Translation quality in English-Arabic translation of tourist texts: A product perspective

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Abstract
Translation of tourist texts engenders textual, linguistic and cultural hurdles before achieving translation quality, which has not been given due account in translation studies. To bridge this gap, this study aimed to assess the postgraduates' performance in translation of tourist texts from English to Arabic and vice versa, using a translation task (Arabic and English tourist texts) and a questionnaire. The questionnaire took a form of a 5-point Likert scale in which the students rated the texts they translated. Further, it retrieved information about translation time and postgraduates' translation experience. Findings revealed low translation quality and inappropriate use of translation procedures in rendering the tourist texts into English and Arabic. The postgraduates encountered hindrances in formulating the main ideas of the source text (ST), composing the target text (TT) and communicating the TT to the target language (TL) readers. Based on the findings, pedagogical implications have been discussed.

1. INTRODUCTION

Translation has an efficient and indispensable role in tourism industry given that it enables translation tourism to reach a wide range of audience of different languages and cultures. Tourism contributes to the development of the economy of countries. Failure in establishing effective communication with tourists of different languages may have a negative effect on tourist industry. Tourism industry employs tourist promotional materials to attract the attention of the tourists of different languages through translation of such tourist materials (tourist guides, brochures, advertisements, catalogues, articles and travel reports/blogs, travel documents, web pages (Albir& Pavani, 2018). Translation of tourist genre received criticism in the past (Duff, 1981; Newmark, 1988) and the present (Turzynski-Azimi, 2020; Albir& Pavani, 2018; Suliman, 2018,2015; Napu, 2016). Linguistic and cultural differences between the source language (SL) and the TL are two of the main hindrances before achieving quality rendition. Besides, the language of tourism is characterised by a peculiar variety, expressed at

all linguistic levels because of disciplinary nature of tourism that draws on many disciplines viz. geography, history, economics, marketing, etc. (Agorni, 2012).

2. LITERATURE REVIEW

The language of tourism has recently become a productive field of research in cultural studies, discourse analysis and specialized discourse. The language of tourism is characterized by a peculiar variety, expressed at all linguistic levels due to the interdisciplinarity field of tourism that draws on geography, economics, history, and sport, among others (Agorni, 2012). Muñoz (2011) offers due account to the features of the language of tourism. She argues that tourist texts exhibit the use of positive adjectives and use of superlatives, either with adjectives or with the morphological form to show effective style. Besides, the tourist texts show careful lexical choices of keywords to comply with the tourist's expectations and use of language. She also mentions another important feature of tourist discourse (i.e., languaging), which refers to 'the use of foreign and invented words in tourist texts to induce a sense of exotic feeling in the tourist and the use of cultural references, which may not have an equivalent in the target language' (P.34). The syntactic features of tourist texts show nominalization, use of passive forms and imperatives instead of full relative clause as a premodifier, and use of the present simple tense, in order to make the time of the holiday seem still and everlasting (Muñoz, 2011). According to the Cambridge Advanced Learner's Dictionary, a brochure is "a type of small magazine that contains pictures and information on a product or a company." A tourist text is a marketing tool to entice travelers to visit an area informing them about what they can see and do at the destination. The objective of tourist texts is to inform and describe a country, a region, a community, etc. (Muñoz, 2011). Differences among linguists exist in the classification of tourist texts according to text types. Reiss (2004) classifies the tourist brochure as operative texts whereas Newmark (1988) classified them as "vocative texts." Regardless of the term used to brand these texts, their dominant function remains to "present material in such a way that it attracts attention and invites patronage" (Snell-Hornby, 1999). She adds:

> The main focus is on the appeal the addressee, and even in the age of increasing globalization, tourist brochures and other advertising texts are culture-bound; their impact varies with the reader, age, background, origin, and mentality" (Snell-Hornby, 1999, PP. 95-69).

Snell-Hornby illustrates that tourist texts are culture-bound and should consider the reader's age, background, origin and mentality. Besides, it has the features of informative, expressive and operative texts. These features should be considered in translation of the tourist texts.

Although translation is very common in the tourism industry, translations of tourism texts have generally been criticized because of their poor quality. This aspect, commented on extensively in translation studies (Kelly 1998; Sulaiman 2013,2015, 2018), inevitably weakens the ability of tourism texts to achieve their purpose of enticing and attracting readers (Napu, 2016). Several studies have also explored the translation of cultural features in tourism texts. The most common problem reported in those include mistranslations of cultural items (i.e., translation of proper nouns, names of historical places and events) (Ma & Song, 2011; Ai, 2013; Valdeon, 2009; Merkaj, 2013). Meaning does not lie in words and sentences but in the mind of people who interpret these words and sentences within a cultural framework. In other words, it is not a language in its linguistic forms but rather language in its cultural context that creates meaning in people's minds. The translation of tourism advertising discourse is an act of recreating meaning and effect using a different language that operates in a different cultural framework (Suleiman, 2018).

2.1. Tourist Features in English and Arabic

One of the problems in translating tourist texts is tourist expectations, meaning the structure of a tourist text in English is different from Arabic. This difference constitutes a problem for a translator. He or she is before two options: to adhere to the ST or TT norms of writing tourist texts. The English language parallel text tends to be less formal, to establish direct communication with the reader, using the first and second person forms and imperatives whereas in Arabic there is a formality in the tourist style. Recently, Arabic tourist texts become less formal and colloquial. In Arabic, emphasis is given to history, architecture, art and history whereas in English, more emphasis is given to practical information (Dickins et al; 2018; Muñoz, 2011). Arabic texts may employ more poetic structures and description than English ones. These differences between source and target cultures make translators question themselves whether to reproduce the source text conventions or opt for the target text conventions (Muñoz, 2011). Al-Fahad (2012) argues that when translating brochures, it is crucial that the translator is able to "capture" the style and tone of writing in the source language and render them into the TL. Al-Fahad (2012, P.46) states ' the translation of any promoting material involves an adaptation of the source message to fit the culture and the linguistic system of the target group'. English writers use idioms in newspaper articles, advertisements, and promotional material, which entails a translator to mediate between the SL and the TL.

2.2. Translation Quality Assessment

Defining translation quality is crucial in the assessment of translation products to ensure the accuracy of the assessment (Qassem, 2020). Different definitions of translation quality exist, reflecting the translation theories the linguists and translation theorists belong to (Qassem, 2020). House (2014) argues that translation quality is maintained through adherence of the TT to the ST function whereas Toury (1995) views TL norms as a set of standards for assessing translation quality (i.e., degree of acceptability). Translation approaches then added the situational dimension in the assessment of translation quality, which considers clients. Hansen (2009) argues that the process of translation quality assessment becomes systematic when it sets specifications for the TT that a translator should meet. Building on these approaches, the authors followed Albir and Pavani (2018) to assess the translation quality of translating tourist texts. Three issues should be adhered to in the process of translation: students' performance in the formulation of the main idea, composition in the TL, and the level of communication. See Appendix 1.

2.3. Previous Studies

A number of studies have reported on findings regarding linguistic problems in translation of tourist texts, including grammatical problems (e.g., Albir & Pavani, 2018; Napu, 2016; Pierini 2007), semantic problems (Ma & Song, 2011; Guo 2012; Liu & Wen, 2014), and stylistic problems (Wang 2011; Sulaiman 2013). Other studies account for cultural features in tourism texts (Turzynski-Azimi, 2020; Sulaiman,2018 ,2015, 2013). Turzynski-Azimi (2020) investigated translation procedures employed for culture-specific items in Japanese tourism texts, following quantitative corpus-based methods to examine a unidirectional parallel corpus of texts gathered from websites. The findings suggested a predominant tendency towards domestication in the translation of culture-specific items in Japanese tourism literature, airbrushing the strangeness of the source text to the TL readers. She classified translation procedures employed in translating tourist texts in non-lexicalized borrowing, literal translation, explanation, lexicalized borrowing , substitution, and omission. He found that reliance on source language-oriented translation procedures were dominant. Sulaiman (2018) studied challenges in translating tourist material, proposing a cultural-conceptual translation (CCT) model to overcome the cultural problems translators encounter and to improve translation outcomes in the area of tourism promotion. Albir and Pavani (2018) studied the translation of tourist text in terms of designing a teaching unit for a group of Italian students enrolled in a Spanish-to-Italian general translation course. Then, the authors designed a rubric

for assessing the translation quality of students' translation of tourist texts from Spanish to Italian. The results showed that their assessment proposal provides data about the acquisition of different translation sub-competences and the effectiveness of the assessment rubrics. Sulaiman (2015) investigated the strategies for developing the effectiveness of translated tourism promotional materials. He investigated the root causes behind the failure of translated texts to reach the target audience and the challenges involved in producing effective tourism promotional materials. He showed that the application of the functionalist approach to translation and the investigation into the cultural context assist in addressing the cultural inconsistencies**.** Sanz (2003) reported on a small-scale study that focused on the analysis of connectors (conjunctions and discourse markers) in thematic position in English translations of Spanish tourist literature. He focused on the parameters of negotiation in the contemporary translation of tourist literature.

Al-Fahad (2012) investigated the role of culture and the influence of stylistic differences between the languages on handling English and Arabic tourist brochures in translation. The author employed quantitative and qualitative methods to achieve the objective of the study. The study has found significant differences in the distribution of vocabulary in English and Arabic owing to the difference in the style of prose writing in the two languages which is to a large extent determined by situations. The findings indicated that Arabic texts tend to use more coordinated sentences than English texts do. Pierini (2007) investigated quality in the translation of tourist discourse on the Web. He found cases of mixes of languages, partial translation, and summary translation, which hinder the effectiveness of delivering the message to the TL readers. Muñoz (2011)studied the challenges of translating tourist texts, highlighting difficulties inherent in translation of tourist language (i.e., cultural references and pragmatic features of tourist texts). The most important conclusion to be drawn from her study is the need to professionalise the work carried out in the field of translating tourist texts. She recommended the need for the inclusion of tourist translation in university training programs for obtaining the proper qualification to work in this kind of specialized field.

3. RESEARCH METHODOLOGY

3.1. The Research Questions

Based on the conceptual and empirical works of literature, this study attempts to study MA students' performance in translating tourist text from English to Arabic and vice versa from the product and process perspectives, which has not been given due attention in translation studies according to the researchers' knowledge. Accordingly, the study attempts to answer the following research questions:

1. What is the level of translation quality of the postgraduates' translations of the tourist texts from Arabic to English and English to Arabic?
2. How do postgraduates perceive the translation of tourist texts?
3. Does a correlation exist between the postgraduates' perception of the level of difficulty of translating tourist texts and their performance?
4. What are the problematic areas that postgraduates encounter in translating tourist texts from Arabic into English and vice versa?

3.2. The Sample

The study targeted postgraduate students in translation programs in the Faculty of Language and Translation, University of Aden, Yemen. They were requested to translate tourist texts from Arabic into English and English into Arabic and then responded to the questionnaire simultaneously. The test is comprised of two texts, which are selected from Dickens, et al. (2018). The two texts are of a variety of textual and linguistic features. The English text shows some features of the language of tourism in English whereas Arabic texts exhibit some features

of the language of tourism in Arabic. The authors used these texts to examine the students' performance in translating this type of genre. The authors drew on Albir& Pavani (2018) to assess the translations of two of these texts. Albir& Pavani (2018) developed a rubric for the assessment of the translation of tourists' texts. The questionnaire took the form of a five-point Likert scale in which students rated the difficulty of the texts they are going to translate. Further, information is retrieved on the duration of the translation process. The author used Spearman and Pearson correlations to detect whether there is a correlation between translation duration and students' perception of texts and translation quality.

The study targeted MA students of translation in the College of language and translation, Department of translation(N=15), who were taken as a sample for the study. The mean of their ages (M= 29.333, SD=3.9). They were accepted in the MA program according to a proficiency test that was based on TOEFL test and their GPA in the BA program.

3.3. Procedures of Analysis

The test was comprised of two texts taken from Dickins, et al. (2018). The first text was about Socotra (a Yemeni island), which was relevant to the students' experience. The text has some features of the Arabic language of tourism in terms of style and formality. The text provides historical information about Socotra to attract the tourists' attention. This style might not be familiar to the native speakers of English. Text (2) describes a Spanish city according to the norms of English. The text has typical features of English in terms of register, the choice of adjectives and adverbs, sentence structure, and informality. The authors used these texts to examine the students' performance in translating these types of genres which took two versions (Arabic and English). The authors drew on Albir& Pavani (2018) to assess the translations of these two texts. Albir& Pavani (2018) developed a rubric for the assessment of the translation of tourists' texts. They determined three areas in translations of tourist texts (i.e., formulation of the main ideas, composition in the TL, and level of communication in the TT) and they classify these areas further into sub-sections.

Brief of Text 1

The Ministry of Culture and Tourism is developing a program to attract tourists whose native language is English to the country. As part of this, it has decided to translate the text into English. You have been employed by the Ministry to translate the tourist brochures. Translate it into English, considering The SL meaning and TL readers' understanding and expectation.

Brief of Text 2

This is an excerpt from a British tourist brochure advertising the Costa Blanca in Spain. Kindly, translate it to the Arabic speakers of English, considering the SL meaning and TL readers' understanding and expectation.

The questionnaire took the form of a scale of difficulty (1-5), containing demographic information (age and years of translation experience) and information about the time they spend on translating each text.10 participants have zero experience, 4 students have one year of experience and one has two-year experience. The texts were taken from the ' Translation coursebook (Thinking Arabic translation) so that they match the students' level and educational setting. Besides, two raters assessed the texts in terms of their appropriateness for the level of the students and the objective of the study. The authors considered the validation of the instrument through an expert panel.

3.3.1. Assessment of the Translation Quality

The authors paid due consideration to the accuracy of students' assessment of students' translations   Drawing on Albir& Pavani (2018), the authors assessed the students' translations in terms of formulation of the main ideas, composition in the TL, and level of communication in the TT.   The author made some changes in some items of the rubrics to make them appropriate for the objective of the study and the students' performance. Examples of rating essays are given in Appendix 1.

3.3.2. Assessment of the Inter-Rater's Reliability

Reliability analysis was used to compute inter-rater reliability estimates by calculating correlation coefficients. The analysis found a high degree of reliability between the first and second-raters. The average measure ICC in the Text 1 was 71.800 with a 95% confidence interval from 68.99 to 74.61 (F (14) =54.808, p<.000. whereas the average of ICC in text 2 was 69.133 with a 95% confidence interval from.66.46 to .71.80 (F (14) =55.509, p<.000.

4. THE RESULTS

The authors organized the findings according to the data obtained from the translations of the two texts. The students' translations were rated on the basis of Albir and Pavani's (2018) rubric of assessment of translation of tourist texts (i.e., formulation of the main ideas, composition in the TL, and level of communication). The students' mean scores in translating text (1) (M =70.74, SD = 4.612, N = 15), and (2) (M = 71.79, SD = 4.219, N = 15) revealed students' performance in translating text 1 and 2. Comparing students' mean scores with the full score (S = 100) revealed students' low translation performance in translating the two tourist texts.

4.1. Students' Performance in Formulation of the Main Idea of Text 1

The analysis revealed that the mean scores of the students' performance in formulating the main idea in text 1 (M=48.065, SD5.7245, N= 15), which showed that the students obtained 48 out of 60. The student's mean scores manifested their hindrances in transferring the ideas of the text to the TL reader, which might be attributed to the wrong selection of vocabulary and deletion of some clauses and phrases of the text. Dividing the mean of students' scores by the full score (48/60=80%) showed the percentage of translation quality, meaning the students transferred 80% of the main ideas of text 1.

4.2. Composition of the TT in Text 1

The students' mean score in composing the text 1(M= 19.4, SD 3.938, N=15) revealed that the students faced difficulties in the composition of the TT. These difficulties were manifested in the degree of accuracy and richness of vocabulary, use of verb tenses and modes, prepositions, cohesion (use of connectors and referential elements), and coherence (ideas well organized and clearly presented). The full score of this section was 30 whereas the mean of the students' score was 19.4., which means the percentage of translation quality in composing text 1 was about 65% (19.4/30).

4.3. Level of Communication of the Target Text

The mean of the students' scores in communicating the TT to the TL readers (M=5.7, SD =0.977, N=15) revealed the degree of quality in communicating the TT to TL readers. The students encountered difficulties in adhering to the genre's conventions of the TT. The full score of this section was 10 whereas the students' mean scores in the level of communication was5.7. Dividing the mean of the students' scores by the full score showed that the percentage of translation quality was57%.

Text2

4.4. Students' Performance in Formulation of the Main Idea of Text 2

The analysis revealed that the students' mean score in translating the text2 from English to Arabi (M=43. 93, SD =8.056, N= 15), which showed that the students obtained 43 out of 60. The student's mean scores manifested their hindrances to transfer the ideas of the text. The students transferred 73% of the main ideas of the ST.

4.5. Composition of the TT

The students' mean score in composing text 2 (20.235, SD 3.663, N=15) showed the students' hurdles in compositing text 2, which was manifested in the degree of accuracy and richness of vocabulary, use of tenses and modes, cohesion, and coherence. The full score of this section was 30 whereas the mean of the students' score was   20. 235, which means that the percentage of translation quality in composition text 2 was 67.5.

4.6. Level of Communication of the Target Text

As for the level of communication, the mean of the students' scores (M= 5.07, SD 1.5183, N=15) manifested the degree of quality in communicating the TT to TL readers. The students could not adherer to the genre's conventions of the TT. The full score of this section was 10 whereas the mean score of the students in the level of communication is 5.07.

4.7. Translation Time

The students spent more time on the translation of text 1(M=38.33, SD=8.121, N=15) than text 2(M=21.53= SD=7.472, N=15) owing to the fact that text 1 is longer than text2. Besides, text 1 has specialized terms about the history and trade of frankincense.

4.8. Perception of Difficulty

The student's rating of the text 1 and 2 was between average and difficult. The mean score of rating text 1 (M=3.47, SD=0.834, N=15) whereas the mean score of text 2 was (M=3.20, SD=0.676, N=15).

4.9. Correlations between Translation Quality and Perception of Difficulty and Translation Time

The author employed both Pearson and Spearmen's correlations to detect whether there is a correlation between translation quality and students' perception of the difficulty of the texts and translation time. The results showed that correlations did not exist between translation quality and perception of difficulty and translation time. See Table (1) and Table (2).

Table (1) Correlations in text 1			
		time	Difficulty
Students' score	Pearson Correlation	-.264	.483
	Sig. (2-tailed)	.342	.068
	N	15	15
students' scores	Spearman's rho		
	Correlation Coefficient	-.166	-.159
	Sig. (2-tailed)	.554	.571
	N	15	15

Table (2) Correlations in Text 2		Time	Difficulty
Scores	Pearson Correlation	-.091	.384
	Sig. (2-tailed)	.757	.176
	N	14	14
	Spearman's rho		
	Correlation Coefficient	-.060	.369
	Sig. (2-tailed)	.838	.194
	N	14	14

4.10. Use of Translation Procedures in Translating Text 1

Based on classification of Turzynski-Azimi (2020) of translation procedures, the students relied heavily on transliteration, literal translation and omission. Besides, the students did not use these procedures adequately. The students transliterated or translated literally the following realia (اللبان، مملكة اللبان ، الصبر السقطري ،البخور، المر ،الند), which have equivalents in English (incense stick, myrrh, incense, Socotrine aloe, Kingdom of Frankincense, frankincense). The second problematic area was omission. Many students relied on omission in translating text 1, which was not justified since they deleted central parts of meanings of the text. Further, the students' use of literal translation resulted in selecting inappropriate lexes or redundancy. See Table (3).

Table (3) Students' Translations		
Phrase	Students' translations	Suggested Translations
ترجع شهرة	historically significant returned, reputation, fame & historically significant concede to, fame relate to, historical position refers to, historically important returned, famousness and significance refer to	date back
زادت أهميتها	significant increasing, impotence increased, increased its importance	gained prominence
ذاع صيتها	becomes known over the boards, override the border, known all over the old world	earned wide acclaim
تردد ذكرها	mention its fluctuate, frequency, so famous, frequently reported	echoed
تجاوز حدود المكان	crossing into the nation, arrived and break the limitation overloads	cross borders
نظرة تقديس	sanction look, holy sight	Sacred look
جزيرة السعادة	blessing land, island of Gladness, happiness land, happiness land	Land of Happiness
نسج حولها القصص والاساطير	write stories and legends، told fabled stories	spined stories and legends
مثار اهتما الباحثين	very important to researchers, possess the researchers' interest, center of interesting for researchers	a subject of interest for researchers
لمخزن الخلفي	rear store, rear stockroom, back store	back reserve
المحميات الطبيعية	natural universal game cosmic reserve	reservations
مختلف الطيوب	different scents, perfume different odors	types of scents

4.11. Use of Translation Procedures in Translating Text 2

For the translation procedures in translating text 2, the students used various types of translation procedures, namely literal translation, explanation, substitution, and omission. The students relied on explanation procedure, adding unnecessary lexes, which manifested the students' inability to grasp the SL meaning or finding appropriate lexis. See Table (4).

Table (4) Inappropriate use of explanation procedure

SL items	Students' Translations	Back translations	Suggested translations
Costa Blanca's charm	كل انحاء كازا بلانكا، من اطلاله كوزبلانكا، سحر كازا بلانكا	all parts of Casablanca, wonder views of Costa Blanca, charm of Casablanca	سحر كوستا بلانكا
the balmy days merge slowly into one another	ايام الخريف الشافية مندمجة وبطيئة، يندمج بلسم الأيام مع بعضه، البعض، الخريف معتدل تندمج فيه الحرارة والدفيء، وفي الخريف تظهر الأيام ذات النسيم العليل ببطيء، الشتاء أيامه مندمجة وبطيئة	The healing autumn days are merged and slow, balmy days merge into another, some, the autumn is mild, in which the heat and warmth merge, it is slow, and in the autumn the days with a gentle breeze appear slowly, day after winter, his days are merged and slow	وفي الخريف يسوده الاعتدال
holidaymakers	في أيام العطل للمرتادين للجزيرة، مخططين الاجازات	for those visiting the island on holidays, Vacation planners	المصطافين
superb sandy beaches	الشواطئ الرملية الساطعة، روعة وجمال الشواطئ المشعة بالأضواء	Bright sandy beaches, The splendor and beauty of the beaches radiant with lights	الشواطئ الرملية الرائعة
the colors of citrus fruits, flowers, and blossom splash the countryside	ألوان الحمضيات والازهار والبراعم تخلق روعة وإثارة في الريف، ألوان الحمضيات والفواكه ورونق الزهور يزين الريف، ألوان الفواكه الحمضية، ألوان الورود والفواكه والازهار التي تتفتح في الريف، الطقس استثنائي في هذا الربيع، ألوان الفواكه الحمضية والورود والازهار تبرز جمال المنطقة	Citrus colors, blossoms, and blossoms create country charm and excitement, the colors of citrus, fruits and the luster of flowers decorates the countryside, the colors of roses, fruits and flowers that bloom in the countryside, the weather is exceptional this spring, the colors of citrus fruits, roses and flowers highlight the beauty of the region	تنتشر في ارجاء الريف ألوان الحمضيات والورود والأزهار

The second problematic area was the omission of lexis that resulted in omitting necessary parts of the meaning of text 2, some examples of which are in Table (5) below.

Table (5) Inappropriate use of omission

SL items	Translations	Back Translation	Suggested translation
blue-green seas	زرقه مياه البحر، البحار الزرقاء،	Blue sea water, blue seas,	وبحار زرقاء
picturesque villages	القرى، احياء القرى	Villages, villages revival	قرى خلابة

holidaymakers	ايام الاعياد والاجازات، عطله	Festive days and vacations, vacation	.المصطافين
gloriously hot	الحار ، الصيف الحار/ الصيف الحار	Hot, hot summer / hot summer	حار لطيف
so incredibly popular	شهير، مشهور	so incredibly popular	ذات شعبية كبيرة
superb sandy beaches	الأضواء الساطعة، الأضواء المشعة، الأضواء المشرقة ، الأضواء الساطعة، الاضواء	Bright lights, flashing lights, bright lights, flashing lights, lights	وشواطئ رملية رائعة

5. DISCUSSION OF THE RESULTS

The empirical data revealed MA students' low performance in translating tourist texts from Arabic into English and English to Arabic which was manifested in the students' inability of conveying some ideas of the ST to the TT readers, the composition of the TT, and communicating the ST to TL readers. Besides, the students' translations revealed their inappropriate use of translation procedures, which revealed comprehension and production problems. Such findings are discussed below in terms of the theoretical tenets introduced in the literature review,

5.1. Formulation of the Main Ideas of the TT

The postgraduate students' mean translation scores in translating tourist text 1 from Arabic into English and Text 2 from English into Arabic showed that the students had problems in delivering some ideas of the ST into the TT. Such a case showed that the students could not comprehend some parts of the texts which was manifested in choosing inappropriate translation procedures such as transliterations, omission, and inappropriate use of explanation
Pierini (2007) observed cases of mixes of languages, partial translation, and summary translation in translating tourist texts, which hinders the effectiveness of transferring the SL message to the TL readers. Sulaiman, (2018) and (Muñoz, 2011) found that the cultural differences between the SL and TL engender gaps in the process of rendering the meaning of the ST into the TL, so they recommended a cultural framework to deal with the cultural issue in translation of tourist texts.

5.2. Composition of the TT

The students' translations of texts 1 and 2 revealed that the quality of their composition of the TT was lower than the formulation of the ideas of the ST to the TL readers. Several studies have reported on findings regarding linguistic problems, including grammatical problems (e.g., Albir & Pavani, 2018; Napu, 2016; Pierini 2007; Al-Fahad, 2012) semantic problems (Guo, 2012; Liu & Wen, 2014), and stylistic problems (Wang, 2011; Sulaiman, 2013).

5.3. Level of Communication

The most critical problem that students faced in their rendition of text 1 and text 2 was that they did not adapt to the TT norms, which were manifested in students' scores in the level of communicating the ST to the TL readers. This problem showed that the students did not consider the norms of the TT conventions. The Arabic tourist is informative, providing readers with historical events on Socotra. whereas the English tourist texts are operative, showing practically the beauty of Costa Blanca and persuading the readers indirectly to visit the place. Text 2 describes a Spanish city according to the norms of English. The text has typical features

of English in terms of register, the choice of adjectives and adverbs, and sentence structure. The students adhered in their translations of text 1 and text 2 to the ST conventions, without an attempt to consider the TL readers. Therefore, the students need to address the TL readers' expectations by making modifications in the translated texts so that the TT affects the TL readers. Reiss (2004) and Sulaiman (2019) found that the culture and norms of the TT should be considered when rending the ST meaning into the TT. Hartati (2013) and Muñoz (2011) found the product of the translation of tourist texts was not natural and exhibited signs of non-nativeness.

5.4. Students' Use of Translation Procedures

The students' translations showed that the translation students relied heavily on transliteration, literal translation, omission' and explanation, which resulted in either deviant translations, translation loss and or redundant translations. The translation students transliterated and explained some terms, which have equivalents in the TL. The students' use of omission resulted in translation loss since they deleted parts of the meaning of the ST. It was a simplification procedure, but the students used it inadequately. Deeb (2005), Olk (2013), and Qassem & Vijayasarathi (2015) found that omission is one of the causes of errors in translation if it is not based on objective analysis of a text. In some cases, omission can be the right procedure if omitting a certain term or expression does not result in translation loss. This problem was reported in Ma & Song (2011) and Ai (2013) who found that the most common problems in their studies were omission of cultural items, such as the translation of proper nouns, names of historical places and events. Rababah (2008) and Olk (2013) found that student translators relied on transliteration and literal translation. Rababah (2008) ascribed the students' dependence on a literal translation to the students' limited vocabulary and lack of exposure to the TL.

Correlations in texts (1) and (2) were not detected between translation quality and perception of difficulty and translation time, which might be due to a small sample of students and texts. Further studies are therefore needed to investigate the correlations between the variables, using a sufficient sample size.

5.5. Students' Perception of Difficulty

The translation students' perception of the texts they translated did not match with their performance. The students' perceived the texts they translated average while their translations exhibited severe translation problems, which showed that the students translated the texts without noticing the problematic areas in translating each text. It also showed that the students were not aware of the stylistic differences between the ST and TT.

6. CONCLUSION and RECOMMENDATIONS

Translation trainers and teachers should devote ample attention to three problematic areas in the translation of tourist texts (i.e., formulation of the ideas of ST, composition in the TL, and level of communication) in the contents of the textbooks and the methods of teaching. Not only that, translation courses should consider these dimensions in translation activities. The tourist dimension may be absent in the courses of translation programs. The responsibility to develop comprehensive translation programs goes first to Colleges of Languages and Translation and the relevant institutions, which should consider the tourist dimension in translation training programs.

The students' performance of translation tasks revealed the students' unsatisfactory performance, which was reflected in the students' low scores and students' use of translation procedures. Despite the postgraduates' temporal efforts (delay in translation time), they could not render the tourist texts into the TL appropriately. The students' lack of the skills to manage

the translation process which is manifested in the use of translation procedures makes them unable to arrive at a good-quality product. Carl, et al. (2011) argue that the students' varied translation behaviors in the translation process and production may have either a positive or a negative effect on the quality of translation

The study unveiled students' inappropriate use of translation procedures, which may be attributed to the students' lack of training in the use of translation procedures in translating tourist texts. The first step in the use of translation procedures is text analysis, which should guide the process of choosing translation procedures. The students should be trained on how and when to use a translation procedure in translation production. The text analysis helps students determine text types and their functions. It also helps students spot the idioms and terms that need special attention in the process of comprehension and production.

Many translation textbooks do not give tourist texts due attention in terms of contents and translation procedures and strategies. It is crucial for translation courses to cover various types of texts: tourist, religious culture, material culture, idiomatic expressions, etc. in the contents of the course and the methods of teaching. Some translation courses account for such issues and present sufficient content, but they lack a clear and working methodology.

The postgraduates' translations of the tourist texts from English into Arabic and Arabic into English reflect gaps in students' translation competence. The findings revealed the postgraduates' low performance in translation of tourist texts in terms of formulating ideas of the ST, composition in the TL, and level of communication. The students' translations also manifested inappropriate use of translation procedures. Based on these findings, the translation students need to be trained on how to approach the ST in terms of reading the ST to get the main idea, considering the linguistic features and norms of the ST. They also need to consider the differences between the norms of writing in English and Arabic. Translation training programs should be systematic and address the students' real needs in different stages of translation. Further investigations are needed to study the translation of tourist texts, using various types of tourist texts with a large sample of student and professional translators to unfold the hindrances that student and professional translators face in translation of tourist texts. These investigations may show whether the hindrances of translation of tourist texts are ascribed to translation training programs or translation experience.

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APPENDIX 1

	1. Formulation of the main ideas of the text without meaning errors (60%) Accuracy and clarity of information	2. Composition in the target language (30)	Level of communication of the target text (10%) `
	a. Contains all the main ideas of the source text.	a. Conventions of written language (orthography and typography	a. Overall quality of the target text
		b. Vocabulary (accuracy and richness)	b. Appropriateness in terms of the genre's conventions
		c. Morphosyntax (use of verb tenses and modes, prepositions, etc.)	c. Appropriateness in terms of the translation purpose and target audience
		d. Cohesion (use of connectors and referential elements	
		e. Coherence (ideas well organised and clearly presented)	

Appendix1 Rubric for assessment of tourist text translation.

APPENDIX 2 TRANSLATION TASK

Dear Students,

We are conducting a study on translation quality in students' translation of tourist brochures from Arabic into English and vice versa, which are expected to contribute to empirical translation studies and translation training programs. I would appreciate if you could translate

the texts below following the instructions provided. The results of the study may assist in developing translation programmes. Your data will be confidential and solely used for research purpose. Thank you for patience and time.

Name: ....(Optional)

Age: ....

Year of Translation experience: ....

Your Major in BA: ....

Your GPA in BA:

Text (1)

Brief (نبذة عن النص)

The Ministry of Culture and Tourism is developing a program to attract more Western tourists to the country. As part of this, it has decided to translate the text into English You have been employed by the Ministry to translate the tourist brochures.

زمن بداية ترجمة النص: ....

زمن انتهاء ترجمة النص: ....

<u>**سقطرى جزيرة السعادة**</u>

ترجع شهرة سقطرى وأهميتهاالتاريخية الى بدايةازدهار تجارة السلع المقدسة ونشاط الطريق التجاري القديم (المشهوربطريق اللبان). إذ كانت الجزيرة أحد الأماكن الرئيسية لإنتاج تلك السلع الهامة بالإضافة الى كونها المخزن الخلفي لدعم اقتصاد مملكة حضرموت (ملك بلاد اللبان)، وفي تلك العصور القديمة اشتهرت جزيرة سقطرى بإنتاج (الند) وهو صنف من البخور وبالصبر السوقطري كأجود انواع الصبر. وزادت أهميتها، وتردد ذكرها وذاع صيتها حتى تجاوز حدود المكان الى شعوب حضارات العالم القديم التي كانت تنظر الى السلع المقدسة (البخور، المر، الصبر، اللبان ومختلف الطيوب) نظرة تقديس وكانوا يسمون الأرض التي تنتج هذه السلع (الأرض المقدسة) أو (أرض الآلهة) ولهذاسميتجزيرة سقطرى عند قدماء اليونان والرومان ب(جزيرة السعادة) وبسبب صعوبة الوصول إليها في الماضي نُسج حولها عدد من القصص والأساطير.وهياليوم مثار اهتمامالباحثينالمتخصصين في مناطق المحمياتالطبيعية النادرة، فسقطرى واحدة من أهم تلك المحمياتالطبيعيةالكونية.

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On the following scale of difficulty, qualify the text you have just translated. Circle the number you think most appropriate ("1" is very easy and "5" is very difficult).

Text 1	Very Easy	Easy	Average	Difficult	Very Difficult
	1	2	3	4	5

Text (2)

Translation brief((نبذة عن النص:

This is an excerpt from a British tourist brochure advertising the Costa Blanca in Spain. Kindly, translate it to the Arabic speakers of English

زمن بداية ترجمة النص:

زمن الانتهاء من ترجمة النص:

Sunshine, bright lights and superb sandy beaches, blue-green seas, orange groves and

picturesque villages, mountains, old fortresses and starry evenings – all part of the Costa

Blanca's charm. The weather is exceptional. In spring it's warm and sunny and the colors of

citrus fruits, flowers and blossom splash the countryside. In summer it's gloriously hot and in

autumn the balmy days merge slowly into one another. This is perhaps why the Costa Blanca

has become so incredibly popular with holidaymakers.

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Suggested Translations

TEXT 1

The fame and historic importance of Socotra Island dated back to the beginning of the sacred
commodities trade prosperity and the activity of the ancient trade rout (known as
Frankincense rout). The Island was one of the main producers of such significant

commodities in addition to being the back reserve to support the economy of Hadhramaut kingdom (king of Frankincense). In those old days Socotra Island became famous for the production of Incense Sticks, a kind of incense, and Socotra glue which was considered as the best quality glue. The Island became even more important and renowned and its fame reached the people of ancient civilizations who used to consider those holy commodities (incense, myrrh, ladanum, glue and other incense) as hallowed not only this but named the land producing them as The Holy Land or The Land of the Gods. Therefore, Socotra Island was named by ancient Greeks and Romans as the Island of Happiness. Because reaching the Island was so difficult in the past, many stories and legends have been woven about it. Today, the specialist researchers paid Socotra great attention for it is one of the worldwide rare nature reserves.

Text 2

في أرجاء كوستا بلانكا تجد روعة شروق الشمس وأضواء ساطعة وشواطئ رملية رائعة وبحار زرقاء مخضرة وبساتين برتقال وقرى خلابة وجبال وحصون القديمة وليالي نجومية; كل ذلك جزء من سحر كوستا بلانكا. طقس استثنائي: في الربيع دافئ ومشمس تنتشر في ارجائها ألوان الحمضيات والورود والأزهار، وفي الصيف حار لطيف، وفي الخريف يسوده الاعتدال. وهذا قد يجعل من كوستا بلانكا ذات شعبية كبيرة بين أوساط المصطافين.

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