Translation at Private Universities in Yemen:
Arabic-English Interference Revisited

Baleid Taha Shamsan
Faculty of Human & Administrative Sciences
University of Science & Technology, Taiz
Btshamsan@Yahoo.com
https://orcid.org/0000-0003-4125-7016

Abdurrahman Mosed A-Quheit
Faculty of Human & Administrative Sciences
University of Science & Technology, Taiz
abdurrahmanmosed@gmail.com
https://orcid.org/0000-0002-7769-0738

Abstract

The influence of the first language on second language acquisition has received wide recognition in second language acquisition (SLA) and has been an attractive area of research worldwide. This study revisits the topic to integrate more evidence collected in a private university in Yemen to shed more light on the possible intricacies of first language transfer when it comes to translating from Arabic into English and vice-versa. The study employed a qualitative descriptive research design. Using purposive sampling, five senior students in a translation program at the University of Science and Technology were selected to answer a translation test during the second semester of the academic year 2021-2022. The study showed that Arabic has some adverse effects on students' translation and put forward an explanation for students, when translating into and from English, to be influenced by their native language (Arabic). Although this is not a new idea in SLA, the study implies that the transfer theory has nothing to do with private or public universities' programs, implying rethinking the current teaching and learning programs. Some important suggestions are provided at the end of the study.

Keyword: language transfer, private universities, transference, translation, Yemeni learners

To cite this article (APA):

Shamsan, B. T. & A-Quheit, A. M. (2022). Translation at private universities in Yemen: Arabic-English interference revisited. *Journal of English Studies in Arabia Felix, 1*(2), 22-32. https://doi.org/10.56540/jesaf.v1i2.26

Introduction

Many would agree that translation, as a profession, requires adequate proficiency in at least two languages. Most languages share similarities and differences that must be considered when translating from one language to another (Al-Kadi & Moqbel, 2022; Budiharto, 2019; Nemati & Taghizade, 2006). It is widely argued that a translator, if not professional enough, is likely to encounter many different linguistic problems, most of which stem from native language interference (Akan, Karim, & Chowdhury, 2019; Al-Khulaidi & Alzokhaimy, 2022). Nowadays, many English learners majoring in translation studies at university are incapable of putting their English knowledge into use, and thus they get easily influenced by the linguistic system of their mother tongue (Al-Khulaidi & Alzokhaimy, 2022; Moqbel, 2022; Sunderman & Kroll, 2006). The influence of the native language can be noticed in their written and spoken English and translation (Al-Kadi & Moqbel, 2022; Sabbah, 2015; Sugesti, 2020).

The influence of the first language on a learner's second language is not a new concept. It has tempted many SLA and translation researchers who provided much evidence across languages and learning contexts (Cailing, 2017; Mayberry, 2007; Nemati & Taghizade, 2006; Sinha, Banejee, Sinha & Shastri, 2009; Sugesti, 2020). The influence has been demonstrated in such studies to be positive or negative. A common conclusion previous researchers set up is that the more the similarities between the two languages, the easier to learn the target code, and the more the differences, the more challenging it is to use the target language (Sabbah, 2015; Sugesti, 2020). The influence of the native language on the second language could be observed across a set of learners' output aspects, ranging from pronunciation to grammar (Keshavarz & Keshavarz, 2022; Moqbel, 2022), vocabulary selection (Sunderman & Kroll, 2006), and writing (Al-Kadi & Moqbel, 2022; Budiharto, 2019; Cailing, 2017).

Several studies have attributed the errors in Arab English learners' writing and speaking to the differences between the linguistic systems of Arabic and English (Mudhsh & Laskar, 2021; Sabbah, 2015). Arabic and English share some common linguistic features, but the differences outweigh the similarities. These differences between the two languages become problematic for Arab learners keen to learn English. More studies may enhance this area of research and emphasize language similarities and dissimilarities in the linguistic system of Arabic and English. In Yemen, translation students tend to rely on structures of their native language (Arabic) to produce target language speech or composition, which can hinder successful translation (Budiharto, 2019; Ellis, 2006; Sugesti, 2020; Sinha et al., 2009). It can be said that the Arabic linguistic system likely affects translation into English. When translating into English, Yemeni English learners, most notably students majoring in translation studies, tend to use the thinking pattern of Arabic, considering it easier to translate into English and vice versa.

Most of the previous studies in the literature examined this issue with participants from public educational schools and universities, and the private sector has been poorly presented in prior research (Al-Kadi & Ali, 2022; Keshavarz & Keshavarz, 2022). Research based on data collected from private universities and less formal learning contexts is limited. With the growing interest in public and private learning institutions, recruiting participants from private universities in Yemen is important to enrich our stranding of many research problems explored exclusively with participants from public institutions.

Objectives

This study traces the influence of the Arabic language system on senior translation students' performance at a private university in Yemen. It reflects on previous research findings, which derived ample evidence of first language interference from participants in public universities. It also compares the findings with other studies conducted in different public universities. In addition, most of the previous studies collected data employing the standard variety of the language, which could play an interfering factor in the output of the learners being handicapped by limited proficiency level. However, this study used the common Arabic variety the learners use in their daily communication.

Research Questions

Based on the objectives of the study, this paper addresses the following research questions:

1. Does Arabic as a native language influence the translation process into English?
2. How does Arabic as a native language affect the translation from Arabic into English of translation students?
3. Do learners in private universities encounter similar or different problems related to first language transfer?

Literature review

The literature has been substantially revised to enrich the current study, and it can be said that the issue of mother tongue influence on second language learning is not new. So far, several studies have examined such influence with a diversity of results depending on the target languages. Previous studies took up and built on a common theory in second language acquisition called first language transfer (Ellis, 2006; Odline, 1989). It gives a better basis for such a common phenomenon. When differences in the linguistic system are more than the similarities, the influence becomes even more problematic (Al-Kadi & Moqbel, 2022; Cailing, 2017; Mayberry, 2007; Nemati & Taghizade, 2006). Several researchers have researched this from various aspects and definite models. Before discussing some literature review regarding this issue, there might be a good chance to know what a native language (commonly known as mother) tongue means and what a native language/mother tongue influence is.

Learners' native language interference is one of the common problems in teaching foreign languages. Ellis (2006) described the features of the first and target languages, arguing that the subtle features of second language acquisition result from "frequency, recency, or context, fall short of intake because of one of the factors of contingency, cue competition, salience, interference, overshadowing, blocking, or perceptual learning, which are all shaped by the L1" (p. 164). The linguistic structures and structural elements of the mother tongue in the second language learning process depart from linguistic standards in spoken and written language.

Sugesti (2020) examined the mother tongue interference on students' pronunciation among eleventh graders and reported three types of interference: phonological, grammatical, and lexical. The influence occurs at the phonological level when a bilingual speaker reproduces the phonology of one language in the context of another. At the phonetic level, the problem of interference concerns how the speaker treats and reproduces one language visually. This interference occurs in a speech in two languages because the sound system has different elements between one language or between a native and foreign language. In some cases, the native and foreign languages have similar sound and grammatical systems. However, in most cases, there is a difference between the sound system and the grammatical system in the two languages. A sound system between two languages can have many different elements. Grammar studies are essential in forming good sentences at the grammatical level. Without grammar, spoken and written words are useless and difficult to understand. In other words, grammar helps students understand what people say and write in native and target language communication. Literary interference occurs when learners identify grammatical patterns from the original language and apply them to the target language.

Broadly speaking, the interference mainly occurs at the morphological, syntactical, and semantic levels. Morphology is a system of rules involving the word's structure; syntax governs sentence structures, sometimes arranging words in larger units called causes. Lexical interference occurs when words in the second language differ from their use in the first language. For example, Sabbah (2015) provided ample examples of Arabic-English interference. One example is related to counting and non-count nouns. Many non-count nouns in English are countable in Arabic. That is why Arab EFL students tend to pluralize them and use plural verbs after them. e.g., (a) these informations are useful (Correct: this information) and (b) they had a lot of works (correct: work) and (c) the news were false (correct: was). Other negative transfer can be said about adjectives and adverbs. In many cases, a lot of Arab EFL learners confuse adjectives with adverbs and vice versa. Additionally, they confuse the use of adjectives in English with the one in Arabic, where adjectives in Arabic agree with nouns in gender and number while they don't in English, e.g., (a) she cooks good (correct: well), (b) he is a man great (correct: great man), and (c) they are children noisy (correct: noisy children).

Other studies outlined similar instances of negative transfer related to lexical errors, tense wrong uses, and auxiliary verb wrong uses (e.g., Al-Khulaidi & Alzokhaimy, 2022; Moqbel, 2022; Mudhsh &

Laskar, 2021; Sabbah, 2015).   As for lexical errors, learners tend to use inappropriate English equivalents that result in literal translation. Other mistakes stem from wrong uses of tenses and word order. Most English sentences follow the S+V+O/C word order. On the contrary, the usual word order in Arabic is V+S+O. In addition, there are no auxiliary verbs in Arabic, making Arab students either drop them or use the wrong ones in their English sentences. Moreover, adjectives usually precede nouns in English, unlike in Arabic, where they follow nouns. Such differences in both languages mostly lead Arabic-speaking learners to err in the word order in their English sentences.

With these examples of negative transfer from Arabic and English, it is to be noted that such examples have to do with the learners' level of the target language (Keshavarz & Keshavarz, 2022). According to Ng (1998), many of the negative transfer instances occur in the output of learners with limited proficiency in the target language. That is to say, the negative transfer is not inherited and can be remedied with practice in learning the target language.

To conclude, although the mother-tongue influences erroneous uses, interference remains a general perceived factor. It is essential to measure its magnitude, which is supposedly different from language to language. In light of the literature review, learners often make mistakes of different types, and Yemeni translation students, as with many other learners in other disciplines, encounter difficulties or problems in transferring meaning from Arabic into English. These problems are caused by the different systems of the mother tongue and English (Al-Khulaidi & Alzokhaimy, 2022). They get trouble mastering translation into English due to the interference of their first language. Despite findings from previous studies on this subject matter, there was a slight improvement in learners' translation performance in this study's context. Teaching methods, techniques, and materials remain without change. When such interference is well-researched, there should be a corresponding change in translation programs. Hence, the present study is devoted to closely examining the influence as evidenced by a sample of senior translation studies in Yemen to draw the attention of translation students and their teachers to the detectable effect of first language interference.

Method

In this study, the researchers analyzed the participants' influence of Arabic as a native language on translating texts from Arabic into English. The researcher decided to use qualitative descriptive research that depends on content analysis to analyze the interference of Arabic as a native language in translations of senior translation students at some private universities in Yemen. Qualitative research is used in this study to study and explain the problem. This study investigates the interference of Arabic as a native language in the translations into English among senior translation students at private universities in Yemen who represent the population of the data collection.

Participants

Among the senior students majoring in English language and translation, a sample of translation scripts was drawn from five learners to manage the analysis for this journal article. These five participants were 21 and 23 years old and were chosen voluntarily from among their batch during the academic year 2021-2022. They were in their last (final) year of the English studies and translation program at the University of Science and Technology, Taiz Branch. The participants were requested to translate 13 sentences prepared by the two researchers in standard and colloquial Arabic languages. Then their translations were collected and analyzed, as in the following section.

Instrument

For data collection in such qualitative research, the researchers used a written test to analyze relevant data. For this study, a test of 13 open-ended questions was prepared and validated for its suitability to the issue under examination. Three arbitrators specialized in translation research methods were requested to check the validity of the test to glean examples of first language interference in the use of the target language. Based on their feedback, the final copy of the test was fine-tuned and prepared as a paper-based translation test. This written test could be a feasible research tool to obtain examples of first and second language interplay, describe the interference, and reflect on the problem.

Results and Discussion

The data obtained from the informants were analyzed qualitatively, following the guidelines of the qualitative data analysis method suggested by Creswell (2013) on qualitative inquiry research design and Saldana's (2015) coding manual for qualitative researchers. The analysis mainly focuses on three categories of errors – grammatical, lexical, and grammatical-lexical. Illustration of those errors is elicited from the participants' translation samples in response to the written test.   The most noticeable errors were detected, classified, and ranged in three tables as in the following section. The whole data package is given in the appendix.

Data in Table 1 indicates that most of the errors in the data collected were of the grammatical type. Consider, for example, the first enlisted examples, Participant 1 used the object pronoun "him" though it is a relative clause, where she shouldn't have used it. A general explanation is that this error comes from the student's being influenced by her native language, Arabic, where such a structure is used. One more example is the use of articles in translation. There is no verb before the word "like" which is an Arabic structure. Plus, the student used "the" before the word "tree" where was just the influence of the Arabic structure, and she shouldn't have used it. The other examples are clearly shown in the tables with brief explanations.

Table 1. Analysis of the Grammatical Errors

Student No.	Arabic Sentence	Translation	Explanation
Participant 1	هذا ليس الشخص الذي قابلته يوم أمس.	This is not the same person, I met **him** yesterday.	The student used the object pronoun "him" though it is a relative clause, where she shouldn't have used it. This error comes from the student's being influenced by her native language, Arabic, where such a structure is used.
	الحياة بدون المال كالشجرة الغير مثمرة.	Life without money **like the** tree without fruits.	There is no verb before the word "like" which is an Arabic structure. Plus, the student used "the" before the word "tree" where that was just the influence of the Arabic structure, and she shouldn't have used it.
	أنا مريض لي أسبوع بس ما رحتوش ولا مستشفى.	**I'm** sack for one week, but I didn't go to any hospital.	The student used the present simple which is the literal translation of the local clause when she should have used the present perfect continuous, which was going to be the correct translation of the clause.
	أنا ضابح منه صح. ما أعجبناش اللي عمله أمس خالص.	**I really** mad at him. I didn't like what he did yesterday.	There is no verb in the sentence. This error came from the student's adherence to the Arabic structure.
	لا تقولش لحد علشان ما حد يشل علينا الفكرة.	**Don't say to anyone our idea** so that no one can take it from us.	The student used the literal translation of the local clause, which sounds weird in English.
	هذا ليس الشخص الذي قابلته يوم أمس.	This is not the person who I met **him** yesterday.	The student used the object pronoun "him" though it is a relative clause, where she shouldn't have used it.
	لماذا تأخرت؟ إني أنتظرك منذ ساعتين.	Why are you late? I **wait** for you for two hours.	The student used the present simple which is the literal translation of the local clause when she should have used the present perfect continuous,

			which was going to be the correct translation of the clause.
الحياة بدون المال كالشجرة الغير مثمرة.	Life without money <u>like</u> barren tree.		There is no verb before the word "like" which is an Arabic structure. Plus, she didn't use the article "a" before the singular noun phrase " barren tree" where she should have used it.
أمس وأنا ماشي بالليل بشارع جمال سفت واحد سواق باص صدم رجال وهرب.	Yesterday, <u>When I walked</u> in Gamal Street, I saw a bus driver <u>crashed</u> a man and ran away.		The student confused the past continuous, which is the correct structure of the clause, with the past simple. Also, he confused the verb "hit" with "crashed", which is one of the lexical meanings of the Arabic verb, but it's inappropriate in this context.
حصلت أمس بالسوق ألف دولار بالأرض.	<u>I found yesterday in the market $1000 in the ground</u>.		The student here used the one-to-one literal translation of the whole sentence.

The second category of analysis is shown in table 2. As illustrative examples in Table 2 indicate, the lexical errors were also evident. For example, Student 5, when treating the word general, obviously needs to distinguish when to use "general" and "public". Another example is the literal translation of the phrase, which is inappropriate in English. Note that the participant could simply use the adverb "greatly" instead. In another similar mistake, the student used the literal translation of the phrase, which is inappropriate in English. She could use the adverb "greatly" instead.

Table 2. Analysis of the Lexical Errors

Student No	Arabic Sentence	Translation	Explanation
	التعليم ضعيف في اليمن في القطاعين العام والخاص.	The Education is weak in Yemen in <u>general</u> and private sectors.	The student needs to distinguish when to use "general" and when to use "public".
	حصلت أمس بالسوق ألف دولار بالارض.	Yesterday I got $1000 <u>in</u> the earth.	The student confused using "on" with "in".
	انا ضابح منه صح. ما أعجبناش اللي عمله أمس خالص.	I'm very angry <u>of</u> him. I didn't like what he did.	The student confused using the preposition "at" with "of".
Participant 2	تدهور الاقتصاد الوطني تدهوراً كبيراً.	The national economy has deteriorated <u>great deterioration</u>.	The student used the literal translation of the phrase, which is inappropriate in English. She could simply use the adverb "greatly" instead.
	تختلف اليمن عن نظيراتها من الدول العربية.	Yemen <u>varies</u> from its <u>counterparts from Arab countries</u>.	The student confused the word "differs" with "varies". She also confused the preposition "of" with "from".
	أمس وأنا ماشي بالليل بشارع جمال شفت واحد سواق باص صدم رجال وهرب.	Yesterday <u>when</u> I was walking in Gamal Street, I saw a bus driver hit a person and ran away.	The student used the time adverb "when", which is incorrect. She should have used "while" instead.
	حصلت أمس بالسوق ألف دولار بالارض.	I found 1000 dollars <u>in</u> the ground Yesterday.	The student confused using the preposition "on" with "in".

	Arabic	Translation	Explanation
	أنا ضايح منه صح. ما أعجبناش اللي عمله أمس خالص.	I am **bored from** him so much. I didn't like what he did yesterday.	The student confused using "angry at" with the phrase "bored from", which is the literal translation of the local Arabic phrase.
	تدهور الإقتصاد الوطني تدهوراً كبيراً.	The national economy has deteriorated **big deterioration**.	The student used the literal translation of the phrase, which is inappropriate in English. She could simply use the adverb "greatly" instead.
	حصلت أمس بالسوق ألف دولار بالأرض.	Yesterday at the market I found one thousand dollar **in** the ground.	The student confused the preposition "on" with "in".
Participant 5	من المهم أن تكون لديك المعرفة الكافية بتخصصك إضافة إلى بعض المهارات الأخرى لكي تحصل على وظيفة ترضيك	It is important to have **many information** about your specialization and some other skills to have a good job.	The word "information" is countable in Arabic and so can normally take quantifiers like "many". That's what makes the student confuse the quantifier "much" with "many", which cannot be used before uncountable nouns, including "information", in English.
	أنا ضايح منه صح. ما أعجبناش اللي عمله أمس خالص.	I'm angry **from** him. I didn't like what he **happened** yesterday.	The student confused the preposition "at" with "from", as well as the verb "did" with "happened".

The third category of analysis is related to Lexical-grammatical Errors, as outlined in Table 3. The table includes errors that were of both grammatical and lexical types. For instance, Student 3 confused the preposition "of" which collocates with "knowledge" with "about". Also, the student didn't add "s" to the verb "satisfy". Such an error came from the student's using the Arabic structure where there is no such an "s" added to the verb. Likewise, the student confused using the connector "so that" with "because," which is mistranslation of the real meaning of the Arabic expression. In addition, she used the literal translation "don't anyone get our idea," which is the one-to-one literal translation of the local Arabic clause.

Table 3. Analysis of the Lexical-grammatical Errors

Student No	Arabic Sentence	Translation	Explanation
Participant 3	من المهم أن تكون لديك المعرفة الكافية بتخصصك إضافة إلى بعض المهارات الأخرى لكي تحصل على وظيفة ترضيك.	It is so important to have enough knowledge **about** your major and some other skills to get a job that **satisfy** you.	The student confused the preposition "of" which collocates with "knowledge" with "about". Also, the student didn't add "s" to the verb "satisfy". Such an error came from the student's using the Arabic structure where there is no such an "s" added to the verb.
	أنا مريض لي أسبوع بس ما رحتوش ولا مستشفى.	I **am** sick **since** a week but I didn't go to the hospital.	The student used the present simple which is the literal translation of the local clause when she should have used the present perfect continuous, which was going to be the correct

			translation of the clause. As well, she confused using "for" with "since".
	لا تقولش لحد علشان ما حد يشل علينا الفكرة.	Don't say to anyone <u>because don't anyone get</u> our idea.	The student confused using the connector "so that" with "because" which is mistranslation of the real meaning of the Arabic expression. In addition, she used the literal translation "don't anyone get our idea", which is the one-to-one literal translation of the local Arabic clause.
Participant 4	هذا ليس الشخص الذي قابلته يوم أمس.	This is not the person <u>you met him</u> yesterday	The student misunderstood the sentence, where she confused the pronoun "I", the right equivalent with "you". Besides, she used the object pronoun "him" though it is a relative clause, where she shouldn't have used it.

The results outlined in the three tables, based on the written test, are clearly under the influence of the first language – Arabic. The study has unearthed several examples (in the data collected) that suggest the translations were negatively affected by the linguistic system of the first and second languages in the present investigation. They find themselves assailed by negative transfer (Al-Kadi & Moqbel, 2022; Mudhsh & Laskar, 2021; Ellis, 2006; Odline,1989). In relation to previous studies and theories on first language transfer, it is clear that first language interference poses challenges for English users as a second or foreign language.

It has been demonstrated in this study that the five participants' translations were adversely affected by their first language, and thus the outcome was obviously biased. The most common errors were in grammar and word choices, echoing previous studies on the Yemeni EFL situation (e.g., Al-Khulaidi & Alzokhaimy, 2022; Moqbel, 2022). After analyzing their translations, it was clear that those mistakes were the result of their being influenced by the structures and vocabulary usage of their mother tongue. They recourse to the Arabic thinking pattern, making it easier to translate into English. The table above shows only the sentences the students mistranslated. The ones correctly translated, which were few, were not highlighted here. Based on the results and discussions outlined above, it would be safe to suggest that students need to master the two languages from and into which they translate. They need to differentiate between their grammar structures and their word usage.

Although some of these difficulties were reported in the study of Al-Khulaidi and Alzokhaimy (2022), who examined translation problems in the Yemeni context, some of these problems are similar to the ones reported in this investigation. Given the small data size, it cannot be firmly generalized to some other contexts with similar Arabic-English learning and teaching scenarios in the Arab World. The sample was drawn from a private university, and it can be said that even in public university students, counterpart learners may also suffer from the first-mother inference when it comes to using English, see Mudhsh and Laskar (2021) and Moqbel (2022). Again, it should be borne in mind that even in the Arab World, where Arabic is the native language, there is a variance of Arabic dialects of Yemeni Arabic (counts as a language in linguistic analysis) and uses that sound, more or less, like or different from the English linguistic system.

Without jumping to conclusions, the present investigation can be helpful to approve further the theory of first language transfer (Cailing, 2017; Ellis, 2006; Mayberry, 2007; Sunderman & Kroll, 2006; Odline,1989). It can be said that interference is a linguistic issue that cannot be exclusive to learners in public or private institutions. It influences the learners' mother tongue, regardless of their affiliated private or public university, given that the learners in both have an opportunity to have adequate training in the target language. This is partially consistent with Ng's (1998) findings that the learners' level determines their likeliness of being influenced by the interference. Nevertheless, a comparative study recruiting participants from public and private universities would shed even more light on

related issues concerning private education, which has been disregarded mainly from research in the local setting (Al-Kadi & Ali, 2022).

The results strongly support the interference of two codes when it mainly comes to translation. They provide implications for remedial materials to deal with such interference. One interventional procedure could include a subject to the exiting program on comparative linguistics to train students in the differences between the two languages (Arabic and English). Perhaps, such a course help student to consider other elements (not only literal meaning) when they translate from and into English. They should develop the habit of thinking in English whenever they are to translate into or from English. It is important not to overlook that translation is a process that provides an overall understanding of what is written or said, and then they should decide what tense or tenses to use. Note that the Arabic language lacks some tense aspects, e.g., the present perfect, which is common in English. Every tense aspect corresponds to certain verb forms. For the correct word choice, they should always use a monolingual English dictionary to know the correct usage of words. These a few tips, the researchers believe, would help learners of English and primarily translators do better in their translations into English and help them avoid the negative influence of their native language, Arabic.

Conclusion

Based on the results, the researchers concluded that translation students suffer from the influence of their native language on their translations into English. It was found that they think in Arabic whenever they translate from Arabic into English, so they translate using English words but in Arabic structures and styles. However, the lingual systems of the two languages are different. This is the case because they are strongly influenced by the structures and usages of their language, especially the colloquial one. That is why they could not translate the sentences they were given correctly. So, this study focused on showing the influence of Arabic as a native language on their translation into English. Such influence is usually negative and can cause wrong translations, if not inadequate. Thus, this study was made, and data was collected by testing five senior translation students to draw their attention to such influences and help them avoid them. With this study recruiting relatively few participants and one research tool, other researchers may extend research using more elaborated instruments and more participants for in-depth investigation. Similarly, some other categories of interference are worth examining more closely, including cultural aspects or dialectal and language variety-based transference.

Disclosure Statement:

Conflict of interest:

References

Al-Kadi, A., & Moqbel, M. (2022). Towards formalizing the relationship between L1 and L2: Triggering writing in English through Arabic. *Journal of Language and Education* (in press).

Al-Kadi, A. & Ali, J. K. (2022). English teaching in private language institutes: An analysis of teachers' experiences, challenges, and needs. *MEXTESOL, 46*(3).

Al-Khulaidi, M. A. & Alzokhaimy, R. Q. (2022). Yemeni Universities Translation Programs Output and Labor Market Needs: Bridging the Schism. *Journal of English Studies in Arabia Felix, 1*(1), 13-23. DOI: https://doi.org/10.56540/jesaf.v1i1.17

Akan, F., Karim, M. & Chowdhury, A. M. (2019). An analysis of Arabic-English translation: Problems and prospects. *Advances in Language and Literary Studies 10*(1), 58-65 DOI: 10.7575/aiac.alls. v.10n.1p.58

Budiharto, R. A. (2019). Native language interference on target language writings of Indonesian EFL students: An exploratory case study. *Indonesian EFL Journal, 5*(1), 107-116.

Cailing, Q. I. N. (2017). An analysis of native language transfer in English writing for non-English major students. *Studies in Literature and Language*, *15*(5), 27-43.

Creswell, J.W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches*. (4th Edition). London; SAGE Publications

Ellis, N. C. (2006). Selective attention and transfer phenomena in L2 acquisition: Contingency, cue competition, salience, interference, overshadowing, blocking, and perceptual learning. *Applied* Linguistics, 27(2), 164–194, https://doi.org/10.1093/applin/aml015

Keshavarz, M. H. & Keshavarz, A. (2022). The effect of L2 input on young learners' pronunciation performance in English. *MEXTESOL Journal, 46*(3). https://www.mextesol.net/journal/index.php?page=journal&id_article=46364

Mayberry, R. (2007). When timing is everything: First language acquisition effects on second-language learning. Applied Psycholinguistics, 28(3), 537 – 549. DOI; 10.1017/S0142716407070294

Moqbel, M.S. (2022). Mother tongue use in EFL grammar classroom: Attitudes and impact. *Language Teaching and Educational Research, 5*(1), 36-58. https://doi.org/10.35207/later.1115937

Mudhsh, B. A., & Laskar, N. B. (2021). Examining the learning and comprehension of English aspect categories by Yemeni EFL Students. *Journal of Language and Linguistic Studies, 17*(Special Issue 1), 222-235.

Nemati, M., & Taghizade, M. (2006). Exploring similarities and differences between L1 and L2. *IRJABS, 4*(9), 2477-2483.

Ng, S. (1998). Multilingualism and interference: The more Languages we Speak, the more interference we experience? (MA thesis). Eastern Illinois University.

Odline, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. Cambridge: Cambridge University Press.

Sabbah, S. S. (2015). Negative transfer: Arabic language interference to learning English. *Arab World English Journal (AWEJ)*, Special Issue on Translation, 4, 269-288.

Saldana, J. (2015). *The coding manual for qualitative researchers*. Newcastle upon Tyne: Sage.

Sinha, A., Banejee, N., Sinha, A., & Shastri, R. (2009). Interference of first language in the acquisition of second language. *Journal of Psychology and Counseling, 1*(7), 117-122.

Sunderman, G., & Kroll, J. (2006). First language activation during second language: Lexical processing. SSLA, 28, 387-422.

Sugesti, V. A. (2020). An Analysis of Mother Tongue Interference in Students' Pronunciation among the Eleventh Graders of Man 1 Lampung Timur. *Indonesian Journal of EFL and Linguistics*, *5*(2), 517-533.

Author 1
Dr. Baleid Taha Shamsan received his Ph.d in English novel from Sana'a Unversity and his Master degree from Taiz University-Yemen.He specializes in ninteenth and twentieth century English and Nigerian novels with strong interests in teaching consecutive and simultaneous interpretations.He has been teaching Englsih Literature and other courses related to English language, literature and translation for over 20 years. He is currently the academic supervisor and the chairman of English department in The University of Science and Technology-Taiz-Yemen. Dr.Baleid is also teaching as an associate professor in the faculty of Human Administration & Sciences- The University of Science and Technology-Taiz-Yemen. He was also the chairman of English department in the faculty of Arts and Education in Alturba-Taiz University where he taught various courses realted to English literature & English Language (2012-2017). Baleid's major fields of research and teaching are English and Arabic literatures; and cultures of Africa, India and Arabic; and postcolonial Britain; literary and critical theory; and the English novel. His current resarch project is on the sense of feminism in Julian Barnes' The Sense of an Ending.

Author 2
 Abdurrahman Al-Quheit is an EFL teacher and a freelance translator. He earned his bachelor of translation from University of Science and Technology in Yemen, as well as a diploma in pharmacy from University of Science and Technology in Yemen, too. He has been teaching English as a foreign language in many institutes in Thamar and Taiz cities in Yemen for about eight years, during which he was an academic supervisor for two of them from 2016 to 2018. Additionally, he has been a freelance translator for the past four years, during which he has translated different texts for many local NGOs in Taiz. He also worked as a coordinator for Yamani Foundation and a translator and a field English reporter for Ma'akum Developmental Foundation (MDF) in Taiz. In addition to teaching and working for local NGOs, he prepared an English manual on the American accent. In his free time, he is interested in reading and writing English short stories.