

Accuracy in Translation by Visually Impaired English as a Foreign Language Students in an Omani Context

الترجمة لدى طلبة اللغة الإنجليزية كلغة أجنبية من ذوي الإعاقة البصرية في سياق عُماني

Soheil Atashian^{1*}, Esraa Al-Hashami², Rayyan Al-Miqbali³,
Alaa Al-Jabri⁴

¹ Lecturer, College of Arts & Sciences, University of Nizwa, Oman.

^{2,3,4} B.A. Graduate, DFL, CAS, University of Nizwa, Oman.

* Corresponding Author: Soheil Atashian (soheil@unizwa.edu.om)

سهيل أتاشيان^{1*}، إسراء الهاشمي²، ريان المقبالي³،
الاء الجابري⁴

¹ محاضر - كلية الآداب والعلوم - جامعة نزوى - عمان.

² خريجات بكالوريوس - قسم اللغات الأجنبية - جامعة نزوى - عمان.

*الباحث المراسل: سهيل أتاشيان (soheil@unizwa.edu.om)



This file is licensed under a

[Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

Accepted

قبول البحث

2026/2/23

Revised

مراجعة البحث

2026/1/31

Received

استلام البحث

2026/1/15

DOI: <https://doi.org/10.31559/EPS2026.15.3.10>

Abstract:

Objectives: This study investigates the accuracy of translation by visually-impaired students studying English as a foreign language (EFL) at the University of Nizwa. This case study aims to evaluate the translation accuracy and identify the challenges encountered by these students in translation tasks.

Methods: A translation accuracy assessment called Nababan's Theory was administered to two visually-impaired students VIS who were in different proficiency levels. Students A and B were asked to translate ten sentences, including five from Arabic to English, and five from English to Arabic. This assessment was conducted within a time frame of one hour and was evaluated under the supervision of translation assessors.

Results: Results depict that student A scored "inaccurate" performance for both languages; on the other hand, student B scored between the "less accurate" and "accurate" performance as an average of both English and Arabic. Overall, this study suggests that there are many factors contributing to the accuracy of translation including the linguistic skills, type of translation genre and linguistic repertoire.

Conclusions: The study recommends providing instructional practices that accommodate the needs of students with visual impairments, alongside the use of assistive technologies, as these measures can contribute to improving the accuracy of their translation performance.

Keywords: Visually-impaired; Accuracy; Translation Quality; EFL; Assistive Technology.

الملخص:

الأهداف: تهدف هذه الدراسة إلى بحث دقة الترجمة لدى طلبة اللغة الإنجليزية كلغة أجنبية من ذوي الإعاقة البصرية في جامعة نزوى. وتسعى هذه الدراسة الوصفية (دراسة حالة) إلى تقييم مستوى دقة الترجمة والكشف عن التحديات التي يواجهها هؤلاء الطلبة أثناء أداء مهام الترجمة. المنهجية: تم تطبيق أداة لتقييم دقة الترجمة مستندة إلى نظرية نابابان (Nababan's Theory) على طالبين من ذوي الإعاقة البصرية يختلفان في مستوى الكفاءة اللغوية. طُلب من الطالبين (أ) و(ب) ترجمة عشر جمل، خمس منها من اللغة العربية إلى اللغة الإنجليزية، وخمس من اللغة الإنجليزية إلى اللغة العربية. أُجري هذا التقييم خلال مدة زمنية قدرها ساعة واحدة، وتم تصحيحه تحت إشراف مقيمين مختصين في الترجمة.

النتائج: الترجمة أظهرت النتائج أن أداء الطالب (أ) صُيِّف ضمن مستوى "غير دقيق" في اللغتين. في حين تراوح أداء الطالب (ب) بين مستويي "أقل دقة" و"دقيق" كمعدل عام في اللغتين العربية والإنجليزية. وتشير نتائج الدراسة إلى أن دقة الترجمة تتأثر بعدة عوامل، من أبرزها المهارات اللغوية، ونوع النص المترجم، والحصيلة اللغوية للطلبة.

الخلاصة: توصي الدراسة بأن توفير تعليمات تراعي احتياجات الطلبة ذوي الإعاقة البصرية، إلى جانب استخدام التقنيات المساندة، من شأنه أن يسهم في تحسين مستوى دقة الترجمة لديهم.

الكلمات المفتاحية: الإعاقة البصرية؛ دقة الترجمة؛ جودة الترجمة؛ اللغة الإنجليزية كلغة أجنبية؛ التقنيات المساندة.

Citation

Atashian, S., et al. (2026). Accuracy in Translation by Visually Impaired English as a Foreign Language Students in an Omani Context. *International Journal of Educational and Psychological Studies*, 15(3), 474-480. <https://doi.org/10.31559/EPS2026.15.3.10>

1 Introduction

1.1 Background

Translation is an ancient means of communication between societies. It is additionally regarded as the process of transferring content from the source language to the target language accurately, without distortion or omission. According to Newmark (1988), translation is a craft represented as a way of replacing a written message or statement in one language with a message or statement in another language. Translators must primarily focus on 'reproducing the message' while preserving the original tone, style, and intention. In case of English as a Foreign Language (EFL), translation is considered as an effective tool by associating the mother tongue to the target language, which contributes to better understanding of vocabulary and grammar. In recent years, inclusive education has received significant attention by many countries including Oman. Based on the Omani delegation announcement in UNESCO (2018), the Ministries of Education and Higher Education in Oman provide special education programs for students with disabilities, notably visually impaired students.

The World Health Organization (2019) defines visual impairment as the difficulty in correcting an individual's vision to the normal level, which affects daily activities and performances. It is essential to ensure that visually impaired students are given necessary resources to learn and study various subjects and skills. In Translation and EFL learning, Oman gives priority to those students by providing assistive technologies such as screen readers, Braille machines, software, and audio materials. Despite all these assistive tools, impaired students in Oman may encounter difficulties in translating complex texts. In addition, those students tend to be heavily dependent upon assistive devices, which sometimes have technical defects that reduce the accuracy of their translation texts. When it comes to accuracy in translation, it is very challenging to optimize and develop the translation accuracy for impaired students. As stated by Nugroho et al. (2016), visually impaired students' translation work tends to be more substandard compared to sighted students, and this is due to the controlled direct assignments process, which consists of restricted tools, limited time and used particular software. Larson (1998) indicates that the only way to achieve accuracy in translation is by transferring the message from the source text entirely and clearly into the target text. Under those circumstances, visually impaired participants are not able to accomplish accuracy in their work.

1.2 Statement of the Problem

Although accurate translations are vital for effective conversation, the demanding situations faced with the aid of visually impaired EFL students at the University of Nizwa in reaching accurate translation are not properly looked into. Nugroho et al. (2022) have shown that visually impaired university students can accurately translate non-educational texts, but they struggle with academic content material, which could result in inaccuracies. The purpose of this study is to analyze the factors that contribute to those demanding situations and to evaluate the translation accuracy of visually impaired students at the University of Nizwa. Understanding the interpretation challenges faced by visually impaired students is essential for instructors to develop pedagogical practices and offer proper support systems for them. As a result, this could enhance impaired university students' translation capabilities, contributing to their academic fulfillment and opportunities in translation. In Oman, there are limited studies focusing specifically on the accuracy of academic texts which are translated by visually impaired students. More studies are needed to discover and recognize those problems of visually impaired university students in translation.

1.3 Objectives

This study aims to investigate accuracy in translation by visually impaired EFL Students at the University of Nizwa. The specific objectives of this research are as follows:

- to evaluate the Translation Accuracy of visually impaired EFL Students.
- to identify the challenges and factors faced by visually impaired EFL students in translation tasks.

1.4 The Related Literature

This study adopts Nababan's Translation Quality Assessment (TQA) theory (2012) to evaluate the accuracy of translations by visually impaired EFL students at the University of Nizwa. There are three primary criteria which are used in Nababan's theory to evaluate the quality of translations: readability, acceptability, and correctness. This study focuses specifically on the accuracy of the translation which is defined as "whether a translation possesses a certain degree of correctness according to certain requirements" (Molina & Albir,

2002).

Accuracy is widely regarded as a key component and an important part of translation quality. Molina and Albir (2002) defined accuracy as the extent to which a translation meets specific correctness requirements while Larson (1998) adds that accuracy correctly transfers information with careful changes only when needed. From another perspective, accuracy means that the translator should convey the idea clearly and honestly, in accordance with the message from the source language (SL) to the target language (TL), without changing, distortion, omission or addition.

The study of a blind Saudi female student and assistive technology by Al-Jarf (2021) discussed that Sonia uses her iPhone, iPad and laptop which include iPhone Voiceover App and Braille sense Note taker; it enables the student to use the internet and record information. Sonia mentioned obstacles such as the lack of screen reading availability and the high price of these devices. Moreover, instructors do not provide her with adequate time to use these tools during lectures. Challenges in using assistive technologies for visually impaired are further discussed in a study by Vouglanis (2024). This study indicates that teachers lack the knowledge and experience to use assistive technologies for blind students, which affect visually impaired student's proficiency since they need guidance from specific educators.

The study of teaching English to visually impaired learners in Turkey mentioned several challenges encountered by VIS such as the lack of available materials, teacher proficiency and dependence on visual aids. The lack of accessible materials like Braille or other alternatives may create an issue especially for visually impaired students. According to Kocyigit and Artar (2015), students are expected to use the same affordable materials, resulting in student dependence on peers. As there is a lack of appropriate materials for VILs, most of the tools used by teachers are not suitable for VILs. However, teachers must depend on peer support due to unavailability of accessible materials. Thus, it can lead to unreliable language which highly affects the accuracy of translation, where the translation process needs frequent interaction with translated text.

Aftab et al.'s (2024) study highlights orientation and mobility challenges among visually impaired students. Orientation and mobility are important to enhance students' ability to participate within their classroom environment and use the library resources. The research found out that students with low O & M skills often suffer from fear and decrease their interaction with the academic environment around them. Thus, the challenge has a big influence in developing students' academic success and it can reduce the students' chances to create an accurately translated text.

2 Method

2.1 Data Collection Tools

This study was conducted using a quantitative case study approach to analyze visually impaired students' translation accuracy. The research used a translation test to collect data; it consists of 10 sentences. Each participant is required to translate ten sentences (5 sentences for each language). The chosen number of sentences guarantees that the test is being managed and completed within the timeline. Moreover, each selected sentence has a variety of vocabulary with different difficulty levels; they were chosen to reflect how accurate VIS can translate. The test is structured to provide quantifiable data in statistical methods. To measure the participants' translation accuracy, the study adapts Nababan's Translation Quality Assessment (TQA) measurement model, with primary focus on the accuracy component. Each sentence will be rated from 1 to 3 which provide a scale to measure the correctness of translated ideas from ST to TL: 1 inaccurate, 2 less accurate, 3 accurate.

2.2 Participants

This study encompassed visually impaired translation students and experienced translation evaluators. The first group consisted of two male students, from University of Nizwa. Both majored in English language and translation, but at different proficiency levels. Students were given ten sentences to translate within one hour, by using their assistive tools. The second group were experts in translation with PhD degrees with more than 6 years of experience.

2.3 Procedures

This study employed the translation accuracy of visually challenged students in University of Nizwa using a quantitative methodology. Two students from University of Nizwa were chosen as a sample. Both participants provided translation services between Arabic and English for ten sentences. Nababan et al. (2012) developed a theory called TQA (The Translation Quality Assessment) model which is employed to assess the translation's accuracy in this study. A scale ranging from 1 (inaccurate) to 3 (accurate) was used to score each and to measure the correctness of translated content from ST to TL. The collected data was analyzed using tests to compare the performance of the participants across the two types of languages.

Table 1: Translation Accuracy Quality Rating Scale

Scale	Quality Parameter
3	The meaning of words, technical terms, phrases, clauses, sentences or sources language texts is accurately transferred into the target language; there is no distortion of meaning
2	Most of the meaning of words, technical terms, phrases, clauses, sentences or source language texts have been accurately transferred into the target language. However, there are still meaning distortions or double meaning translations or there are meanings that are omitted, which disrupts the integrity of the message.
1	The meaning of words, technical terms, phrases, clauses, sentences or source language texts are inaccurately transferred into the target language or deleted.

3 Results

The facts consisted of translation scores assigned to two visually impaired students, both majoring in English language and translation from university of Nizwa- (Translator A and Translator B) who translated five English sentences and five Arabic sentences. Their translation was independently evaluated by two raters (R1 and R2) employing Nababan (2012) Translation Accuracy Assessment Theory, which gives a based 1-3 scoring scale to evaluate the accuracy in translated texts. Nababan's translation accuracy scale which classifies translation into three categories (3=Accurate: it should contain the accurate meaning of the words, phrases, clauses, technical terms and sentences which are accurately transferred into the target language. The meaning and message of the source language should be fully conveyed without distortion, 2=much less accurate/in part accurate: all what has been mentioned in score 3 should be mostly there. However, some meanings are distorted and omission that causes ambiguity and affects the clarity of the message, 1=inaccurate: all what have been mentioned in score 3 are missing and completely omitted. In results, the intended and original message is lost, distorted, or not conveyed at all) served as the foundation of this evaluation. This theory examines whether the target text content accurately conveys the meaning of the source text without distortion (mistranslation, the meaning changes from the original text), omission (missing part of the text or the meaning of the original text), or addition (adding extra information which does not exist in the source text). This method made it feasible to assess translation quality in systematic and standardized assessment.

3.1 Quantitative Analysis

The numerical rankings from the 2 evaluators were processed as follows:

1. Sentence-Level Mean Score: As required in Nababan's scoring process, every sentence rating was calculated by averaging the rankings from R1 and R2.
2. Overall Translation Mean Score: The means scores of all five sentences in each language route were averaged to determine:
 - English Translation Accuracy Average
 - Arabic Translation Accuracy Average
3. Comparative Analysis: The averages of Translator A and B had been compared to identify the proficiency variations and to evaluate their overall performance according to Nababan's framework.

To gain deeper insight into the students' performance, the translations were analyzed in details. Similar to the numerical scores, the analysis depicted recurring challenges and patterns of inaccuracy, particularly in distinguishing the performance of the two participants in both directions: Arabic to English and English to Arabic.

According to Nababan's accuracy scale 1-3, the primary Research Objective targeted the accuracy of the translation by visually impaired students. There was a noticeable difference between the two translators in the English sentence translations. With sentence meaning rankings of 1.00, 1.00, 2.00, 3.00, and 3.00, Translator B's overall average was 2.00. Translator B's translations fall between "less accurate" and "accurate" according to

the score, implying that despite the fact that there were a few errors, the majority of the intended message and meaning was successfully conveyed. Translator A on the other hand, acquired a mean rating of 1.00 for each of the five English sentences, resulting in an overall average of 1.00. This classifies all of Translator A's English translations as "inaccurate" according to Nababan's method, implying that the meaning of the original text incomplete or distorted. The second Research Objective addressed the accuracy in translating Arabic sentences into English. Once again, there was a significant difference in the overall performance. Translator B accomplished a strong overall average of 2.20 with sentence mean scores of 2.00, 2.00, 2.00, 2.50, and 2.50. According to Nababan's framework, this places Translator B closer to the "accurate" category since it accurately reflects that meaning of the source text transfer with minor mistakes.

However, Translator A scored 1.00 for each Arabic sentence, resulting in an overall average of 1.00 that is categorized as "inaccurate." This illustrates that there are huge departures from the supposed meaning in Translator A's Arabic to English translations. Moreover, the usage of Nababan's translation accuracy framework provided a based and reliable method for evaluating the students' translations. Overall, the results proved that while Translator A showed limited accuracy in each direction, Translator B achieved better accuracy in each English-to-Arabic and Arabic-to-English translation. These findings imply the competence among visually impaired students EFL differs and aligns with general patterns of language proficiency instead of being determined by visual impairment. As a result, Nababan's theory was effective in highlighting the performance variations observed in the records and distinguishing accuracy stages among the participants.

Table 2: The translation accuracy assessment of English sentences

Translator "A"			Translator "B"		
S	R1	R2	S	R1	R2
1	1	1	1	1	1
2	1	1	2	1	1
3	1	1	3	2	2
4	1	1	4	3	3
5	1	1	5	3	3
Average: 1.00			Average: 2.00		
S: Sentence			R: Rater (Assessor)		

Table 3: The translation accuracy assessment of Arabic sentences

Translator "A"			Translator "B"		
S	R1	R2	S	R1	R2
1	1	1	1	1	3
2	1	1	2	2	2
3	1	1	3	2	2
4	1	1	4	3	2
5	1	1	5	3	2
Average:1.00			Average: 2.20		
S: Sentence			R: Rater (Assessor)		

4 Discussion

In this section the researchers discuss the result related to level of translation accuracy by visually impaired EFL students and mention the translation challenges faced by the students to reach score 3 (accurate) in their work. The findings show that student A's performance was low in accuracy, while student B reached the accurate level. Papers employ the classification of translation accuracy, using quality parameters from Nababan et al. (2012) to evaluate VIS translations, have been discussed by many researchers, and it used to evaluate the students' performance in many genres (Abdulhaq, 2016; Rodriguez Vazquez, S., et al., 2020). The study finding showed two visually impaired translation students translating from Arabic to English, and from English to Arabic sentences. Student A translation = (1) low accuracy performance, while student B translation showed a good performance = (2- 2.2). The students' varying performance aligns with the study conducted by Suryaningtas and Cahyono (2018). Findings reported similar translation performance among VIS, who discussed that this variability can be determined by the genre and the amount of terminology it contains, as news texts contain fewer terms. Besides this, students' proficiency and linguistic skills vary from one another. According to (Figiel, 2006), the sample contained four participants; two did well in literary translation but found it difficult to deal with technical text, the other pair performed oppositely. The findings also reveal

variations in their performance patterns, which can be influenced by individual habits and learning style with their prior familiarity to specific genre, and the level in using screen reader programmers. These factors can reflect both students' different translation outcomes. Overall, such factors imply that translation accuracy depends on the type of translation genre, the amount of terminology it contains and a student's linguistics skills with prior knowledge of different genres of translation.

There are variables that shed light on why certain research shows a good accurate level of produced translations in specific context, while other research shows uneven performance among VIS. According to Nugroho, Muljono, and Nababan (2022) Sample size in a study can change the findings, small sample group outcomes tend to seem similar, whereas with large sample size participants reveal differences in translation accuracy. In contrast to this suggestion our study didn't follow this pattern. The findings revealed a clear variation in the students' performance. Which points to the individual's factors as discussed previously. On the other hand, Figiel (2006) mentions that instructional design and pedagogical support can have a big impact on how accurate translators translate. The way translation is taught can help or limit student's achieving accuracy. As argued by Basaran (2012) and Hegemann (2015), a carefully designed teaching will guide students toward the accurate level. As opposed to this, teaching that is not suited to VIS needs can make the process of translation challenging and far away to achieve accuracy.

5 Conclusion

Two visually impaired students were given 5 Arabic sentences and 5 English sentences that they had to translate into the reverse language. Based on the findings, there was a quiet difference in their performance, especially in the English sentences. Translator A in both languages scores an average of 1.00, which according to Nababan's approach he achieved the "inaccurate" translation. Translator B on the other hand, achieved an average score of 2.00 in English sentences and 2.20 in Arabic sentences. His performance ranged between "less accurate" and "accurate", also he was close enough to the "accurate" level in the Arabic sentences. Overall, these results show that students' proficiency and linguistic skills differ from each other. Students' awareness with the type of translation genre, learning method, and their linguistic repertoire all influence the success of an accurate translation.

This research makes an important contribution to translation research by demonstrating that translation accuracy amongst impaired university students or learners with visual impairment is shaped by more linguistic competence and familiarity with translation conventions, not from visual impairment. It simply illustrates the overall performance distinction between Translator A and Translator B, in which Translator B achieved moderate accuracy (2.0 for English and 2.2 for Arabic) while Translator A scored 1.0 in each direction. This confirms proficiency, familiarity with terminology, and exposure to translation exercise which are more influential factors. These effects align with earlier findings by means of Nugroho, Muljono, and Nababan (2022), which concluded that visually impaired university students can generate correct translation, particularly when operating with familiar or non-academic texts, and that difficulties rise especially due to linguistic and conceptual complexity regardless of visible status and limitations. In relation to this matter, it is reported that visually impaired university students are capable to produce accurate translation and performing well, in certain conditions: when they have strong language foundations and supported with accessible materials. Moreover, the research interprets a discussion on inclusive translation education, by analyzing the capabilities of visually impaired translators. Also, it challenges assumptions that visual limitation inherently prevents translation competence and accuracy. As proven in previous literature, accessibility and assistive technology highlights the significant function of tools such as screen readers, audio materials, and structural digital texts in enabling powerful and effective learning. In addition, this research reinforces those claims by showing that when visually impaired students are given proper resources, their overall performance can approach or may match the normal or sighted learners, depending on their linguistic readiness. Overall, this research supports the wider educational movement advocating for accessible curricula and encourages translation applications to adopt equitable teaching practices that accommodate numerous learner needs.

6 References

- Aftab, M. J., Bano, S., & Iram, U. (2024). Challenges encountered by students with visual impairment in accessing orientation and mobility training. *Annals of Human and Social Sciences*, 5(2), 514523. [DOI]
- Al-Jarf, R. (2021). Blind Saudi female college students and assistive technologies: A case study. *International Journal of Research in Engineering, IT and Social Sciences*, 11(4), 1–9.
- Başaran, S. (2012). Teaching English to visually impaired students in Turkey: A case study. *Energy Education Science and Technology Part B: Social and Educational Studies* (217–226), 11
- Figiel, W. (2006). Reasonable adjustment in teaching translation for the blind. In *Proceedings of the 2nd Swiss Conference on Barrier-Free Communication: Accessibility in Educational Settings* (pp. 36-39)
- Hagemann, S. (2015). Teaching Translation to Mixed Groups of Blind and Sighted Students. *Journal of Translator Education and Translation Studies*, 1 (1), 78 – 93.
- Kocyigit, S., & Artar, P. (2015). Teaching English to visually impaired learners: Challenges and suggestions. *Procedia - Social and Behavioral Sciences*, 199, 772–779.
- Larson, M. L. (1998). *Meaning-based translation: A guide to cross-language equivalence* (2nd ed.). University Press of America.
- Molina, L., & Albir, A. H. (2002). Translation Techniques Revisited: A Dynamic and Functionalist Approach. *Meta*, 47, 498-512. [DOI]
- Newmark, P27. (1988). *A textbook of translation*. Prentice Hall International. Retrieved from
- Nugroho, R. A., Muljono, & Nababan, M. R. (2022). Accuracy in translations by visually-impaired students and its implications for competence and improvement aspects. *Theory and Practice in Language Studies*, 12(9), 1888 1899.
- Nugroho, R. A., Nababan, M. R., & Subroto, E. (2016). Translation microstrategies used by visually impaired translators. *International Journal of English Linguistics*, 6(5), 103–111.
- Suryaningtyas, V. W., & Cahyono, S. P. (2018). Individual with Visual Impairment and Translation: A Case Study of Visually Impaired Translator in Translating News Text of TVKU. *ASIAN TEFL Journal of Language Teaching and Applied Linguistics*, 3(2). [DOI]
- UNESCO. (2018). *Inclusive education for learners with disabilities: A guide for policymakers*.
- Vouglanis, T. (2024). The use of assistive technologies by visually impaired students. *World Journal of Biology Pharmacy and Health Science*, 20(2), 365-372.
- World Health Organization (WHO). (2019). *World Report on Vision*.