



Difficulties of Translating Conceptual Metaphors in English Economics Texts into Arabic from Students' Perspective

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Keywords

1. Translation from English to Arabic
2. conceptual metaphor
3. economic texts
4. difficulties
5. Sana'a University

Abstract:

This study aimed to explore the factors that senior translation students at Sana'a University perceive as the main causes of the difficulties they have in rendering metaphorical expressions in English economics texts into Arabic. To achieve this objective, the study employed a mixed-methods approach to the analysis of the data collected via a questionnaire administered to a randomly selected sample of 55 senior translation students enrolled in the Translation Dept. at the Faculty of Languages at Sana'a University. Statistical analysis of the data was then carried out using the Statistical Package for Social Sciences (SPSS). Results revealed that senior translation students believe that the difficulties they encounter when translating metaphors in English economic discourses into Arabic arise from a variety of factors, the main ones of which include cultural differences, students' low linguistic proficiency, divergences between the linguistic systems of Arabic and English, lack of necessary resources for translation of economic metaphors and limited exposure to these metaphors in genuine texts, students' unawareness of the appropriate translation strategies for rendering the target metaphors, curriculum-related factors, and finally other factors related to translation instruction and teaching. The study therefore recommends that metaphorical expressions in English economics texts and the appropriate strategies for rendering them into Arabic be integrated into translation instruction. It is also recommended that greater attention be given to translation courses by increasing the hours allocated to teaching and practicing translation between English and Arabic. This will certainly enable students to broaden their cultural knowledge, improve their linguistic proficiency, and enhance their translation skills.

صعوبات ترجمة الاستعارات المفاهيمية في النصوص الاقتصادية من الإنجليزية إلى العربية من وجهة نظر الطلبة

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الكلمات المفتاحية

1. الترجمة من الإنجليزية إلى العربية
2. الاستعارات المفاهيمية
3. النصوص الاقتصادية
4. الصعوبات
5. جامعة صنعاء

الملخص:

هدفت هذه الدراسة إلى التعرف على أسباب الصعوبات التي ترافق ترجمة الاستعارات المفاهيمية في النصوص الاقتصادية من الإنجليزية إلى العربية من وجهة نظر طلبة المستوى الرابع بقسم الترجمة في جامعة صنعاء. و لتحقيق هذا الهدف استخدمت الدراسة المنهج الوصفي الكمي من خلال تطبيق استبانة مكون من أربعة محاور لجمع البيانات من العينة التي تكونت من 52 طالبًا تم اختيارهم عشوائيًا من المستوى الرابع بقسم الترجمة، كلية اللغات في جامعة صنعاء. ثم تم تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية، وذلك باستخدام الإحصاءات الوصفية مثل المتوسط والانحراف المعياري والوزن النسبي. وأظهرت نتائج الدراسة أن أهم أسباب صعوبات ترجمة الاستعارات في النصوص الاقتصادية هي: الأسباب الثقافية، ونقص المعرفة لدى الطلاب، والأسباب اللغوية، ونقص الموارد، وصعوبة تطبيق استراتيجيات الترجمة، والمناهج الدراسية، والأسباب المتعلقة بتدريس الترجمة. وبناءً على تلك النتائج، أوصت الدراسة بأن يضاف موضوع الاستعارة في النصوص الاقتصادية واستراتيجيات ترجمتها إلى مقررات الترجمة وأن تولي الجهات المعنية هذا الأمر المزيد من الاهتمام من خلال زيادة ساعات التطبيق العملي والترجمة بين اللغتين الإنجليزية والعربية للطلبة ليتمكنوا من توسيع معارفهم الثقافية واللغوية ومهارات الترجمة لديهم، بحيث يكون التركيز على هذا النوع من الاستعارات، وكذلك الاستراتيجيات المستخدمة في ترجمتها.

1. Introduction

Translation is the process of communicating the meaning of a source-language text by means of an equivalent target-language text. Nida and Taber (2003) define translation as “the transfer of meaning and style of the source language text (SLT) message to its closest natural equivalent” (p. 12). The significance and relevance of translation in our daily life are multidimensional and extensive. It is through translation that we learn about all developments in communications and technology and keep up-to-date with the latest discoveries in different fields of knowledge. In fact, translation has always been the major means for exchanging information and knowledge between nations and for facilitating communication and mutual understanding between individuals, organizations, and cultures that speak different languages (Al-Zu'bi, 2022).

There are different types of translation, such as literary translation, legal translation, media translation, scientific translation, and economic translation. Economic translation is concerned with the rendering of texts related to economics, finance, and business. This type of translation is of prime importance for international business communication, as it plays a crucial role in facilitating international trade, commerce, and financial transactions (Krasnova, 2021). There is thus an increasing need for this translation, given the constant need for communication between international businesses through translated documents, such as accounting reports, balance sheets, technical economic statements, credit applications, letters of guarantee, tenders, invoices, reports, bills, warranties, bank statements, and so forth (Meloyan, 2015).

The translation of economics texts is metaphorical in nature in that metaphor has been found to play an important role in constructing economics texts. Karavin Yüce (2022), for example, points out to the fact that there has been a growing interest in the use of metaphors in both economics and business.

Analyzing a number of economics texts, he was able to demonstrate that different conceptual metaphors can be employed in such texts to achieve different communicative purposes. For example, they allow us to discuss abstract economic models and ideas in a more tangible way. Many abstract economic ideas and concepts are presented in relation to certain traits of people, things, or activities to grab readers' attention (Lakoff and Johnson, 1980). Gooney (2002) confirms that metaphor holds greater significance than other forms of figurative speech due to its frequent usage across text types, including technical texts. Nevertheless, translation textbooks often neglect the use of metaphor in economics texts and its importance for constructing and understanding such texts, mistakenly believing that it is only relevant to literary texts where it beautifies the text (Karavin Yüce, 2022). However, this classical perspective was challenged by Lakoff and Johnson (1980) in their book *Metaphors We Live By*, where they introduced a new theory known as “the Cognitive View of Metaphor”, in which they argue that metaphor is not only restricted to poetic language or literary texts but is also prevalent in people's thoughts and actions. They said that our ordinary conceptual system is fundamentally metaphorical in nature and metaphors are the structures of how we perceive, how we think, and what we do (Lakoff and Johnson 1980: 3). This realization led to the recognition of the use of metaphorical expressions across various fields (e.g. science and law) where they serve communicatively important functions. Similarly, metaphors are highly embedded in economics texts as they serve a crucial role in the construction and comprehension of text. The importance of metaphor in economics was initially identified by Henderson (1982, 1994, 2000), as cited in Nader (2013). In his “Rhetoric of Economics,” McCloskey (1983) examined mathematical metaphors and emphasized the importance of metaphors in economics, arguing that economics discourse is metaphorical in nature and metaphor is the most salient feature of economics rhetoric that is essential to economic

thinking and reasoning. He further points out that mathematical reasoning and economic modeling in economics are metaphorical; even the lines, curves, and points on diagrams and graphs are used metaphorically to represent the economy or economic variables. According to Bacovia (2011: 231-40), metaphors serve two primary purposes in economics texts: they are a linguistic need and a cognitive aid, not a decorative feature. He also believes that metaphors are crucial for "popularizing business concepts." Additionally, Bacovia notes that the English language's dominance in published scholarly works has made it easier for new metaphors to initially occur in English texts and then to be borrowed and replicated in other languages.

Metaphorical language is mostly used in economic newspapers to serve many purposes (Jue, 2009). First, it helps in explaining changes in economic situations, and it is considered a practical linguistic approach to make the concepts of economics less abstract and more comprehensible to readers. For example, abstract and complex economic concepts that deal with function, stability, development, condition, and other economic issues are mapped onto concrete objects (e.g. the human body, nature, machinery) that are familiar to us (Jue, 2009). Another example of metaphorical expressions is the depiction of economy as a "battlefield," where countries or companies are portrayed as "combatants" engaged in "trade wars" and "competitive struggles" (Nader, 2013).

Moreover, metaphorical language can shape public perception and opinion, as certain metaphors can frame financial issues in a particular light, emphasizing certain aspects over others to make a persuasive rhetorical point or advance a specific ideological stance. As Pamies and Ruiz (2017) suggest, the use of metaphors in economics texts is not arbitrary but rather reflects deeper conceptual models that structure economic thinking and communication. This framing power allows journalists and commentators to influence the way readers interpret and reason about economic events. Furthermore, evocative economic metaphors tend to be more

memorable for readers than the technical language, as metaphorical expressions aid in recalling information, making economic news and analyses more impactful and "sticky" in the public consciousness (Kövecses, 2002; Nader, 2013 & Quan and Huynh, 2024).

Although the use of metaphorical expressions makes economics discourse and notions easier for readers to comprehend, it constitutes one of the major challenges that translators encounter when dealing with economics texts. According to Newmark (1988) and Schäffner (2004), translating metaphorical expressions can be a very challenging task due to several factors. First, there are cultural differences between the source and the target languages. In other words, metaphors are often rooted in culturally specific conceptual frameworks and lived experiences. Therefore, a metaphor serves as a meaningful metaphorical mapping in one language may not resonate or map coherently in another due to divergent conceptual associations and cultural models. Secondly, there may be a lack of direct lexical equivalents, especially when most of the words have no direct, one-to-one lexical equivalents across languages. Finally, there are often some contextual and pragmatic factors which a correct interpretation and accurate translation of a metaphor is heavily dependent on and the translator must carefully and creatively deal with should s/he wish to render into the target language the interlocutory effects the metaphor is intended to achieve.

To help translators cope with conceptual metaphors, empirical studies have been conducted on the translation of metaphorical expressions across various specialized non-literary texts, with their being often different in terms of the specific domain or language pair investigated. Many of these research endeavors, including Alshuja'a et al. (2019), Musaad (2022), Al-Zou'bi & Kanakri (2020), Selougha (2023), Nazzal (2017), and Nader (2013), were done on the translation of metaphors between English and Arabic. Other studies of metaphors in economics discourse (e.g. Quan and Huynh, 2024; Pamies & Ruiz, 2017; Zabalbeascoa and Espunya, 2017) focused primarily on comparing translations of

corpus texts from English into other languages, such as Russian, French, and Chinese.

A primary aim across most of these studies was to investigate the prevalence of metaphors in English and their translations into other languages. For instance, Nader (2013) and Nazzal (2017), with both being focused on economics and business texts, found that metaphorical expressions were widely used. Musaad (2022) examined the metaphors in political speeches and confirmed the extensive use of metaphors. Conducting a corpus-based study, Zhu Miao (2023) carried out a cognitive analysis of English economics discourse, and identified four major representative economic metaphors, confirming the widespread usage of these figurative expressions to make abstract concepts understandable. Similarly, Almaghlouth and Alotaibi (2024) used corpora of economics texts in Arabic and English, and they found 'heart' metaphors to be prominent, with largely universal major target domains across both languages.

Some studies focused specifically on the difficulties faced by translation students, moving beyond just analyzing translation strategies in published texts. Alshuja'a et al. (2019), for example, investigated the difficulties that senior translation students may have in translating metaphors in scientific texts from English into Arabic. Among the main difficulties the authors identified were differences between English and Arabic in terms of lexical content, syntax and ideology, along with the novelty of metaphors in scientific texts, cultural relativity of metaphors, their indirect meanings, and lack of experience and specialized dictionaries. On the other hand, Al-Zou'bi and Kanakri (2020) investigated the problems and difficulties M.A. translation students encountered when translating metaphorical expressions in political speeches from English into Arabic. Their findings indicated that only 45% of the translations were adequate, with significant inadequacies stemming from students' unfamiliarity with political expressions, weak cultural backgrounds, and misapplication of translation strategies. The significance of these studies

stems from the fact that they involve students as their primary population and focus directly on the difficulties students encounter in the process of learning and practicing translation skills. Hamza's (2020) paper, while theoretical and analytical, also explored various obstacles that translators of economic press articles often face (e.g. complex metaphorical language), emphasizing the need for specialized knowledge and contextual clues.

Other studies on metaphors in English economics texts and their translation into other languages such as Russian, French and Chinese were primarily comparative in nature using corpora of English texts and their translations into those target languages. from English into other languages. These studies include Quan and Huynh (2024) who, drawing on theoretical frameworks of conceptual metaphor and translation studies, examined the modulation of conceptual metaphors in Vietnamese translations of English economics texts and the impact of such modulation on the target text's meaning and interpretation. Pamies and Ruiz (2017) carried out a study that highlighted a relation between the metaphors found in economics discourse and the systemic economy of figurative language. Likewise, Zabalbeascoa and Espunya (2017) investigated the difficulties and strategies involved in translating metaphorical language in English financial texts to Castilian Spanish. Finally, Jue (2009) conducted a study aimed at finding out the use of metaphors in English economics discourses as well as how phrases and expressions are metaphorically used in different contexts in the field of economics, applying the conceptual theory proposed by Lakoff and Johnson (1980).

2. Statement of the Problem

In economics texts, the difficulties involved in translating metaphors are further compounded by the specialized nature of the subject matter and the need to maintain precision and clarity in conveying economic concepts, as metaphors in economic discourse often draw upon abstract domains, such as politics, nature, or human experience, to explain complex financial phenomena and make them more

comprehensible for the readers (Nazzal, 2017). As a result, translators have to convey the intended meaning of the source text in a way that conveys the same idea. This is not easy, however, as it requires of the translator to not only grasp the intended meaning of these metaphors but also to find appropriate strategies for rendering that meaning depending on the context, which is quite difficult for translators (Newmark, 1988). This is also emphasized by Karavin Yüce (2022), who asserts "... translation of metaphors creates a linguistic constraint while translating economic texts." Despite their being one of the most problematic issues in translation, metaphorical expressions in English economics texts and the difficulties they pose for translators have been largely overlooked in the existing literature on translation and its problems and strategies. This is particularly noticeable in the case of the translation difficulties that senior translation students encounter when rendering such metaphors into Arabic. That is, almost all previous studies have focused on comparing the source target and its translated version to either identify the difficulties that face translators when translating economic articles or to find out the strategies translators resort to during the process of translation. The studies on the field of economics are still limited and rare, as confirmed by the studies of Jue (2009), Nader (2013), Nazzal (2017), Pamies & Ruiz (2017), Quan and Huynh (2024), etc. All this highlights the importance and novelty of the present study, which aims to answer the following question:

What are the potential causes of the difficulties involved in translating conceptual metaphors in English economics texts into Arabic from the perspective of senior translation students at Sana'a University?

3. Significance of the Study

The significance of this study stems from the fact that the studies on metaphors in English economics texts and the difficulties involved in translating them into Arabic are still very limited, especially research endeavors on the difficulties facing senior translation students when dealing with English economic discourse. Additionally, it is hoped that the study will help

raise students' awareness of the potential causes of and solutions to the difficulties involved in translating metaphorical expressions in English economics texts. It will also draw translation teachers' attention to these metaphors and the difficulties of rendering them into Arabic.

4. Methodology

4.1 Method and Sample

To address the research question, a mixed-methods approach was adopted. Statistical and qualitative analysis of the collected data was carried out to identify the potential causes of the difficulties facing the study subjects when rendering metaphorical expressions in English economics texts into Arabic. Out of the study population (totaling 74 senior students at the Translation Dept., Faculty of Languages, Sana'a Univ.), a sample of 55 were randomly selected to answer the questionnaire items; 52 out of the 55 questionnaire forms were treated as valid, with 3 forms having been discarded because they had some items left unchecked by the students.

4.2 Tools

To answer the study question, a questionnaire comprising four dimensions was developed. The first dimension is focused on linguistic factors; the second deals with cultural factors; the third with factors concerning translation strategies; and the last dimension addresses other factors related to students' knowledge, resources available to translation students and exposure to the target metaphors, curriculum, and teaching staff. The Statistical Package for Social Sciences (SPSS) was used to carry out a descriptive statistical analysis of the collected data.

5. Results and Discussion

To answer the study question, the following section will analyze and discuss the main causes of the difficulties of translating conceptual metaphors from the perspective of senior translation students at Sana'a University.

5.1 Linguistic Factors

The first dimension addresses the linguistic factors that senior translation students believe to be a source of difficulty for them when rendering metaphorical expressions in English economics texts into Arabic. This dimension

was measured via five statements, as shown in Table 1 below:

Table 1: Descriptive Statistics of the Linguistic Factors

N	Statement	(Strongly Disagree)	(Disagree)	(Neutral)	(Agree)	(Strongly agree)	Mean	SD
1	English economic metaphorical expressions are characterized by idiomatic features.	1 (1.9%)	3 (5.8%)	9 (17.3%)	26 (50.0%)	13 (25.0%)	3.90	.913
2	The syntactic features of English economic metaphorical expressions differ from those in Arabic.	0 (0.0%)	7 (13.5%)	12 (23.1%)	18 (34.6%)	15 (28.8%)	3.79	1.016
3	There are inherent lexical gaps between English and Arabic.	1 (1.9%)	7 (13.5%)	12 (23.1%)	18 (34.6%)	14 (26.9%)	3.71	1.073
4	English economic metaphorical expressions are polysemous.	1 (1.9%)	9 (17.3%)	9 (17.3%)	24 (46.2%)	9 (17.3%)	3.60	1.034
5	English economic metaphorical expressions include novel metaphoric expressions.	4 (7.7%)	10 (19.2%)	15 (28.8%)	17 (32.7%)	6 (11.5%)	3.21	1.126

The idiomatic nature of economic metaphorical expressions was the main cause of the difficulties for senior translation students. 39 (75.0%) of the respondents agreed that “English economic metaphorical expressions are characterized by idiomatic features,” while only 4 (7.7%) disagreed. This item yielded one of the highest mean scores (M = 3.90, SD = .913), highlighting idiomaticity as a major challenging element that leads to students’ mistranslations of English economic metaphorical expressions. This is in line with the findings of Asiri & Metwally's (2020) study, which indicates that students’ errors and inaccurate translations are due to the figurative and idiomatic expressions as well as insufficient linguistic and cultural competence.

The second cause of the difficulties for senior students is the syntactic differences between the two languages under discussion. Thirty-three students (63.4%) agreed that “the

syntactic features of English economic metaphorical expressions differ from those in Arabic,” while 12 (23.1%) were neutral and 7 (13.5%) disagreed. This item received a high mean score (M = 3.79, SD = 1.016), reinforcing syntax as a key source of translation problems facing students. This finding is inconsistent with those of Alshuja'a et al.'s (2019) study, where the syntactic differences between English and Arabic were reported to be the main cause of difficulties for senior translation students in rendering metaphorical expressions in English scientific texts into Arabic.

The third factor posing translation problems for senior students seems to be the lexical gaps between the linguistic systems of Arabic and English; 32 students (61.5%) agreed that “There are inherent lexical gaps between English and Arabic,” while 12 (23.1%) were neutral and 8 (15.4%) disagreed. The mean score (M = 3.71, SD = 1.073) reflects strong

recognition of lexical mismatches as a major cause of translation difficulties .

Additionally, polysemy was widely acknowledged by students, with 33 (63.5%) of respondents agreeing that “English economic metaphorical expressions are polysemous,” while 18 (34.6%) were neutral or disagreed. The mean (M = 3.60, SD = 1.034) confirms that multiple meanings constitute an important source of difficulty in translation.

Novelty of metaphorical expressions is perceived by students as the least problematic of the linguistic challenges they face when translating English economics texts, where only 23 students (44.2%) agreed, while 25 (48.0%) expressed neutrality or disagreement. The lowest mean of this item (M = 3.21, SD = 1.126) indicates that novelty is perceived as a less challenging compared with other linguistic factors. According to Tagkas (2014), it is quite difficult to keep abreast of the rapid

advancements in the field of economics. This view is also held by Chidiac et al. (2024), who argue that there are new words that keep coming into existence in English economics texts.

In summary, the study sample identified idiomatic features (M = 3.90), syntactic differences (M = 3.79), and lexical gaps (M = 3.71) as the most problematic linguistic factors leading to translation difficulties. Polysemy (M = 3.60) was also significant, while novelty (M = 3.21) was comparatively a less challenging factor.

5.2. Cultural Factors

The second dimension investigated the cultural aspects that senior students perceive as factors contributing to the difficulty of translating English economic metaphorical expressions into Arabic. This dimension was measured via five statements, as is shown in Table 2.

Table 2: Descriptive Statistics of the Cultural Factors

N	Statement	(Strongly Disagree)	(Disagree)	(Neutral)	(Agree)	(Strongly agree)	Mean	SD
1	English Economic metaphors are rooted in specific English cultural ideas.	1 (1.9%)	3 (5.8%)	14 (26.9%)	24 (46.2%)	10 (19.2%)	3.75	.905
2	Certain cultural values included in English economic metaphorical expressions are different from those in Arabic.	1 (1.9%)	4 (7.7%)	13 (25.0%)	25 (48.1%)	9 (17.3%)	3.71	.915
3	Conceptual domains of English economic metaphors have different Arabic connotations.	0 (0.0%)	2 (3.8%)	21 (40.4%)	21 (40.4%)	8 (15.4%)	3.67	.785
4	The underlying ideology in English economic metaphors differs from that in Arabic.	1 (1.9%)	8 (15.4%)	15 (28.8%)	21 (40.4%)	7 (13.5%)	3.48	.980
5	There is a mismatch between the literal meaning of economic metaphors and their figurative meaning.	1 (1.9%)	7 (13.5%)	10 (19.2%)	14 (26.9%)	20 (38.5%)	3.87	1.138

The highest-rated cultural factor was “There is a mismatch between the literal meaning of

economic metaphors and their figurative meaning.” Here, 34 students (65.4%) agreed,

10 (19.2%) were neutral, and 8 (15.4%) disagreed. This item received the highest mean score in this dimension ($M = 3.87$, $SD = 1.138$), suggesting that students experience substantial difficulty reconciling literal versus figurative meanings across cultures. This is in line with the finding reached by Al-Zou'bi & Kanakri (2020), who investigated the difficulties of translating political metaphors and found the same pattern, concluding that "relying on literal forms when a functional rendering was needed" was a main cause of inadequate translations. They attributed this to a lack of cultural background and strategic competence.

For the statement "English economic metaphors are rooted in specific English cultural ideas," 34 students (65.4%) agreed, while 14 (26.9%) were neutral and only 4 (7.7%) disagreed. The mean score ($M = 3.75$, $SD = .905$) indicates that culturally embedded ideas are widely recognized as a second source of difficulty for students in translating metaphors in English economics discourse. Selouha's (2023) study concludes that economic metaphors are "deeply rooted in language because they mirror cross-domain conceptual mappings in the human mind."

A similar pattern emerged for the statement "Certain cultural values included in English economic metaphorical expressions are different from those in Arabic," where 34 respondents (65.4%) agreed, 13 (25.0%) remained neutral, and only 5 (9.6%) disagreed. This item produced a high mean ($M = 3.71$, $SD = .915$), underscoring the difficulty posed by value differences across cultures.

The reason "Conceptual domains of English economic metaphors have different Arabic connotations" received agreement from 29 students (55.8%), while 21 (40.4%) remained

neutral, and only 2 (3.8%) disagreed. The mean score ($M = 3.67$, $SD = .785$) reflects the difficulty in transferring conceptual domains across languages when connotative meanings diverge.

For "Underlying ideology in English economic metaphors differs from that in Arabic," 28 participants (53.9%) agreed, 15 (28.8%) were neutral, and 9 (17.3%) disagreed. The mean score ($M = 3.48$, $SD = .980$) suggests that ideological divergence is a moderately significant reason behind translation difficulties, as it differs from one culture to another.

In summary, the findings show that the students attribute difficulties in translation primarily to the mismatch between literal and figurative meanings ($M = 3.87$), as well as to culturally rooted ideas ($M = 3.75$) and differing cultural values ($M = 3.71$). Conceptual domains ($M = 3.67$) and ideological differences ($M = 3.48$) were also important, though slightly less emphasized reasons. These findings are in line with some previous work. For instance, Fayrouz (2023) highlights that cultural differences between two languages are the main reasons for wrong translations, specifically when translating from English into Arabic. In a similar vein, Asiri and Metwally (2020) argue that insufficient cultural competence is the main reason behind students' inaccurate translations, especially of metaphorical or idiomatic expressions.

5.3 Factors Related to Translation Strategies

The third dimension explored the strategic causes of difficulties involved in translating English economic metaphorical expressions into Arabic. This dimension was measured by six statements as shown in Table 3.

Table 3: Descriptive Statistics of Translation Strategy Factors

N	Statement	(Strongly Disagree)	(Disagree)	(Neutral)	(Agree)	(Strongly agree)	Mean	SD
1	Lack of theoretically universal and clear frameworks for translating conceptual metaphors in economic texts.	0 (0.0%)	6 (11.5%)	15 (28.8%)	19 (36.5%)	12 (23.1%)	3.71	.957
2	Students struggle to balance between preserving the original imagery of metaphoric expressions and clarifying their meaning for the Arabic-speaking audience.	2 (3.8%)	5 (9.6%)	11 (21.2%)	20 (38.5%)	14 (26.9%)	3.75	1.082
3	Personal preference for selecting the translation strategy of metaphors in economic texts.	2 (3.8%)	7 (13.5%)	7 (13.5%)	25 (48.1%)	11 (21.2%)	3.69	1.076
4	The lack of sufficient empirical research on English-Arabic economic metaphor translation strategies.	0 (0.0%)	9 (17.3%)	14 (26.9%)	23 (44.2%)	6 (11.5%)	3.50	.918
5	Students tend to use a literal translation strategy.	3 (5.8%)	12 (23.1%)	7 (13.5%)	18 (34.6%)	12 (23.1%)	3.46	1.244
6	Students use inappropriate strategies with economic metaphors.	3 (5.8%)	8 (15.4%)	11 (21.2%)	21 (40.4%)	9 (17.3%)	3.48	1.129

For the first item, i.e., “*Students struggle to balance between preserving original imagery of metaphoric expression and clarifying their meaning for the Arabic-speaking audience,*” 34 students (65.4%) agreed or strongly agreed, 11 (21.2%) were neutral, and only 7 (13.4%) disagreed. This item received the highest mean in the scale (M = 3.75, SD = 1.082), pointing to a central difficulty students have in reconciling fidelity with comprehensibility. As Moysova et al. (2021) stated, “It is necessary to choose semantic constructions that will reflect the rules of a particular language as objectively as possible.”

For the statement “*Lack of theoretically universal and clear frameworks for translating conceptual metaphors in economic texts,*” statistical data show that 42 (65.6%) of students agreed, 15 (23.1%) were neutral, while only 6 (11.5%) disagreed. The mean score (M = 3.71, SD = .957) highlights a strong perception that the absence of established frameworks significantly contributes to students’ translation difficulties.

Regarding the third item, i.e., “*Personal preference for selecting the translation strategy of metaphors,*” 36 (69.3%) of respondents agreed, 7 (13.5%) were neutral, while 9

(17.3%) disagreed. The mean ($M = 3.69$, $SD = 1.076$) indicates that students often rely on subjective judgment rather than systematic approaches when choosing translation strategies.

For the fourth item, namely “*The lack of sufficient empirical research on English-Arabic economic metaphor translation strategies,*” 29 students (55.7%) agreed, 14 (26.9%) were neutral, and 9 (17.3%) disagreed. The mean ($M = 3.50$, $SD = .918$) suggests that students are conscious of the limited scholarly resources available to guide practice in this specialized area.

The descriptive statistics for the fifth statement, i.e., “*Students tend to use literal translation strategy,*” also showed that 30 (57.7%) of students agreed or strongly agreed, 7 (13.5%) were neutral, and 15 (28.9%) disagreed. The mean score ($M = 3.46$, $SD = 1.244$) reflects that literal translation is still commonly employed, though often at the expense of meaning transfer. This is similar to the findings of Al Kayed (2023), who found that one of the problems students face when translating sport idiomatic expressions from English to Arabic is the tendency towards literal translation, which led to inaccurate translations.

Finally, the statement “*Students use inappropriate strategies with economic metaphors,*” received agreement or strong agreement from 30 (57.7%) of participants, neutrality from 11 (21.2%), and disagreement from 11 (21.2%). The mean ($M = 3.48$, $SD =$

1.129) confirms that the use of inappropriate strategies remains a recurring problem in students’ practice. This is in line with Gonzalez’s (2015) argument that translation is not an easy process, as it needs high skills and abilities to use the appropriate translation strategies.

In sum, the findings reveal that the most notorious difficulty lies in balancing the imagery of metaphorical expressions with clarity ($M = 3.75$), with the absence of universal frameworks coming next ($M = 3.71$) and then the reliance on personal preferences ($M = 3.69$). Issues related to insufficient research ($M = 3.50$) on the translation of metaphorical expressions in economics discourse, literal translation ($M = 3.46$), and use of inappropriate strategies ($M = 3.48$) were also highlighted, albeit with slightly lower significance.

5.4. Other Knowledge and Educational Factors

5.4.1: Student Knowledge

This dimension highlights how students’ linguistic mastery, theoretical background, cognitive processing, and practical experience influence their ability to translate English economic metaphors into Arabic. The findings show that low levels of proficiency in both English and Arabic, insufficient theoretical grounding, and heavy mental demands contribute significantly to the difficulties facing senior students in translating English economic metaphors.

Table 4: Descriptive Statistics for the Student Knowledge Factors

N	Statement	(Strongly Disagree)	(Disagree)	(Neutral)	(Agree)	(Strongly agree)	Mean	SD
1	Students' overall mastery of English is insufficient for comprehending complex economics texts.	2 (3.8%)	8 (15.4%)	8 (15.4%)	21 (40.4%)	13 (25.0%)	3.67	1.133
2	Students' overall mastery of Arabic is insufficient for translating English economic metaphorical expressions.	2 (3.8%)	9 (17.3%)	17 (32.7%)	12 (23.1%)	12 (23.1%)	3.44	1.145

3	Students lack sufficient knowledge of general translation theories.	0 (0.0%)	10 (19.2%)	7 (13.5%)	15 (28.8%)	20 (38.5%)	3.87	1.138
4	Students face a high cognitive load when simultaneously identifying, mentally interpreting, and re-expressing economic metaphors.	0 (0.0%)	9 (17.3%)	11 (21.2%)	19 (36.5%)	13 (25.0%)	3.69	1.039
5	Students think in their mother tongue when translating English economic metaphors.	2 (3.8%)	6 (11.5%)	10 (19.2%)	20 (38.5%)	14 (26.9%)	3.73	1.105
6	Students have limited practical experience in translating actual economics texts containing complex conceptual metaphors.	1 (1.9%)	5 (9.6%)	13 (25.0%)	20 (38.5%)	13 (25.0%)	3.75	1.007
7	Students avoid translating English economic metaphors because of their difficulty.	3 (5.8%)	6 (11.5%)	14 (26.9%)	15 (28.8%)	14 (26.9%)	3.60	1.176
8	Students lack a genuine interest in translating metaphorical expressions in English economics texts.	4 (7.7%)	4 (7.7%)	15 (28.8%)	14 (26.9%)	15 (28.8%)	3.62	1.207

As shown in Table 4, the statement “*Students’ general mastery of English is insufficient for comprehending complex economic texts,*” received agreement from 34 students (65.4%), neutrality from 8 (15.4%), and disagreement from 10 (19.2%). The mean score (M = 3.67, SD = 1.133) strongly suggests that limited English proficiency is widely perceived as a barrier to correct and accurate translations, as metaphors are notorious for their complex terms that require a deep understanding of the implied and literal meaning in relation to the context. This is in support of Nazzal’s (2017) conclusion that translation of metaphorical expressions in business texts is quite difficult and requires a high level of competence that goes beyond general linguistics to more advanced lexical and pragmatic competences. Similarly, the reason that “*Students’ overall mastery of Arabic is insufficient for translating English economic metaphorical expressions*” appears to account for the difficulty students face when rendering English metaphors into their mother tongue, with it receiving agreement from 24 (46.2%) of the participants,

neutrality from 17 (32.7%), and disagreement from 11 (21.1%). The mean (M = 3.44, SD = 1.145) suggests that even students’ Arabic competence presents a major challenge, though less significant than English mastery. This might be because some students think that they can readily come up with an Arabic equivalent to the English metaphor, which turned out to be quite the contrary.

Statistics for the statement “*Students lack sufficient knowledge of general translation theories*” indicate strong recognition of theoretical gaps: 35 students (67.3%) agreed, while 17 (32.7%) were neutral or disagreed. The mean score (M = 3.87, SD = 1.138) indicates that inadequate grounding in translation studies is an issue of consequence. This shows that most of the students are not aware of which strategy to use during the translation process. That is clear from their translation in the test that was given to them, where most of them mistranslated the economic metaphorical expressions and some others produced literal translations replete with a lot of lexical, structural, and pragmatic errors.

Regarding cognitive processing, that “*Students face high cognitive load when simultaneously identifying, mentally interpreting, and re-expressing economic metaphors*” was strongly endorsed, with 32 (61.6%) of the respondents choosing the ‘agree’ option, and 11 (21.2%) and 9 (17.3%) the ‘neutral’ and ‘disagree’ ones, respectively. The mean ($M = 3.69$, $SD = 1.039$) shows that cognitive overload is one of the most notorious difficulties, as the translation of metaphors requires first identifying their indirect meaning intended by the source text and then rendering it into the target language using an equivalent that can best preserve the sense and imagery of the original, which can be overwhelming for the experienced, let alone the novice, translators.

For “*Students think in their mother tongue when translating English economic metaphors*,” 34 (65.4%) of respondents agreed, 10 (19.2%) were neutral, and 8 (15.4%) disagreed. The mean score ($M = 3.73$, $SD = 1.105$) suggests that reliance on thought processes in the native language complicates translation and results in inaccuracy.

Practical difficulties were highlighted by students’ answers to “*Students have limited practical experience in translating actual economic texts containing complex conceptual metaphors*.” 33 (63.5%) of participants agreed, 13 (25.0%) were neutral, and 6 (11.5%) disagreed. This item had one of the highest means ($M = 3.75$, $SD = 1.007$), indicating strong consensus among respondents that insufficiency of hands-on practice is a major factor that can account for their mistranslating metaphorical expressions in economics texts. This finding is in line with Alshuja'a et al.'s (2019) study, which highlights that one of the reasons behind students' inability to accurately translate scientific metaphors into Arabic is that they have not been exposed to such metaphors. The answers to the statement “*Students avoid translating English economic metaphors*

because of their difficulty,” indicate that avoidance behavior is, though less decisive compared to other factors, present among senior students, with 29 (55.7%) of participants agreeing with the statement, 14 (26.9%) being neutral, and 9 (17.3%) disagreeing. This finding is reinforced by the mean score ($M = 3.60$, $SD = 1.176$).

Finally, descriptive statistics for “*Students lack genuine interest in translating English economic metaphorical expressions*” are: 29 (55.7%) of students agreed with the statement, 15 (28.8%) were neutral, and 8 (15.4%) disagreed. The mean ($M = 3.62$, $SD = 1.207$) shows that motivational aspects, while not the strongest, remain a relevant factor in the difficulties senior students encounter when rendering metaphors in economics texts into Arabic.

In summary, this dimension emphasizes that the difficulties students encounter in translating economic metaphors arise not only from the low level of students’ linguistic proficiency in both English and Arabic ($M = 3.67$; 3.44), but also from theoretical gaps ($M = 3.87$), cognitive demands ($M = 3.69$), and particularly lack of practical experience ($M = 3.75$). Additionally, avoidance ($M = 3.60$) and limited motivation ($M = 3.62$) can take toll on students’ ability to handle economic metaphors effectively.

5.4.2 Resources and Exposure

This dimension investigates the role of the availability of necessary resources and cultural exposure in enabling students to translate English economic metaphors into Arabic. The results indicate that a lack of specialized reference materials and limited exposure to English culture further compound the difficulties facing senior students when dealing with metaphors in English economics discourse. The dimension is measured by means of six statements, as shown in Table 5.

Table 5: Descriptive Statistics for Factors related to Resources and Exposure

N	Statement	(Strongly Disagree)	(Disagree)	(Neutral)	(Agree)	(Strongly agree)	Mean	SD
1	There is a lack of specialized dictionaries that specifically help with translating metaphors in English economics texts.	1 (1.9%)	6 (11.5%)	11 (21.2%)	15 (28.8%)	19 (36.5%)	3.87	1.103
2	There is an absence of well-established translation norms for rendering English neologisms in economics into Arabic.	1 (1.9%)	8 (15.4%)	12 (23.1%)	22 (42.3%)	9 (17.3%)	3.58	1.016
3	There is a lack of digital resources (e.g., online glossaries, corpora) that facilitate translation of metaphors in English economics texts.	2 (3.8%)	11 (21.2%)	11 (21.2%)	17 (32.7%)	11 (21.2%)	3.46	1.163
4	Students are unable to effectively use AI-powered applications for finding the correct Arabic equivalent of the English economic metaphor.	5 (9.6%)	7 (13.5%)	13 (25.0%)	16 (30.8%)	11 (21.2%)	3.40	1.241
5	Students have insufficient exposure to the specific types of conceptual metaphors commonly used in English economics texts.	1 (2.0%)	9 (17.6%)	11 (21.6%)	23 (45.1%)	7 (13.7%)	3.51	1.007
6	Students' unfamiliarity with the broader English culture hinders their grasping of culture-specific economic metaphors.	2 (3.8%)	2 (3.8%)	8 (15.4%)	22 (42.3%)	18 (34.6%)	4.00	1.010

Descriptive statistics for the statement “*There is a lack of specialized dictionaries that specifically help with translating metaphors in English economics texts,*” indicate strong recognition on the part of participants that the unavailability of reference tools (e.g. specialized bilingual dictionaries and glossaries) is one of the factors explaining students’ inability to effectively and efficiently render English economic metaphors into Arabic, with 34 (65.3%) of respondents agreeing with the statement, 11 (21.2%) being neutral, and only 7 (13.4%) disagreeing. Similarly, the statement “*There is an absence of well-established translation norms for rendering new economic metaphors into Arabic*” received strong endorsement from students, with 31 (59.6%) of participants choosing the ‘agree’ option and 12 (23.1%) and

9 (17.3%) selecting the ‘neutral’ and ‘disagree’ options, respectively. The mean (M = 3.58, SD = 1.016) underscores the importance of having standardized translation practices for efficient translation of newly-coined metaphors into Arabic, especially with the rapid evolution of economic journalistic texts that keep creating new metaphorical expressions to precisely depict the increasingly emerging global trends. This is in line with Nazzal’s (2017) observation that the absence of translation norms leads to inconsistency in Arabic translations of metaphorical expressions, where the same metaphor is translated in various ways and sometimes in a wrong way. As for the statement “*There is a lack of digital resources (e.g., online glossaries, parallel corpora) that can facilitate translation of metaphors in English economic texts,*” the

descriptive statistics showed more divided opinions among senior student: 28 (53.9%) of participants agreed with the statement, 11 (21.2%) were neutral, and 13 (25.0%) disagreed. The mean ($M = 3.46$, $SD = 1.163$) suggests that limited digital resources present a challenge for students, albeit not as problematic as other issues. That is, most of the resources available to senior students are in English versions without comparable Arabic corpora.

The statement "*Students are unable to effectively use AI-powered applications for finding the correct Arabic equivalent of the English economic metaphor*" was supported by 27 (52.0%) of students, while 13 (25.0%) remained neutral and 12 (23.1%) disagreed. The mean score ($M = 3.40$, $SD = 1.241$) indicates that there is a noticeable gap in terms of students' ability to critically utilize emerging AI-based technologies for translation. Students use these tools in translation but without taking the trouble to double-check the output for any loss of lexical, stylistic, or cultural nuances in the target text; instead, they take the AI output on its face value, which often results in awkward renderings.

Exposure-related concerns were very evident in the students' answers to "*Students have insufficient exposure to the specific types of conceptual metaphors commonly used in English economic texts.*" Here, 30 (58.8%) of respondents agreed with the statement, 11 (21.6%) were neutral, and 10 (19.6%) disagreed with it. The mean ($M = 3.51$, $SD = 1.007$) reflects students' recognition of limited academic and textual exposure to metaphorical expressions in economic discourse. It is this reason that may account for students' failure to recognize and appreciate the figurative and nuanced meaning of metaphors in economic discourse. This is supported by Alsuja'a et al. (2019), who confirm that students are often unfamiliar with the conceptual metaphors used in non-literary texts such as scientific discourses.

Finally, "*Students' unfamiliarity with the broader English culture hinders their grasping of culture-specific economic metaphors*" obtained the strongest endorsement, with 40 (76.9%) of participants agreeing with the statement, 8 (15.4%) being neutral, and only 4 (7.7%) disagreeing. This item had the highest mean score in the dimension ($M = 4.00$, $SD = 1.010$), emphasizing that cultural unfamiliarity is a major obstacle to effective translation. This finding is in line with what was found by Alshuja'a et al. (2019), that is, familiarity with any culture requires of a language learner to immerse him-/herself in the society of that culture. Unfortunately, EFL students are generally denied that privilege, being exposed to English only in classrooms during their university years, which is considered a very short and insufficient time, given the daunting task of learning a new language.

In summary, this dimension highlights that the lack of specialized dictionaries ($M = 3.87$) and limited familiarity with English culture ($M = 4.00$) are perceived by students as the most significant barriers causing them difficulties in rendering accurate Arabic translations of English economic metaphors. Other important but somewhat less challenging from the perspective of students is the absence of translation norms ($M = 3.58$), insufficient exposure to common metaphorical patterns ($M = 3.51$), and underutilization of digital/AI tools ($M = 3.46$; $M = 3.40$).

5.4.3 Curriculum-Related Factors

This dimension explores how certain aspects of the business translation curricula can contribute to the difficulties that translation students face when translating English economic metaphorical expressions into Arabic. The findings indicate that limited instructional focus, insufficient training, and inadequate attention to cultural and linguistic differences hinder students' translation competence. This dimension was measured via five statements, as shown in Table 6.

Table 6: Descriptive Statistics for Factors Related to Curriculum

N	Statement	(Strongly Disagree)	(Disagree)	(Neutral)	(Agree)	(Strongly agree)	Mean	SD
1	The business translation course lacks sufficient focus on conceptual metaphors.	0 (0.0%)	9 (17.3%)	13 (25.0%)	18 (34.6%)	12 (23.1%)	3.63	1.030
2	The business translation course provides insufficient training on translating conceptual metaphors.	3 (5.8%)	8 (15.4%)	11 (21.2%)	20 (38.5%)	10 (19.2%)	3.50	1.146
3	The number of hours allocated for business translation is insufficient for teaching metaphor translation in depth.	2 (3.9%)	6 (11.8%)	10 (19.6%)	21 (41.2%)	12 (23.5%)	3.69	1.086
4	The business translation course pays less attention to relevant cultural differences of conceptual metaphors between English and Arabic.	2 (3.8%)	7 (13.5%)	15 (28.8%)	19 (36.5%)	9 (17.3%)	3.50	1.057
5	The business translation course pays less attention to relevant linguistic differences of conceptual metaphors between English and Arabic.	1 (1.9%)	10 (19.2%)	12 (23.1%)	19 (36.5%)	10 (19.2%)	3.52	1.075

As for the item “*The business translation course lacks sufficient focus on conceptual metaphors,*” 30 (57.7%) of students agreed, 13 (25.0%) were neutral, and 9 (17.3%) disagreed. The mean score ($M = 3.63$, $SD = 1.030$) suggests that many students perceive conceptual metaphors as underemphasized in the assigned material for teaching business translation, which makes them unfamiliar with the target metaphors, which in turn leads students to mistranslate economic metaphorical expressions.

Similarly, “*The business translation course provides insufficient training on translating conceptual metaphors*” was endorsed by 30 (57.7%) of participants, while 11 (21.2%) took a neutral position and 11 (21.2%) disagreed. The mean ($M = 3.50$, $SD = 1.146$) indicates that students generally find the training on metaphor translation inadequate, which in turn makes students mistranslate economic metaphorical expressions.

The reason “*The number of hours allocated for business translation is insufficient for teaching*

metaphor translation in depth” was agreed upon by 33 participants (64.7%), with 10 (19.6%) having a neutral attitude and 8 (15.7%) disagreeing. This statement recorded the highest mean ($M = 3.69$, $SD = 1.086$), highlighting that limited instructional time significantly hinders students’ ability to learn metaphor translation in depth, as the translation course of business has 24 hours in the semester, which is insufficient to cover many topics in depth and detail.

For “*The business translation course pays less attention to relevant cultural differences of conceptual metaphors between English and Arabic,*” 28 (53.8%) of the respondents agreed, 15 (28.8%) were neutral, and 9 (17.3%) disagreed. The mean score ($M = 3.50$, $SD = 1.057$) reflects moderate acknowledgment of the curriculum’s shortcomings in addressing cultural aspects.

Finally, the statement “*The business translation course pays less attention to relevant linguistic differences of conceptual metaphors between English and Arabic*”

received agreement from 29 (55.7%) of participants, neutrality from 12 (23.1%), and disagreement from 11 (21.1%). The mean (M = 3.52, SD = 1.075) indicates that linguistic differences are also perceived as insufficiently covered in the syllabus, as they require more time to be adequately addressed.

To sum up, the statistical data for this dimension reveal that insufficient instructional hours (M = 3.69) and lack of focus on conceptual metaphors (M = 3.63) are the most prominent curriculum-related factors contributing to translation difficulties. Inadequate training (M = 3.50), along with

limited attention to cultural (M = 3.50) and linguistic differences (M = 3.52), further exacerbate the difficulties faced by students in translating conceptual metaphors effectively.

5.4.4. Translation Teacher-related factors

This dimension examines the impact of teacher-related factors on students' ability to translate economic metaphorical expressions from English into Arabic. The findings highlight that shortages in expertise, limited knowledge, and insufficient pedagogical support can hinder students' learning outcomes. This dimension is measured by four statements, as shown in Table 7.

Table 7: Descriptive Statistics for Factors Related to Translation Teachers

N	Statement	(Strongly Disagree)	(Disagree)	(Neutral)	(Agree)	(Strongly agree)	Mean	SD
1	There is a shortage of specialized translation teachers in business translation.	2 (3.8%)	7 (13.5%)	6 (11.5%)	21 (40.4%)	16 (30.8%)	3.81	1.138
2	Business translation teachers may have limited knowledge of contemporary economic metaphors.	2 (3.8%)	11 (21.2%)	12 (23.1%)	17 (32.7%)	10 (19.2%)	3.42	1.144
3	Teachers of the business translation course often neglect teaching conceptual metaphors.	0 (0.0%)	13 (25.0%)	15 (28.8%)	19 (36.5%)	5 (9.6%)	3.31	.961
4	Teachers provide insufficient encouragement for students to use specialized resources for economic metaphors.	0 (0.0%)	10 (19.2%)	17 (32.7%)	18 (34.6%)	7 (13.5%)	3.42	.957

For the factor “*There is a shortage of specialized translation teachers in business translation,*” 37 participants (i.e. 71.2%) agreed, 6 (11.5%) were neutral, and 9 (17.3%) disagreed. The mean score (M = 3.81, SD = 1.138) reflects a strong perception that the scarcity of specialized teachers negatively affects students' learning outcomes.

Similarly, the item “*Business translation teachers may have limited knowledge of contemporary economic metaphors*” received agreement from 27 (51.9%) of the study

subjects, neutrality from 12 (23.1%), and disagreement from 13 (25.0%). The mean score (M = 3.42, SD = 1.144) suggests that perceived gaps in teachers' subject knowledge contribute to translation difficulties.

The reason “*Teachers of the business translation course often neglect teaching conceptual metaphors,*” had 24 (46.1%) of participants ranging from agreeing to strongly agreeing, 15 (28.8%) neutral, and 13 (25.0%) disagreeing. This item yielded a mean score of (M = 3.31, SD = .961), indicating that while

neglect of metaphor instruction is noted, it is less strongly perceived than other issues.

Finally, the item "*Teachers provide insufficient encouragement for students to use specialized resources for economic metaphors*" was endorsed by 25 (48.1%) of respondents, with 17 (32.7%) remaining neutral, and 10 (19.2%) disagreeing. The mean score ($M = 3.42$, $SD = .957$) shows moderate recognition that encouragement from teachers in using specialized resources is lacking.

In summary, teacher-related factors appear to contribute significantly to students' translation difficulties. The shortage of specialized teachers ($M = 3.81$) stands out as the most pressing issue, followed by teachers' limited knowledge of economic metaphors ($M = 3.42$). Neglecting conceptual metaphor instruction ($M = 3.31$) and insufficient encouragement to use resources ($M = 3.42$) also clearly play important roles, emphasizing the need for teacher training, increased staffing, and more active pedagogical support in business translation programs.

6. Conclusion

Based on the investigation carried out here of the potential causes of the difficulties that often face senior translation students at Sana'a University when rendering conceptual metaphors in English economics texts into Arabic, it can be concluded that cultural factors were the most significant source of these difficulties. This is because metaphors are not merely linguistic constructs, but rather a reflection of a shared cultural and intellectual environment. Metaphors used in economic English are often linked to a societal context and historical experiences that differ from those in Arabic, creating a cultural gap that hinders the accurate transfer of metaphorical meaning as a result of the lack of a deep understanding of both cultures.

As for the factors related to students' knowledge and linguistic competence, these reflect a lack of essential knowledge in the field of economics, on the one hand, and a lack of mastery of the semantic and grammatical differences between the two languages, on the other. Students may understand the literal meaning of words but lack the appropriate

linguistic tools in Arabic to convey the corresponding figurative or metaphorical meaning, as it needs both cognitive understanding and linguistic mastery.

Furthermore, the lack of specialized resources and exposure to English economic discourse limits the development of students' linguistic intuition and the building of a vocabulary base that would enable them to handle metaphors flexibly. This lack of sufficient exposure to authentic linguistic input makes it harder for students to search in their mental lexicon for metaphorical counterparts in the target language.

Regarding translation strategies, the overall assessment suggests that students may lack systematic training in mechanisms for dealing with metaphors (domestication, direct equivalence, or modulation), leading them to rely on literal translation when encountering unfamiliar metaphors or complex ones.

As for the curriculum factor, teaching material often focus on general or literary translation without allocating enough units to non-literary translation of metaphors, especially metaphors in economics discourse, thus failing to prepare students to handle the complexities of this type of texts.

Finally, although the teacher's role received a fairly low rating, this does not diminish its importance. This low assessment may be due to the possibility that students perceive other factors (e.g. culture, language, and curriculum) as more important and challenging. But of course ignoring these types of text or the lack of teacher training on teaching translation of conceptual metaphors in specialized fields remains a decisive factor in students' inability to overcome these difficulties.

In conclusion, it can be said that the root causes of the difficulty senior students have in translating economic metaphorical expressions lie in the multidimensional nature of metaphor, which requires an integration of linguistic, cultural and specialized knowledge, which, unfortunately, the current educational system does not seem to provide adequately for senior translation students.

Based on these findings, several recommendations are proposed to help senior

students overcome at least some of the difficulties involved in translating metaphorical expressions in English economics texts. The study recommended adding the topic of metaphor in economics texts and its translation strategies to teaching materials on translation. It also recommended that relevant authorities give this matter more attention by increasing the hours allocated to practical part of translation between English and Arabic. This would enable students to broaden their cultural and linguistic knowledge and acquire translation skills necessary to effectively and efficiently handle metaphorical expressions in English economic discourses.

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