have the strongest impact with a statistically significant mean of (4.00) and a standard deviation of (0.944), (3.99) and standard deviation of (0.911), (3.81) and a standard deviation of (0.902), respectively.

## 10. Pedagogical Implication of the Study

In the light of its results, the present study is implicated pedagogically to the curriculum developers of translation programs, in general, and syllabus of legal translation, in particular, to develop the legal syllabus to cover all aspects of legal translation and to be adequate for the students to improve their skills and knowledge in Yemeni universities. They must add a second legal translation course to the already existing one: one of them is theoretical and the other one is practical; or they divide each one of them into theoretical and practical, to improve the skills of legal translation students. In addition, this study contributes in solving some legal difficulties that translators and students of legal translation face. And, it may be helpful to produce solutions that can be guidelines to the students and to enhance their skills and knowledge.

## 11. Suggestions for Further Research

It is hoped that the present study will contribute to the current research agenda in the field of translation, in general, and in the field of the legal translation, in particular. There are several suggestions for further research on the issues which are related to the present study, they are presented below.

- ❖ It might be rewarding to investigate the difficulties that Yemeni senior translation students face when translating any legal documents other than the Yemeni constitution.
- ❖ Further studies are needed in this area, taking into account a large sample size, different study population and objectives that had not been considered in the present study.

## 12. Recommendations

The researchers suggested some solutions that may overcome these difficulties. In the light of the results of this study, the following recommendations are provided:

1. It is important that the legal translators/students should understand all types of vocabulary they are dealing with in the text, whether they are common, specified, archaic, abstract, technical, polysemic, homonymic, or functional.
2. They should understand that each type of these terms requires them to be questionable, knowledgeable, good followers of the last updatings regularly.
3. The translators/students should consult the specialist and experienced translators and analyse similar texts for reaching the best solutions.
4. Enhancing students' knowledge and competence of Arabic-English legal texts translation through.
5. Training them on various types of legal text translation between Arabic and English.
6. Developing interlingual reproduction of texts through increasing students functional and communicative translation skills.
7. Increasing their' editing and revising skills through providing students with extensive tasks of revising and editing various legal texts translations.
8. Giving special attention to teaching translation courses contrastively, English side-by-side with their Arabic to sharpen students' interlingual competence and performance.
9. Teaching translation in context, linguistically for instilling usage of lexical relations such as homonymy and polysemy, and socially by grabbing students' attention to the formative and communicative function of language in the text.
10. Highlighting the institutional role in facilitating translation programs through providing language and translation material infrastructure, and technological ultrastructure.

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## Appendix A: Translation Test

Dear participants,

We are researchers, conducting a research project on legal translation. This test consists of twelve articles of the Yemeni constitution. You are kindly requested to translate them from Arabic into English. Your responses will be highly confidential and used only for academic and research purposes.

Thank you very much in advance for your cooperation.

Personal details:

Name (optional):- ..... Age:- ..... Gender:- .....

مادة (1) الجمهورية اليمنية دولة عربية إسلامية مستقلة ذات سيادة، وهي وحدة لا تتجزأ ولا يجوز التنازل عن أي جزءٍ منها، والشعب اليمني جزء من الأمة العربية والإسلامية.

مادة (17) يحدد القانون منح المرتبات والمعاشات والتعويضات والإعانات والمكافآت التي تتقرر على خزانة الدولة.

مادة (31) النساء شقائق الرجال ولهن من الحقوق وعليهن من الواجبات ما تكفله وتوجبه الشريعة وينص عليه القانون .

مادة (45) لا يجوز تسليم أي مواطن يمني إلى سلطة أجنبية.

مادة (52) للمسكن ودور العبادة ودور العلم حرمة ولا يجوز مراقبتها أو تفتيشها إلا في الحالات التي يبينها القانون.

مادة (56) تكفل الدولة توفير الضمانات الاجتماعية للمواطنين كافة في حالات المرض أو العجز أو البطالة أو الشيخوخة أو فقدان العائل، كما تكفل ذلك بصفة خاصة لأسر الشهداء وفقا للقانون.

مادة (75) عضو مجلس النواب يمثل الشعب بكامله ويرعى المصلحة العامة ولا يقيد نيابته قيد أو شرط.

مادة (105) يمارس السلطة التنفيذية نيابة عن الشعب رئيس الجمهورية ومجلس الوزراء ضمن الحدود المنصوص عليها في الدستور.

مادة (154) جلسات المحاكم علنية إلا إذا قررت المحكمة جعلها سرية مراعاة للنظام العام والآداب وفي جميع الأحوال يكون النطق بالحكم في جلسة علنية.

مادة (155) يحدد القانون شعار الجمهورية وشاراتها وأوسمتها ونشيدها الوطني.

مادة (161) تسري مدة السبع السنوات الواردة في نص المادة "112" من الدستور ابتداء من الدورة الأولى الحالية لمدة رئيس الجمهورية.

مادة (162) تسري مدة السنتين المضافة إلى مدة مجلس النواب في المادة (65) من الدستور ابتداء من مدة مجلس النواب القائم وقت إقرار هذا التعديل الدستوري.

End of test

Thank you,,,

## Appendix B: Questionnaire

Dear Students,

This questionnaire is a part of a study entitled “Lexical Difficulties Encountered by Yemeni Translation Students when Translating Legal Texts from Arabic into English”. The questionnaire aims to identify the lexical difficulties that are encountered by students. Your candid responses to the statements in the questionnaire will certainly help the researchers obtain valuable data for the research project and lead to better understanding of the research problems.

Thank you very much in advance for your cooperation.

### Questionnaire Items

#### 1. Reasons related to the type of legal texts

Please choose only one option using this mark (√).						
N	The reasons that may cause difficulties in legal translation are	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	The existence of lexical categories such as archaic vocabulary, homonyms, synonyms, antonyms and hyponyms					
2	Legal texts include many technical terms					
3	Legal texts seem to be more complex than other texts.					

4	Legal texts include many unfamiliar terms					
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## 2. Reasons related to the language

N	The reasons that may cause difficulties in legal translation are	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	Linguistic differences between L1 (Arabic) and L2 (English) are problems.					
6	Unavailability of the English equivalent terms					
7	Legal terms of both languages are different.					
8	The complexity of Arabic language					
9	Lack of the learners' knowledge about the variety of legal texts					
10	Unavailability of specialized legal dictionaries					

### 3.Reasons related to the syllabus and teaching strategies

N	The reasons that may cause difficulties in legal translation are	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11	The syllabus does not cover all aspects of legal translation.					
12	There are no workshops, clubs and training courses focusing on legal translation.					
13	The teaching strategies used in teaching legal translation courses aren't sufficient.					
14	The strategies of teaching translation courses are not clear in the Yemeni Universities					
15	Legal translation courses given to the students in Yemeni Universities aren't adequate.					

16	Legal translation courses are not enough.					
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#### 4. Reasons related to the students' knowledge and competency

N	The reasons that may cause difficulties in legal translation are	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17	Lack of the students' proficiency in the source language (Arabic).					
18	Students do not practice legal translation.					
19	Students do not study sufficient courses in legal translation.					
20	Students do not have enough knowledge about legal texts.					
21	Students do not read more about foreign legal texts.					
22	Students are not interested enough					

	in legal translation courses.					
23	Students are not competent in L2 (English).					
24	Students lack knowledge of important translation strategies.					
25	Students are unaware of effective ways to improve their translation skills.					
26	Misuse of dictionaries by learners leads to out of context translation.					
27	Students are unaware of the importance of legal translation.					
28	Students lack knowledge of organizing the legal text (layout).					

### 5.Reasons related to the administration and teaching staff

N	The reasons that may cause difficulties in legal translation are	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
29	The shortage of qualified teaching staff.					
30	The incompetency of translation program administration.					
31	The administration negligence of the translation program.					

End of the questionnaire

Thank you,,,