Wh-Questions in Translation among Arab EFL Learners: Challenges and Solutions

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Abstract

This study focused on using of English Wh-question sentences translation into Arabic and vice versa by the Yemeni EFL learners, second year level, English Department, College of Education and Sciences, Saber-Lahj, University of Lahj, Yemen. The number who participated in this study were thirty-five learners, fifteen boys and twenty girls. This study used one academic instrument for collecting data and information (a quantitative method), that was students' questionnaire including the translation test on English Wh-question sentences translation and Arabic Wh-question sentences translation which distributed randomly in their English classes. The major problem of the Yemeni EFL learners was the lack of understanding the accurate grammar rules in constructing English W-h questions and they faced challenges and difficulties when they translate the English W-h questions into Arabic and vice versa. The difference in the usage of the English Wh-question sentences and the Arabic Wh-question sentences (Asmaa Al-Istifham) was the main cause of the interference. Arab learners have difficulties of first language (L1) interference. The main aim of this study was to identify the challenges and difficulties of the Yemeni EFL learners encounter in translating the English Wh-question sentences into Arabic and the Arabic Wh-question sentences into English. In conclusion the researcher can say that most of the Yemeni EFL learners of second year level, English Department, College of Education and Sciences at University of Lahj made mistakes in translating the English Wh-question sentences into Arabic and vice versa, because of their week background in English and they practice translation only during the class time which was not enough for mastering the grammar rules of English Wh-questions construction. Besides, most of the learners started to study English from class seven at late ages and stages. This affected negatively on their performance in translation the English Wh-question sentences into Arabic and the Arabic W-h questions; what is called in Arabic (Istifham Al-Taswur) into English.

Keywords: *English Wh-questions, translation, Yemeni EFL learners, Arabic Wh-questions, Lahj University.*

Introduction

This study focused on translation of English Wh-question sentences into Arabic and vice versa by the Yemeni EFL learners, second year level, English Department, College of Education and Sciences, University of Lahj. The researcher used only one academic instrument for collecting data and information that was a students' questionnaire; this questionnaire included the translation test which randomly distributed in their classrooms and the collected data was tabulated and statistically analyzed. The Yemeni EFL learners who participated in this study were thirty-five, boys and girls; the numbers of the boys' participants were fifteen, while the number of the girls' participants were twenty. The main objective of this study was to identify the challenges and difficulties faced by the Yemeni EFL learners in translation of Wh-question sentences during their classes at Lahj University. Aziz (1989) stated that "Translation is replacing a text in one language by another text in another language". This implied that translation should include two languages: the source language and the target language. According to Ghazala (1995) "Translation refers to all the process and methods used to convey the meaning of the source language into the target language. It is believed that in any given classroom situation, just as much attention should be given to grammar as may be necessary in order to promote efficient language learning (Al-Hassaani, 2016). The present study tried to find out the major challenges and difficulties faced the Yemeni EFL leaners in translation and to examine the learners' ability and interests towards the translation of English Wh-question sentences into their mother tongue language and vice versa at Lahj University. The learners need to develop their English W-h question sentences constructions and at the same time teachers of translation courses should give the learners enough time for practical translation of the English Wh- question sentences until the learners get the ability and the interest to translate either from English into Arabic or from Arabic into English. The findings of this study will benefit all the concerned people in the educational process in

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general and those who are interested in English translation courses in College of Education and Sciences at University of Lahj.

The Research Problem

Despite of the importance of the English language, the Yemeni EFL learners study English as a subject starting from primary schools and most of them start to study English from class six and class seven at late stages of schooling. The Yemeni EFL learners of second year level, English Department, College of Education and Sciences at Lahj University encounter challenges and difficulties in using and translating the English Wh-question sentences into Arabic and vice versa. The Yemeni EFL learners of second year level, English Department in this college did not get the required motivation and practice to translate the more of English W-h question sentences into their own language "Arabic" in the classroom. Besides, one of the reasons why the Yemeni EFL learners of English Department in this college at Lahj University make mistakes in translating the English Wh-question sentences into Arabic and vice versa is because Arabic and English employ different processes and structures. The Yemeni EFL learners have weak background in English, and they are seldom asked in the class to practice the translation of English W-h question sentences into Arabic and from Arabic into English, this is due to the paucity of time, and because the teacher wants to avoid the tasks of correcting.

Objectives of the Study

1.To identify the major challenges of the Yemeni EFL learners in translating the English Wh-question sentences into   Arabic and vice versa in their classroom.

2.To investigate the abilities and the interests of the Yemeni EFL learners in translating the English Wh-question   sentences into Arabic and from Arabic into English.

 3.To find some effective solutions for the challenges and difficulties they faced in their translation of the English

 Wh-question sentences into Arabic and from "Arabic" into English in their class time.

Questions of the Study

1. What are the major challenges and difficulties which the Yemeni EFL learners encounter with translation of English Wh-question sentences into Arabic and from Arabic into English?

2. What are the main reasons behind the Yemeni EFL learners' poor performance in translation?

3. Do the Yemeni EFL learners have the interest and ability to translate correctly from English into Arabic and from

    Arabic into English?

Literature Review

Definitions of Translatio

Catford (1993) defined translation as the replacement of textual material in one language (the source language SL)

by equivalent textual in another language (the target language TL). Ghazala (1995) defined translation by saying

Translation refers to all the processes and methods used to convey the meaning of the source language into the target language. Nida and Taber (1982) wrote: Translation consists in the receptor language the closest natural equivalent

of the message of the source language, first in terms of meaning, and in terms of style. Bowker (2023) pointed that

"At its simplest, equivalencies usually understood to be the relationship between the original text and its translation".

Whenever we translate a text, we always start with a message in one language and end with a message in another language. Hassan (2019) also stated that "If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation or has no functional equivalence in the target language".

Methods of Translation

Ghazala (1995) defined a method of translation "as the way we translate" whether we translate literally or freely, the words or the meaning, the form or the content, the letter or the spirit, the manner or the matter, the form or the message, the direct meaning or the implied meaning, in context or out of context, and so on. Ghazala (1995) also stated that

"Writers on translation have suggested different methods based on the two major old-new methods of translation".

These methods are: -

Literal Translation

Literal translation refers to word to word or one to one translation. What happens in literal translation is that "the

denotative meaning of the word is taken as if straight from the dictionary (that is out of context), but the target language grammar is respected and because of the target language is respected; literal translation very often unavoidably

involves grammatical transposition". Dickens, et, al. (2002) in literal translation the source language grammar shall be considered and this sometimes cause difficulties in translation because the source language grammar may be totally different from the target language grammar.

Free Translation

Free translation is associated with translating the spirit, or the message, not the letter or the form of the context.

Newmark (1988) said "as a translation that reproduced the matter without the manner or the content without the form of the original". That is, to say in free translation the source language grammar shall not be regarded, reproduced or imitated in the target language.

Translation Challenges

Ghazalah (1995) claims that translation problems resulted in grammatical, lexical, stylistic, and phonological differences. Students face lexical problems due to misunderstanding the words in a direct and clear way. Concerning lexical problems, major lexical problems could arise from literal translation, synonyms, idioms, and polysemy.

Most of the Yemeni EFL learners of English Department, College of Education and Sciences, Lahj University face a major problem in translating the English Wh-question sentences into Arabic and in translating the Arabic

Wh-question sentences into English. The reason for this problem is that English and Arabic have different grammar rules, besides their mother tongue interference. These differences cause many problems to the Yemeni EFL learners in the items of the "students' translation tests". In their attempt at the translation tests, most of them made mistakes in translating the English Wh-question sentences into Arabic and in translating the Arabic Wh-question sentences into English.

Definition of a Question

According to a dictionary definition, a question is a sentence which by word-order use of interrogative words (who, what, why, etc.) or intonation, requests, information, an answer, etc … it is something about which there is discussion, something which needs to be decided (Hornby, 1987). English question formation constitutes a serious learning difficulty that Arab learners of English as a foreign language (EFL) face (Mukattash, 1981; Al-Mekhlafi, 1999; Umale, 2011).

Wh- Questions

In Wh-questions, the speaker wants to know the identity of some elements, for instance, the subject, the object, the location, the time, etc. Let us look at the following examples of Wh-questions: 1. Who has gone to Aden? 2.Where has your brother gone? In these questions, the Wh-words that refer to the person who has gone to Aden and the place where the person has gone occur in sentence initial position. But, Arabic information questions (Istifham Al-Taswur), like Wh-questions in English are formed with the help of an interrogative pronoun (Ism Istifham) such as "Mada" (what), "Mata" (when), "Kaifa" (how), "Men" (who) etc. The Wh-words in Arabic display flexibility and not rigid in terms of its placement and its formation or construction, whereas in English question words, its placement and its construction are rigid in terms of their syntactic positions. Besides, both English and Arabic put their question words initially. Wh-questions whether it is in English or in Arabic or in any other language in the world are looking for some information and responses. According to Farrant (1994), questions serve two purposes; the first one is to test what has been learnt. For this purpose the four interrogatives- who', 'what', 'where' , and when are generally used, the second purpose is to stimulate thought and lead to a deeper understanding. In this case, the interrogatives 'how', and 'why' are generally used.

Lack of Motivation and Practice

The researcher knows the value of practice and motivation in the classroom. As a university teacher, I should motivate my students to read more about Wh-question sentences translation into Arabic and into English, then practicing them in the classroom, because the more they read and practice the more they get knowledge and good results in performing their class duties. Translation in general and translation of Wh-question sentences into Arabic and vice versa need a lot of practice from the Yemeni EFL learners, and the required motivation from the side of the translation instructors. Motivation is the factor that determines a person's desire to do something. There are two distinguished types of motivation: 1. Instrumental motivation: This is wanting to learn a language because it will be useful for certain instrumental goals, such as getting a job, reading a foreign newspaper, or passing an examination. 2. Integrative motivation: This involves wanting to learn a language to communicate with people of another culture who speak it (Gardner

and Lambert, 1972). In this connection, the Yemeni EFL learners of English Department have not been motivated to practice more in the translation of English Wh-question sentences into Arabic and vice versa.

Significance of the Study

As a teacher of English Department, I realized the significance of the current study. As far as my knowledge is concerned, translation is very important in all fields of life. Translation is the most difficult area that Arab EFL learners encounter with. This study is to investigate the challenges and difficulties that the Yemeni EFL learners of English Department, College of Education and Sciences at Lahj University encounter in their translation of the English Wh-question sentences into Arabic and vice versa in their classrooms. This study will contribute to the process of learning and teaching of the course "Translation-1" to get effective solutions to the challenges and difficulties faced the Yemeni EFL learners of second year level, English Department, University of Lahj. As a result, this study will benefit both educationists, the Arab learners and teachers of English translation courses in general, and the Yemeni EFL learners in English Wh-question sentences translation from English into Arabic and Arabic Wh-question sentences into English.

Limitation of the Study

This study was limited to the Yemeni EFL Learners of English Department, College of Education and Sciences at Lahj University in Yemen. This study focused on translation of English W-h question sentences into Arabic and from Arabic into English. The participants of this study were male and female from second-year level. This study was conducted during the academic year, 2024.

Methodology

For this study, the researcher used a quantitative method for data collection. The quantitative method comprised of instrument, that was students' questionnaire including the translation tests. This instrument figuring in this study designed by the researcher for collecting the required quantitative data and information.

Population

The population of this study was restricted on the Yemeni EFL learners, English Department, College of Education and Sciences, University of Lahj, in Yemen.

Participants

The number of the participants in this study were thirty-five, twenty female learners and fifteen male learners. All of them were from English Department, College of Education and Sciences, Lahj University.

Methods of Data Collection

The researcher used a quantitative method for data collection, that was one instrument "Students' Questionnaire" including the "Translation Test". Sarantkos (1998) writes, "As a result of similarities and differences in the nature and principles of various perspectives, two major methodologies, quantitative and qualitative methodology have emerged each of which contains theoretical and methodological principles. This indicates that when we conduct research, in one way or the other, we use either quantitative or qualitative methodology or both. For this study, the required data and information were gathered by using quantitative methodology. Seligar and Shohamy (1989) write: … deciding a research plan is not simply a matter of deciding to carry out research but requires careful consideration of appropriate approach … Fundamental differences in the intrinsic nature of subject matter, the role of the research about the object of investigation, and whether truth is defined regarding objective reality, or regarding subjective perception must be considered. This indicates that when conducting research we can employ one of the two major methodologies, quantitative or qualitative methodology, or both for data collection.

Results and Discussion of the Study

The present study used the quantitative method for collecting the required data and information. The data gathered through the "students' Questionnaire" and the students' translation test on the translation of the English Wh-question sentences into Arabic and vice versa. The collected data and information were tabulated, analyzed, and interpreted with statistical figures to reflect the findings better. The questionnaire consisted of three parts, the first one was about the Yemeni EFL learners' background information, the second one was about the challenges and difficulties that the Yemeni EFL learners encounter in using and translating the Wh-question sentences in both languages English and Arabic, and the third one included the students' translation test.

Table 1. Sex of the Learners

Sex	Frequency	Percentage
Female	20	57.14
Male	15	42.86
Total	35	100

The first item of the questionnaire concerned with the participants of the study. A total of thirty-five Yemeni EFL. Learners took part in this study, of whom twenty participants, 57.14% were female and fifteen participants, 42.86% were male. All of them were from English Department, College of Education and Sciences, University of Lahj. It is a good sign that women are making rapid strides in the field of education and compete with men on an equal footing. In fact, more women than men took part in this study.

Table 2. The Grade/Level at which the learners started Learning English

Responses		
Grade/Level	Frequency	Percentage
1	1	2.86
2	1	2.86
3	2	6.71
4	2	6.71
5	3	8.57
6	6	17.14
7	20	57.14
Total	35	100

In item two, the Yemeni EFL learners were required to indicate the grade/level at which they started learning English. As table two reports, twenty of the learners (57.14%) started learning English from grade seven, six of the learners (17.14%) started learning English in grade six, and three of the learners (8.57%) started learning English in grade five, while in grade four only two learners (6.71%) started learning English. In grade three, two learners (6.71%) started learning English, one learner (5.71%) started learning English in grade two, one learner (2.86%) and one learner as well (2.86%) started learning English in grade one. This statistical data implied that most of the learners were exposed to English language learning at late stages.

Table 3. Challenges and Difficulties in Translating English Wh-Question Sentences

Do the learners face challenges and difficulties in translating English Wh-question sentences into Arabic?		
Responses	Frequency	Percentage
Yes .a	23	65.72
No .b	10	28.57
No response .c	2	5.71
Total	35	100

In item three, the learners were asked if they faced challenges and difficulties in translating the English Wh-question sentences into Arabic. The learners were asked if they face challenges and difficulties in translation the English Wh-question sentences into Arabic. Twenty-three of the learners (65.72%) replied with yes, and only ten of the learners (28.57%) replied with no, while two of the learners (5.71%) did not reply. The implication was clear from this statistical data that most of the learners faced challenges and difficulties in using and translating the English Wh-question sentences into Arabic.

Table 4. **Challenges and Difficulties in Translating Arabic Wh-Question sentences**

Do the learners face challenges and difficulties in translating Arabic Wh-question sentences into English?		
Responses	Frequency	Percentage
Yes .a	30	85.72
No .b	4	11.42
No response .c	1	2.86
Total	35	100

In item four, the learners were asked if they faced challenges and difficulties in translating Arabic Wh-question sentences into English. Thirty of the learners (85.72%) replied they faced challenges and difficulties in using and translating Arabic Wh-question sentences into English, four of the learners (11.42%) replied they did not face any challenges and difficulties in using and translating Arabic Wh-question sentences into English, and only one learner (2.86%) did not reply. This statistical data revealed that most of the learners encountered challenges and difficulties in using and translating Arabic Wh-question sentences into English.

Table 5. Frequency of Using and Translating English /Arabic Wh-question sentences

How frequently do you use and translate English Wh-question sentences into Arabic and vice versa?		
Responses	Frequency	Percentage

Responses	Frequency	Percentage
Always .a	0	0
Often .b	0	**0**
c. Sometimes	12	34.29
Seldom .d	10	28.57
Never .e	13	37.14
Total	35	100

In the fifth item, the Yemeni EFL learners of English Department were asked on how frequently they use and translate the English Wh-question sentences into Arabic and the Arabic Wh-question sentences into English. Thirteen of the learners (37.14%) replied that using and translating of English Wh-question sentences into Arabic and vice versa were not used at any time. Ten of the learners (28.57%) said that they were seldom using these translations of Wh-question sentences into English and into Arabic. Twelve of the learners (34.29%) replied that they used them sometimes. None of the learners (0%) were willing to say that they were used always and often.

This implied that the learners neither always nor often used the Wh-question sentences in both translations English and Arabic. Besides, a few of the learners who opted sometimes, this might be because of the limited time of the class.

Table 6. Sufficiency of Allotted time to the Translation class

The allotted time of the translation class was sufficient to practice translation of Wh-question sentences.		
Responses	Frequency	Percentage
Strongly agree .a	4	11.43
Agree .b	5	14.28
No opinion .c	1	2.86
Disagree .d	15	42.86
Strongly disagree .e	10	28.57
Total	35	100

In the sixth item, the Yemeni EFL learners were asked if the allotted time of the translation class was sufficient to practice translation of Wh-question sentences from English into Arabic and from Arabic into English. Fifteen of the learners (42.86%) disagreed that the time of the translation class was sufficient. Ten of the learners (28.57%) strongly disagreed that the allotted time of the class was sufficient. Five of the learners (14.28%) agreed that the allotted time of the translation class was sufficient. Four of the learners (11.43%) strongly agreed that the allotted time of the translation class was sufficient. Only one of the learners (2.86%) did not give his opinion. Most of the learners' responses were in harmony with the students' questionnaire of this item. This implied that the allotted time of the class was not sufficient for practicing translation of the Wh-question sentences of the two languages and understanding the rules and processes of their usage and translation.

Table 7. Motivation and Practice of the Wh-Questions Translation

Our teacher of English translation motivates us and gives us a chance to practice and translate the Wh-question sentences into Arabic and into English.		
Responses	Frequency	Percentage
Strongly agree .a	3	8.57
Agree .b	4	11.43
No opinion .c	3	8.57
Disagree .d	14	40
Strongly disagree .e	11	31.43
Total	35	100

In this item, the learners were asked if their teacher of English translation course motivates them and gives them enough practice in translating the Wh-question sentences into Arabic and translating the Arabic Wh-question sentences into English. Fourteen of the learners (40%0) disagreed that he motivated them and gave them enough practice in translating the Wh-question sentences from English into Arabic or from Arabic into English. Eleven of the learners (31.43%) strongly disagreed that their teacher of the translation course motivated them and gave then enough practice in translating the Wh-question sentences of the same things. Four of the learners (11.43%) agreed that the teacher of the English translation course motivated them and gave them enough practice in translating the English and the Arabic Wh-question sentences. Three of the learners (8.57%) strongly agreed that their teacher motivated them and gave them enough practice in translating the English Wh-question sentences into Arabic and the Arabic Wh-question sentences into English. Three of the learners (8.57%) did not give their opinion. This statistical data revealed that most of the learners have not been motivated and did not get enough practice in this area.

Table 8. Results of English Wh-Question sentences Translated into Arabic

No.	English Wh-question sentences	Frequency of correct translation	%	Frequency of incorrect translation	%	No response	%

No.		Frequency	%	Frequency	%	No response	%
1.	When did she come to Yemen?	12	16	22	17.19	1	14.28
2.	How do you come to Lahj University?	10	13.4	23	17.98	2	28.58
3.	Where does he live?	14	18.7	20	15.62	1	14.28
4.	Where did they come from?	15	20	19	14.84	1	14.28
5.	What is your father's job?	11	14.6	24	18.75	0	0
6.	How much did you buy your car?	13	17.3	20	15.62	2	28.58
	Total	75	100	128	100	7	100

In this item, the Yemeni EFL learners were asked in the translation test to translate six Wh-question sentences from English into Arabic. In the first Wh-question sentence, twelve of the learners (16%) came up with the correct translation, but twenty-two of the learners (17.19%) got incorrect translation and only one learner (14.28%) did not translate. In the second Wh-question sentence, ten of the learners (13.4%) got correct translation, while twenty-three of the learners (17.98%) got incorrect translation and two of the learners (28.58%) did not translate. To the third Wh-question sentence, fourteen of the learners (18.7%) got correct translation, while twenty of them (15.62%) failed to get the correct translation and one of the learners (14.28%) did not translate. For the fourth Wh-question sentence, fifteen of the learners (20%) got the correct translation, while nineteen of the learners (14.84%) came up with the incorrect translation, and one of the learners (14.28%) did not translate. In the fifth Wh-question sentence, eleven of the learners (14.6%) got the correct translation, twenty-four of the learners (18.75%) got the incorrect translation.

To the sixth Wh-question sentence, thirteen of the learners (17.3%) got the correct translation, while twenty of the learners (15.62%) got the incorrect translation and two of them (28.58%) did not respond to translate it. The data analysis revealed that most of the Yemeni EFL learners were not familiar with the basic rules of the English Wh-questions constructions. Besides, the total number of correct translations of the Wh-question sentences into Arabic was seventy five, while the total number of incorrect translation was one hundred twenty eight.

Table 9. Results of Arabic Wh-Question Sentences Translated into English

No.	Arabic Wh-question sentences	Frequency of correct translation	%	Frequency of incorrect translation	%	No response	%

1.	لماذا أنت تتعلم اللغة الإنجليزية؟	11	20	22	15.49	2	13.3
2.	كيف تأتي الى الجامعة؟	8	14.55	23	16.20	4	26.7
3.	كم لديك أخوه وأخوات؟	12	21.81	22	15.49	1	6.7
4.	متى تزور أقاربك؟	7	12.73	25	17.61	5	33.3
5.	أين كان يعيش خالك خلال العشر السنوات الماضية؟	5	9.1	28	19.71	2	13.3
6.	مادا تعمل في أجازه الأسبوع؟	12	21.81	22	15.5	1	6.7
	Total	55	100	142	100	15	100

In the last item of the translation test, the Yemeni EFL learners were asked to translate six Arabic Wh-question sentences into English. To the first Arabic Wh-question translation into English, eleven of the learners (20%) got correct translation, while twenty-two of the learners (15.49%) came up with incorrect translation and two of the learners (13.3%) did not even attempt to translate the question. For the second question, eight of the learners (14.55%) got the correct translation, while twenty-three (16.20%) got incorrect translation and four of the learners (26.7%) did not reply to translate the second Arabic W-h question into English. To the third question, twelve of the learners (21.81%) translated this question correctly, while twenty-two of the learners (15.49%) got incorrect translation and one of them (6.7%) did not translate the question. For the fourth question, seven of the learners (12.73%) got the correct translation, while twenty-five of them (17.61%) got incorrect translation and five of the learners (33.3%) did not translate the question at all. For the fifth question, only five of the learners (9.1%) got correct translation, while twenty-eight of them (19.71%) got incorrect translation and two of the learners (13.3%) did not translate. In the sixth and the last Arabic Wh-question sentence to be translated into English, twelve of the learners (21.81%) got correct translation, while twenty-two of them (15.5%) got incorrect translation and only one of the learners (6.7%) did not translate the last Arabic Wh-question into English. This statistical data revealed that the total number of correct translations was fifty-five, while the total number of incorrect translations was one hundred forty-two. This implied that most of the Yemeni EFL learners made mistakes in translating the six Arabic Wh-question sentences into English. Furthermore, most of the Yemeni EFL learners had challenges and difficulties in translating the English Wh-question sentences into Arabic and in translating the Arabic Wh-question sentences into English as well.

Findings of the Study

The results of the statistical data analysis revealed that most of the Yemeni EFL learners of English Department, College of Education and Sciences, University of Lahj started to study English at late stages of education. Most of the Yemeni EFL learners encountered challenges and difficulties in translating the Wh-question sentences from English into Arabic and from Arabic into English. Because of some reasons, the Yemeni EFL learners' interests and performance were not at the required level, firstly, because the limited time of the translation class was not enough to practice and to understand how to translate the Wh-question sentences correctly, secondly the Yemeni EFL learners did not get enough motivation from the side of the English translation course instructors, English Department, College of Education and Sciences at University of Lahj. Most of the Yemeni EFL learners made a lot of mistakes in translating the Wh-question sentences from English into Arabic and in translating the Wh-question sentences from Arabic into English in which they were asked to translate in the "Translation Test". Finally, most of the Yemeni

EFL learners of second year level, Department of English, College of Education and Sciences, University of Lahj had weak background knowledge in English in general and in understanding the rules and processes of the English and Arabic Wh-question sentences construction translation.

Recommendations

1. Instructors of English translation courses in College of Education and Sciences, at Lahj University should wade the way to their students to get enough time in practicing the translation topics of the course in general, and in translating the Arabic and English Wh-question sentences in particular.

2. Instructors of English translation course should give their students the necessary feedback in the classroom, when they translate a certain text or on their translation the Wh-question sentences from English into Arabic or from Arabic into English, which will improve their performance in translation in their classrooms.

3. Teachers of English Language at Yemeni schools and educationists in the Ministry of Education, should encourage and motivate their students to start studying English from very early stages of education.

4. Instructors of General English courses and of English translation courses at the university level, should give the Yemeni EFL learners the required motivation to practice the translation topics of the course in general and in translating the Wh-question sentences of both languages, from English into Arabic and vice versa.

5. The library of the university should provide additional references in both languages English and Arabic concerning grammar rules, especially the English and Arabic usages of the Wh-question sentences.

6. The Yemeni EFL learners of second year level in this college should be given a lot of assignments and homework in translation to get new vocabulary in their minds in English (L2) and Arabic (L1) and this will give them a better chance to improve their performance in translation. Finally, the researcher suggests for interactive approach for language teaching and learning the different types of Wh-questions constructions during the class.

Conclusion

Based on the results of the statistical data, the researcher observed many things, firstly, most of the Yemeni EFL learners of second year level, English Department, College of Education and Sciences, Lahj University were exposed to English language at late stages of education. This affected their level of background knowledge in English in general and their level of performance in translation. Besides, the statistical data analysis revealed that most of the Yemeni EFL learners of second year level of English Department at this college, University of Lahj encountered challenges and difficulties in using and translating the English Wh-question sentences into Arabic and vice versa. Therefore, the researcher suggests for further studies development which are related to this study.

Acknowledgment

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