

CHAPTER ONE

Introduction

:Background -1-1

Translation is a complex and fundamental human activity involving the transfer of meaning, culture and forms of expressions from the source language (SL) to the target language (TL). Many of the texts encountered .in everyday life are inter lingual translations

Every act of communication, even within one and the same language, can also be viewed as a kind of translation because this which within one language is called intra lingual, and which between two languages is called interlingual. it involves encoding, transferring, .and decoding messages

Translation is an art , like all other arts , it is difficult to master . It seeks to convey the exact meaning of what is expressed in one language to another. It is very natural , therefore, it requires the knowledge and .mastery of the two languages source and target

Every translation activity has one or more specific purposes and whichever they may be; the main aim of translation is to serve as a cross-cultural bilingual communication vehicle. In the past few decades, this activity has developed because of rising international trade, increased migration , globalization , the spread of .technology

For this reason , the translator has played an important role as a bilingual or multi-lingual cross- cultural transmitter of culture and truths by attempting to interpret concepts and speech as in a variety of texts as .faithfully and accurately as possible

Knowledge of translation is intended to raise the capacity of the translator to comprehend and express meaning and transfer it. It should first be able to improve exactly what is intended to be conveyed and to express the same thought in the other language . So , the whole art of translation has lied on expressing exactly and precisely

without either omitting thought from the original passage
. or adding any unnecessary or superfluous ideas to it
Translation has played an important role in society . It
has enabled people to correspond ideas and culture and
allowed for differences that are known to exist between
different personalities. Chabban (1984:5), views *translation*
is ' a finicky job' since it has not yet been reduced to strict scientific
.rules

Translation is a heavy art specially when it deals with
matters outside the orbit of science , which differs from
that of art where almost everything has required a
different meaning . It has been viewed , according to
(ibid), says, "as a science of art and a skill . It is a science
that it has necessitated knowledge of the structure and
made- up of the two languages concerned.' It is an art
since it has involved artfulness in reconstructing the
product into something presentable to the reader who is
not supposed to know the original" . It is a skill because it
has involved the ability to smooth over any difficulty in the
expression of the translation , and the ability to give a
translation of something that has no equal in the language
of the translation . Bloom (1979:12), argues that, "*language*
plays a great part in the life of human beings. Therefore, the more
languages practicing, the more meaningfully it would likely be to
".communicate and interact with others

As a human being activity , translation as well as
. teaching it has involved lots of problems

These problems are mainly linguistic and cultural
problems in the translation process: problems of
ambiguity , problems that has originated from structural
and lexical differences between languages and multi word
units like idioms and collocations. Another problem
would be the grammar because there are several
constructions of grammar have been understood poorly ,
in the sense that would not be clear in how they should
be represented , or what rules should be used to
describe them . This classification coincides with that of
Zidan(1994:2), when he identified six main problems in
translating from Arabic to English and vice versa: "*.. .these*

*are lexicon, morphology, syntax, textual differences, rhetorical
".differences and pragmatic factors*

The words that so difficult to translate are frequently the small words whose precise meaning has denoted the context. Besides, some words are untranslatable when one has wished to remain in the same grammatical category . For example , poetry aren't be translated because the translator needs to analyze the words . and the meaning after the rhyme

Problems of translation pedagogy have been included in the approaches of teaching them ,testing and designing translation curriculum , these problems , have directed attention to the work and the character of the translators , how they attack a text so as to translate it , and the processes they follow to reach the final product of a well translated text in the target language . These problems also have directed attention to the role of translation in language teaching and language learning ; it is fruitful to use translation as an activity in English language teaching classrooms. How to use translation in the English as a foreign language classroom ? Should ELT teachers be trained in translation skills so as to improve the practices of language mastering ? How should translation be taught in our universities ? How should translation skills be tested ? And above all how to develop a systematic course for training students of English in general and ? teachers of English in particular on translation skills

English- Arabic translation difficulties also have resulted from the differences in words order between the syntax .of the two languages

Translation is viewed as a cultural practice, it has been argued that the translation difficulties inherent in it are due very largely to the linguistic differences between the(SL) and culture and that of the (TL) and culture. The more differences between the(SL) culture and (TL) culture , the more difficulties in translation. In the case of English-Arabic languages , it should be clear that the problems in the English-Arabic translation have stemmed from the fact that they have different .cultures

Translation courses have always been a remaining part of undergraduate programmes of the study in some departments of English language in Sudan , in .faculties of arts and faculties of education

Translation courses at the university level have given the students chance to put their language and linguistic abilities into a real use . Translation also has assessed students' communicative abilities in English as a foreign language ; a learner of English is supposed to have a good common linguistic proficiency that has enabled him / her to communicate properly with others and to interact with the subjects s/he has studied at the faculty of economic , therefore translation can be very effective to achieve .

In the actual practices , however , it has been noticed that teaching translation at all the universities of the world has been mostly confined to only practice and intuition on the part of the students with the emphasis laid on . judging the quality of their output

Translation classes , in most cases , rarely include any type of analysis or helping provided on a systematic basis as far as Translation problems and ability are .concerned

The absence of clear objectives of teaching translation, random choice of unrelated passages, and the irrelevance between the types of training students , and the final examinations they have sat for, all have contributed to the low-quality performance of students. Vocabulary is often administered out of the context in lists to be rote-learned, creating a rigid image of .linguistic units

The evaluation of students' answers to translation examinations has tended to be far from satisfaction as .indicated in many studies

A pilot study has been carried out by the researcher using two detailed lists that have been designed to investigate the actual practices of students in studying translation and in teaching and evaluating translation

tasks in Peace University faculty of economic and community development

The study has tried to follow a systematic and comprehensive model for designing translation course for the university level, taking care of students' needs their future life skills. The study has sought to present evaluation instruments for developing and scoring translation tests. It also has tried to assess the effect of how to develop a certain translation skills which are required for the students of faculty of economic. Collina(2003:45), mentions, "*translation course at university level should be academic rather than professional.*" This means training students for mastering the linguistic and communicative competence in translation, i.e. they should have reading comprehension ability in a foreign language, knowledge of the subject, sensitivity to language (both mother tongue and foreign language) and competence to write the target language dexterously, clearly, economically and resourcefully

Moreover, the study has suggested a systematic educational translation program for training students on some translation skills. It also has addressed the needs of the students as well as the needs of market that represented in the linguistic skills required for the profession, and it has processed valid and reliable evaluation instruments for evaluating students' scoring

Moreover, this study sheds light on translation for learning purposes. Thus, different theories and principles of translation are examined and taken as a point of departure toward the second practical part of the present study, in which it is shown that translation

is not a word- for-word process but a cultural one

The effect of translation, is seen as a case in point which shows that translation is mainly a cultural process. Therefore, context , cultural aspects and diversity are examined and emphasized throughout the study

:The Objectives of the Study -1-2

This study will try to shed light on the problems associated with translation skills. English and Arabic texts that are specialized in a certain fields may have some ambiguous words and sentence structures, and usually written in different styles, this is where the difficulty comes across when students of faculty of economics and community development attempt to translate them. As a result, this will have an impact on the accuracy of their translation.

:Statement of the Problem -1-3

Students of faculty of economics and community development in Peace University have been studying in teacher-centered classrooms, where teachers feed them all information they need to know through courses. They are seldom asked to do research or obtain any knowledge they need. Besides university students are supposed to be in a position to determine the skills that they would like to acquire, and to know what is required from them after they leave the university.

The approach used in teaching students translation is usually teacher-centered. Much of work is done in the class with direct instruction from teachers, and small number of references of some materials that related to the field of translation are never used to help students. However, the teachers are considered the center of the class.

Unfortunately, translation from Arabic into English and vice versa, are fraught with difficulties due to cultural,

linguistic and stylistic remoteness of these two
.languages

One of the areas where translators may encounter difficulties is that, of translating English context based on idioms or proverbs ...etc into Arabic and vice versa.

This problem can be in part attributed to the fact that kind of expressions seem to be unconnected expressions in writing. The metaphorical images, make them difficult to translate. The fluctuating nature of the contextual meaning, may further contribute to the difficulty of translating that types expressions. Students' language is weak, therefore, the main objective of this research is to upgrade their language through a translation program (course). By the end of the course students will be subject to testing (pre-post). The researcher has discussed the problems and difficulties that have faced English students of Peace University in the translation process from English to Arabic and their solutions in the faculty of economics and .community development

:Research Question 1-4

Has the programme of translation improved the samples'
?English proficiency

:Hypothesis 1-5

The researcher hypothesizes that if a translation course is designed in the area of economy, the students' standard of English language which is concerned with economy will .improve

:The Significance of the Study -1-6

This study deals with an important issue that is related to the pedagogy of translation

Teaching, which identifies the effect of translation on the accuracy of English-Arabic translation. The significance of this study, for researchers in the field of applied linguistics and translation training, lies in the fact that, it will shed light on the important effect of translation on the students' English proficiency

This study also investigates the effect of translation on lexical, structural and overall accuracy on the performance of students' translation. Moreover, this study serves as a base for further researches investigating the effect of translation on learning English

This study is also significant to students because it involves how best to improve the performance of students in translation: their lexical, structural and overall accuracy. Therefore, it is beneficial not only to students, but also to teachers and curriculum designers.

The researcher has noticed that during his teaching in faculty of economics and community development at Peace University, the students have faced some problems and difficulties in the translation process. So, the researcher considered this study is significant once it is intended to solve the problem

:This significance is summarized in the following points

The study upgrades the level of translation process from English to Arabic by adopting suitable procedures for

accurate translation like translation courses
It draws attention to the importance of students' role in achieving and carrying out effective procedures and techniques of translation for the purposes of creating and producing accurate and perfect translation. It can be seen as source for practitioners, translators and students of faculty of economic translators , as it suggests ways of dealing with translation. It proposes a systematic program in teaching translation. It is hoped that this study, will help facilitate the mission of students as (translators) in their attempt to translate .cultural expressions from English into Arabic

:Organization of the Study -1-7

The study has been organized in five chapters. Chapter one is the introduction which includes the knowledge of the translation. Chapter two is the literature review which tries to investigate approaches and techniques in teaching and testing translation skills, and designing a translation course. Chapter three displays the methodology which covers the research design, subject, materials, instruments, procedures and data collection. Chapter four includes data analysis and discussion .Chapter five is summary, findings and recommendations

:Delimitations of the Study -1-8

:The study has three delimitations

Limitation of time:- The study has been carried out and applied in the academic year 2013-2014

Limitation of place :- The study has been carried out and applied in Peace University (Faculty of Economics and

Community Development in Babanosa). Subject limitation: The study will be conducted on students of faculty of economics in Peace University who attend an economical translation course, are representing the .sample of this study

:Methods -1-9

The researcher has followed the analytical descriptive method in the study. The population of the study is from the students of faculty of economics and community development in Peace University in Babanosa for the year .2013-2014

:The Sample 1-9-1

The participants in this study includes the students of faculty of economics and community development. They are chosen due to the nature of the research question and hypothesis which address students' of faculty of economic translation competence. The students represent the sample translation in the English and Arabic languages in the Sudanese society. Investigating their learning translation is believed to be with great value in the field of .translation

The focus of the study includes 100 participants. They are the students of economic and community development in Peace University. They were 37 female and 63 male(whose ages ranged between 19 and 25). Respondents have received training course in translation through different fields including; translation in the field of management, translation in the field of economy and accounting. The

training course lasted for about one semester. In the questionnaire, students of the faculty of economics and community development are asked to answer twenty questions concerning the importance of translation; and its value; in addition to that, they are required to tell whether they confront some problems while translating or not, moreover, they are asked about their strategies and solutions adopted to solve any problem that may confront them. That is to say, the researcher wants to have some insights about the students' of faculty of economics and community development attitudes towards translation, its value, as well as checking their linguistic knowledge alongside with their translation ability and level

:Tools of data collection -1-9-2

The researcher used two tools in conducting the study. Firstly, a test which comprises nine questions include reading comprehension, grammar, translation of English vocabulary into Arabic, in addition to some translation English sentences into Arabic, and Arabic sentences into English, English and Arabic texts. A Secondly, a questionnaire which used to measure the students' attitudes towards learning translation

:Procedures -1-9-3

The researcher contacted the teachers of other subjects to arrange for conducting a test. They have agreed to allow the researcher to take part of one of their lectures to conduct the test. The researcher asked the students of the faculty of economics to answer the test. The students were reluctant at the beginning but when they were told that the test was for the research purposes, they

agreed to sit for the test. Then, 100 questionnaire copies were distributed and collected from the students. These processes took place during the academic year 2013-2014.

This chapter deals with the introduction of the study, the next one is considered to be the theoretical phase of the study

CHAPTER TWO

Literature Review

:Introduction 2-1

As mentioned in chapter one, which dealt with the introduction of the study, this chapter is considered to be the theoretical phase of the research. It comprises the following sub-titles: theoretical background, history of translation, what is translation, importance of translation, types of translation, general translation principles, use of translation techniques, teaching translation, testing translation, using dictionaries, use of dictionaries for translation purposes, qualifications of good translator, translator's needs, how to translate the text, translator's tools, translation process, translation competence, translation theories, equivalence theory, concepts of equivalents in translation, concepts of shifts in translation, .methods of translation and previous studies

Theoretical Background: :2.2

English is the language of the globalized world, it is the language for the international communities , among others, in science, finance, advertizing, culture, tourism, law and technology. As consequences, it has been the most widely learnt foreign language, and expected to continue growing fast in the coming decades. The prevailing teaching model is to insure that students have gained some basic proficiency in English language in basic school, and improved it in secondary school and university. To make connection between mother tongue (L1) and a foreign language(L2), this needs knowledge about translation. There has been a lack of sound, consistent pedagogical and methodological criteria in the field of translation teaching and its course design in most of the Sudan universities which may result from the fact that .translation has not enjoyed a similar academic status

Translation activity has one or more specific purposes and whichever they may be, the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among people. Bassnett (2005:5), states, '*translation has been perceived as a secondary activity, as a 'mechanical' rather than a 'creative' process, within the competence of any one with a basic grounding in a language other than their own*'. So, translation used in helping students to acquire, develop and strengthen their knowledge and .competence in the English language

In the past few decades, this activity has developed, because of rising international trade, increased migration, globalization, the recognition of linguistic minorities, expansion of the mass media and technology. For this reason, the translator has played an important role as a bilingual or multi -lingual cross-cultural transmitter of culture and truths by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible. In the researcher's point of view, this is no doubt that translation is a discipline of future. In a world that rapidly growing smaller into a global village, international communication across culture including overcoming language barriers and cultural differences is gradually .taken from granted

Most translation theorists have agreed that translation has been understood as a transfer process from a foreign language - or a second language - to the mother tongue. However, market requirements have demanded that translators transfer texts to a target language that is not .their mother tongue but a foreign language

This is what Newmark(1995 :19) calls "*service translation*" "*He assumes that you, 'the reader', are learning to translate into your language of habitual use, since that is the only way you can translate naturally, accurately and with maximum effectiveness. In*

*fact, however, most translators do translate out of their own
".....language*

?What is Translation 2-3

In the aforementioned section, the researcher clarified the theoretical background and the common section will be .about the definition of translation

Traditionally, translation is considered to be a change of form, that is a change of surface structure from a source language(SL) into a target language(TL). Translation is converting one language(SL) to another language(TL), so that, the target language could convey the intended message in source language. The aim is to reproduce as accurately as possible all grammatical and lexical features of source language by finding equivalents in the target language. At the same time, Bell (1993:13) all "*factual information contained in the original text must be retained in the translation.*" So, Translation is any transfer of any text from one language to another one. So, traditionally, translation is considered to be a change of form, that is a change of surface structure from a source language(SL) into a target .(language(TL

ibid: 11) remarks that *a good translation is that in which the merit of the original work is so completely transfused into another language, as to be as distinctly apprehended, and strongly felt, by native of the country to which that language belongs, as it is by those who speak the language of the original .work*

This definition, suggests there are three laws which should be well adopted in the process of good translation, :namely

Firstly, that translation should give a complete transcript of the ideas of the original work; secondly, the style

and manner of writing should be the same character as that of the original; thirdly, the translation should have all the ease of the original composition

Linguistically, translation is a branch of applied linguistics, for in the process of translating, the translator consistently, makes every attempt to compare and contrast different aspects of two languages to find equivalents. Catford(1965:20), further explains "*the importance of language elements, for example, classification of language level, language rule, language phonology.*" Translation must be done totally. The purpose of translation is to select target language equivalents not with the same meaning as the source language items, but with the greatest possible overlap of situation range. (ibid:35) argues that translation is the "*branch of the applied science of language which is specifically concerned with the fact of the transference of meaning from one set of patterned symbols into another set of patterned symbols.*" Al- Suliamani (1999:44) points out that "*the words process, result, information and equivalents are key words in any definition of translation.*" The

:words process and result give the following meanings

a- translating: the process of the activity rather than the product

b- a translation: the result or the product of the process of translating(i.e. the translating text

c- translation: the abstract concept which encompasses both the process of translating and the product of the process

Translation is an extremely complicated activity which has called for high qualified individuals, fully competent to perform their tasks. Translation competence has involved expertise in a number of areas, including the knowledge of

different concepts and theories. Getting to know various definitions of translation, diverse approaches and controversial concepts may help students to make informed decisions about producing target texts. The Concise Oxford English Dictionary has given the following definitions of it

:Translation

.The act of an instant translation -1

A written or spoken expression of the meaning of a -2
.word, speech, a book , etc, in other language

However, the term ' translation' means much more than ' to transfer' 'to carry on' and 'to bring across'. First of all, there are two different streams of translation, they have named written translation and oral translation, though the latter commonly has known as interpreting or interpretation, while the first one known as translating or .translation

Translation has been known as a human mental activity in which a text in one language has been converted into another language. So, in the translation process two languages have been involved: the former which has been called the original or the source language (SL) while the latter has been called the target language (TL) . When translating a text , appropriate equivalent must be found in (TL), to be faithful to the original text to preserve the meaning , otherwise, the translator will destroy the source .text

It is also a process and a product. Firstly , translation is a process of changing a text in one language to a text in another one. This activity has been shared by all human beings , not only the transfer of meaning from one

language to another , but also can be within the same language, for example, an expression can be translated into another simpler one . Secondly , translation is a human product because there has been a knowledge .about the life of ancient civilizations

Translation requires the manipulating of language at two levels: it must apprehend and convey the meaning of the source-language text; and it must formulate on appropriate target-language sentence structure. Natural translation involves four processes: comprehension of the vocabulary of the original source-language text; comprehension of the meaning of the original source-language message; reformulation of the message in the target-language; and judgment of the adequacy of the .target-language text

In complete translation process: reformulation and judgment must operate at the levels of both meaning and .structure

Leonardi(2010:17) says *“translation plays a very important role in an increasingly globalized world and increasingly multilingual .Europe where it is used on daily basis*

ibid(2011: 25) states *“translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or university, as a valuable and creative teaching aid to support, integrate and further strengthen the four traditional language skills: .reading, writing, speaking and listening*

Translation has been given a number of definitions by different scholars, but no comprehensive and agreed definition has so far been provided. This could be attributed to the fact that theorists differ in their perspective on the nature and process of translation. As it has been known that, translation deals with transferring a text in one language, to another text in another language

bearing in mind the cultural and linguistic aspects of both
.languages

Some translation theorists who are in favor of a linguistic approach to translating, have offered some definitions for the term 'translating' which has been used to mean the
.process of translation

Munday, (2006:15) states that "*translation is not just a process of translating words, sentences or texts; it gives us opportunities to know more about societies and their cultures.*" Thus, translation can refer to the product (the text that has been translated) or the process (the act of producing
.the translation

Bill(1991:20) defines it as "*the replacement of a presentation of equivalent text in a second language.*" Whereas Jakobson(1995 :233) states that "*languages, from a grammatical perspective, differ from one another to a greater or lesser degree; which in my opinion, could pose translation problems.*" Therefore, translation could not be separate
.from language accuracy

Baker (1992 : 86-87) also states that, "*grammatical rules differ across languages and this might pose some problems in finding a direct equivalent in the target language.*" He (ibid) asserts that "*different grammatical structure in the SL and the TL may cause remarkable changes in the way of the information or message is carried across. In addition, these changes may take the form of adding to the TT information which is not expressed in the ST or omitting information specified in the TT because of the lack of parallel grammatical devices in the TL to those which exist in the*
".SL

Munday(2004:4) indicates that the term '*translation*' could be used to refer to the product(the translated text),the process (the action of producing the translation) or the subject(the field of the study)." According to the above, translation is the gateway
for

.understanding others, their civilizations and their culture

Al-Ghussain (2003:10) claims that *"most definitions of translation.....may be classified under one of two headings. The first one is concerned with what is involved in translation as a process.....The second group of definitions concentrates on translation as a product, and describes what good translation should be."* The above mentioned scholars have been chosen because of their importance and contributions in the field

.of translation studies

The following is a presentation of some common definitions of translation given by some scholars in the field of translation studies such as Catford, Nida, Taber and

.Newmark

Catford (1965:1) defines translation as *"An operation performed on languages :a process of substituting a text in one language for a text in other."* According to his definition, translation has been considered as an operation performed on languages. Thus, he has described translation as a replacement of textual material in one language by equivalent textual material in another. He(ibid) also distinguishes between full and partial translation, *"depending on the extent to which the source language text is submitted to the translation process."*He(ibid : 21) distinguishes between total and restricted translation. He defines total translation as *" the replacement of source language grammar and lexis by equivalent target language grammar and lexis with consequential replacement of source language phonology/graphology by target language phonology/graphology."* In contrast, restricted translation is defined as" the replacement of source language textual material by equivalent target language textual material at

".only one level

In a full translation, the entire text is submitted to the translation process and every part of the source text is

replaced by target text material. On the other hand, in partial translation, some parts of the source language text are not translated and simply transferred and incorporated .in the target text

Wilss(1982:134) defines translation as "*A transfer process which aims at the transformation of a written SLT (Source Language Text) into an optimally equivalent TLT (Target Language Text) and which requires the syntactic, the semantic and the pragmatic understanding and analytical process of the SL text. Syntactic understanding is related to style and meaning. Understanding of semantics is meaning related activity. Finally, pragmatic understanding is related to the message or implication of a sentence. This definition does not state what is transferred. Rather,*

".it states the requirement of the process

Catford (1984:20) defines it as "*the replacement of textual material in one language (SL) by equivalent textual material in another language(TL)*" . According to the above, Catford .builds his definition on the concept of equivalence

Brislin (1976:1) defines translation as "*the transfer of thoughts and ideas from one language (source) to another (target), whether the language is in written or oral form. Whether the languages have established orthographies or not, or whether one of*

".both languages is based on signs as with signs of the deaf

Nida and Taber (1982:12) state in the other word, "*translation is a transfer of meaning, message, and style from one SLT to the TLT.*" So, translation literally, means rendering the meaning of something(said or written) in another ,language. But technically

translation is considered to be the general term referring to the transfer of thoughts and ideas from .(language(source) to another one(target

Newmark (1991:27) defines the translation as "*the act of translating very briefly. It is the act of transferring meaning of a stretch or a unit of language, the whole or a part from one language*

to another." He (1981:7) also defines translation as "A craft consisting in the attempt to replace a written message and/or a statement in one language by the same message and/or a statement in other language." In translation is rendering the meaning of a text the author intended the text. Common sense has told that this ought to be simple, as one ought to be able to say something as well in one language as in another. also translation as a means of communication is used for multilingual notices, which have at least .appeared conspicuous increasingly in public places

Shuttleworth (1996:181) says " translation is an incredible broad notion which can be understood in many different ways." For example, one may talk of translation as a process or a product, and identity such as literary translation while more typically it just has referred to the transfer of written texts. Translation frequently has characterized metaphorically, and has been compared to play a game or .make a map

Each of these analogies however, has been intended to .capture one particular facet of translation

There are two different languages in translation; they are source language and target language. Translation is purposed to transfer message from the source language into target language and the message have to .correspondence between two languages

A translator should try to produce a translation that has the same meaning with the original text, and it does not a translation that has imitated the original form of language. In an other words, the thing that has emphasized in translation, is how the message put on into target language and do not defend on original form of language. It has been shown that a radical change is important in .forming translated sentences

The other definition of translation proposed by Larson(1984 : 3) who says " *translation is basically a changing of form.*" When speaking of the form of language, has referred to the actual words, phrases, clauses, sentences, paragraph which are spoken or written. These forms have referred to the surface structure of a language. It is structural part of language, which is actually seen in print or heard in speech. Translation is a process of changing the form of the source of language as well as possible so that the result will approximate the form of the source language, while the meaning is still consonant. (ibid1998:3), writes that," *translation consists of transferring the meaning of the source language into the receptor language*". This is done by going from the form of the first language to the form of the second language by the way of semantic structure. translation consists of studying the lexical, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing the same meaning using the lexical and grammatical structure which are appropriate in the receptor language and its cultural context. There has been another plethora of definitions which E. Nida (1964:161) has elaborately surveyed. He elucidates "*Definitions of proper translating are almost as numerous and varied as the persons who have undertaken to discuss the subject. This diversity is in a sense quite understandable; for there are vast differences in the materials translated, in the purpose of the*
.publication, and in the needs of the prospective audience

Nevertheless, a definition which is not confined to the mere transference of meaning is furnished by Nida and Taber (1969 :12) who postulates: " *Translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, firstly, in terms of meaning and*
.secondly, in terms of style

It seems to have pursued the same line of the emphasis on meaning and style in his definition of translation given by the French theorist, Dubois (1974 : 3) " *Translation is the expression in another language (the target language) of what has been expressed in another,(the source language) preserving*
".semantic and stylistic equivalences

On the other hand, functionalists view translation differently: Nord (2007:182) says " *Translation is a production of a functional target text maintaining a relationship with a given source text that is specified according to the intended or demanded*
".function of the target

He(*ibid:141*) however, distinguishes between two senses
.of translation: wide and narrow

Translation is in a narrow sense, any translation action where a "
source text is transferred into a target culture and language.
According to the form and presentation of the source text and to the correction of the target text we distinguish between oral translation (= ' interpreting') and written
.translation (= ' translation' in the narrow sense

Widening the above definitions, translation should reflect the environment in which the professional translation
.activity takes place

Sager (1994:293) indicates "*translation is an extremely motivated industrial activity, supported by information technology, which is diversified in response of the particular needs of this form*
".of communication

In a similar vein, Koller (1995:196) describes translation as a ' text- processing activity and simultaneously highlights the significance of ' equivalence': " *translation can be understood as the result of a text-processing activity, by means of*

*which a source language...between the resulting text in L2 (the target-language text) and the source text L1 (the source-language text) there exists the relationship which can be designated as
".translation, or equivalence relation*

Among the above definitions, Nida and Taber's may serve as a basis for the concept of translation as a TL product which has been semantically accurate, grammatically correct, stylistically effective and textually .coherent as the SL text

In other words, the translator's main attention should not focused only on the accurate semantic transference of SL message into the TL, but also on the appropriate syntax in the TL, which are explicitly the translator's (not the source author's) domain of activity which has displayed the true .competence

From the above mentioned quotes, It has become clear that supporters of the linguistic approach consider the complex relationship between the linguistic system of the two languages exert a crucial influence upon the process of translating at all linguistic levels (phonological, (.lexical, syntactic, etc

From those definitions, the research conductor has concluded that translation is the process of transferring the meanings or the messages from source language into target one, for example, from English into Arabic and vice versa. The translator must be careful in transferring the meaning because it is very important in translation .activity

-:Importance of Translation 2-4

The previous section concerned with the definition of the translation, the following one will be about the importance of translation, types of translation, use of translation,

teaching translation and testing translation. The importance of translation can be brought to a sharp focus if we consider the fact that effective communication among different culture can only be achieved through translation. It is very necessary to understand the relationship between language and culture because translation takes place in the context of the relations .between two culture

Translation is a human activity which enables human beings to exchange ideas and thoughts regardless for their different tongues and culture. According to AL-Qurashi(2004:56), *“translation has been of great importance to all nations as it plays an essential role in transferring .knowledge from one culture to another*

The employment of translation which is neither limited to one language nor to one period cannot be over-emphasized. It has rendered a remarkable assistance in transmitting the civilization of one nation to another. It also serves as an avenue for the ideas and culture which are transferable through one community to another. Subsequently, this effort led to the spread of acquisition of knowledge to all the communities throughout the corners .and edges of the globe

In the present time, it is very much needed. By translation, people can understand each other and exchange ideas.

:Translation is useful in the following aspects

.Conveying ideas and opinions

.Translating technical terms

.Translating literature books of other languages

Conveying culture, art, religion and other intellectual .concepts

.Teaching meanings of English words

Gerding-Salas(2000:35), suggests that, *“the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among people of different tongues and cultures. So, it serves as an avenue for the promotion of ideas and .”culture which transferred through community to the other one*

According to Al-Gurashi(2004:34)states that *“translation has been of great importance to all nations as it plays an essential role in transferring knowledge from one culture to another”*. Moreover, Bahameed(2008:71), mentions *the question of intercultural translation has been raised in modern .social linguistic theories*

:Types of Translation-2-5

Translation can be classified into various types. There are
:as follows

Roman Jakobson(2006 : 113-118) makes a very important
:distinction between three types of translation

Intra lingual translation- translation within the same language, which can involve 'rewording' or 'paraphrasing'; an interpretation of verbal signs by means of other signs
.of the same language

Inter lingual translation- translation from one language to another; ' translation proper' an interpretation of verbal
.signs of some other language

Inter semiotic translation- translation of a verbal sign by a non-verbal sign, for example, image or music, no smoking or exist sign in public places or icons and symbols on the
.computer screen, etc

These definitions have drawn on semiotics, the general science of communication through signs and sign systems, of which language has been manifested. Its use is significant because translation is not always limited to verbal languages. Inter semiotic translation, for example, has been occurred when a written text is translated into a different mode, such as music, film. Intra lingual translation would occur when a summary has been produced or otherwise, rewrite a text in the same language. It also occurred when an expression has been rephrased in the same language. Inter lingual translation, between two different verbal sign systems, it has been the traditional focus of translation studies, the very notion of 'translation proper' and of the stability of source, and the target has been challenged

Further, the researcher maintains that, in fact there is no pure communicative or pure semantic method of translating text. There are overlapping bands of methods. A translation can be more or less semantic as well as more or less communicative." Even a part of a sentence can be treated more communicatively or more semantically. Anyhow, he maintains that "the more important the language of the text or units of text." Finally, he points out that meaning is complicated, many-leveled, a 'network' of relation.' The more generalization and simplification is done, the less meaning is gotten

From this discussion, it has been argued that the choice between semantic and communicative approach has been done in the level of translating sentences or even parts of sentence

Artistic translation is probably the most appropriate for translating a certain literary works, like poetry. Maintaining the author, style accurately has been very difficult in a certain novel as a translator has confronted with the

syntactic system as well as literary convention of the
.target language

-:General Translation Principles 2-6

In order to produce high-quality translation, they were
:general translation principles should be followed

Translation will be done with the goal of accuracy, -1
.naturalness, and clarity

a- The meaning of the original text is to be translated
.accurately, exactly

b- The meaning of ideas will be translated, not
.word-for- word translation

.c- Meaning will have priority over form

d- Naturalness of expression will have priority over
.form

e- Translated materials should sound natural and
readily understood by native speakers of the target
language. This includes words order, grammar,
sentence length, idiomatic phrases, word pictures, and
.figurative expressions

f- Vocabulary will be carefully chosen, with common
words preferred over archaic and with the goal of
producing a translation that is clearly and correctly
understood by all speakers of that language, regarded
less , or age, sex, education level, geographical location,
.dialect, etc

.Translations will be faithful to the original text -2

a- There will be no omissions, additions or change,
any done in another materials will be handled with
.care and with authorization from the original authors

b- The translation should not have added interpretation explanation, or application. The translation should reflect the translator's bias or .beliefs

c- Contextualization: the situation, culture, and language of the original audience must be considered. .But facts must not be changed

d- A carefully, monitored series of checks of .accuracy will be carried out by the translation team

e- Translation from a simple base improves accuracy .of translation and strongly advised when possible

Translation projects will often call for literacy work -3 .in the same language

:Teaching Translation 2-7

Translation, in the field of language teaching, is considered as a way to ensure the students' understanding the material and also as a significant means to evaluate their comprehension. It can be an important as well as suitable .writing exercise

Translation teaching is deemed an important activity that involves translators training either through formal teaching in institutionalized bodies, such as universities, or through self-learning. Moreover, translation can be used as a tool to accomplish other goals, such as teaching a . foreign language

It is obviously that translation plays an important role in the human communication. In translating and interpreting, the field can be a problem when translating from a source language such as English language which has developed as a scientific and technical cultural language. Reading is one of the most important activities in any language. Not only a means of

consolidating the students' knowledge of language but also a source of pleasurable activity, yet reading has always retained its importance as a means of communication. Chastain(1982:217) contends that *'the reading goal is to read for meaning or to recreate the writer's meaning,* he adds: *" reading to improve pronunciation, practice grammatical form, and study vocabulary.* Mallikamas(1997: 54) adds *"in the view point of language teachers, translation is not only a means of communication but also a teaching device that can help students to understand and use the target language more clearly .and accurately*

There has been an increasing interest in the translation practice in the foreign language classroom. It was observed that translation activity could be used for pedagogical purposes along with other traditional language teaching activities. McDongough(2002:409) mentions *"..are in fact perceived by learners to be conducive to learning"*. In this case, translation might provide a guided practice in reading. Before starting translating a text, Leonardi(2009:143) says *" a text should be read carefully and analyzed in detail to determine the contents in terms of what, how and why it is said."* So, text analysis improves students' writing skills because it is a transfer of a text from one language into another. As translation is regarded as a communicative activity, it involves communication between the teacher and the students. (ibid:145) says *"learners are encourage to discuss rights and wrongs as well as problems related to the translation task."* In this case, students are involved in a conversation on the translation topic, which helps them strengthen their speaking and listening .skills

Urges(1989:113) states that *many methodology techniques nowadays use only the target language comprehension of a text. However, these techniques do not generally lead to full comprehension. Both translation and reading comprehension can be described as activities trying to explore the intended meaning of a .written text*

The researcher adds both translation and reading comprehension can be described as activities trying to .explore the intended meaning of a written text

According to Mahmoud (2006:27), he states *“translation may be useful because it can be interactive, learner-centered, it promotes the learner’s autonomy, and uses authentic materials*

Translation of sentences could be used as a warm-up activity. It serves as an introduction to the material the students will be working on

:Remedial Solutions 2-8

Based on the findings and results , some remedial solutions are suggested as a means of avoiding such mistakes in future to improve the translation teaching program

:The suggested remedial solutions as follows

Concentration on English and Arabic 2-8-1

:Advanced Grammar

As the results of the pretest and posttest show, the students of faculty of economic encountered some degree of difficulty and problems in translating words , phrases , sentences , and texts in both English and Arabic. This is an indication of the weakness of students' of faculty of economic level in the grammar of both English and Arabic languages

In terms of grammar, the students' English grammar was very weak. This weakness could be attributed :to different factors such as

Students' general weakness in all fields of language ; the material taught is not well structured , the methods used in teaching are not good , or the teachers of English grammar are not up to the .mark

Therefore, improving the teaching of advance grammar of English and vocabulary should be taken

into consideration. This improvement could include revising and reconstructing the material taught in English grammar, revising and developing the methods of teaching such material, re-examining and qualifying the teachers who teach English

Although Arabic is the students' native language, nevertheless, they committed some mistakes and Arabic grammar. Therefore, students should encourage to master their native language grammar and vocabulary. This because, given that Zabawa(2010:75), states that, "*translation teaching should concentrate not only on the foreign language, but also on the native one as well...it would seem a good idea that the translation classes should concentrate on a greater extent on the native language*".

It is observed that, students thought that, being native speakers of Arabic was enough for them to be able to construct sentences and paragraphs in Arabic without making grammatical and stylistic mistakes. But as translation texts into Arabic indicated that; being a native speaker is not enough. So, students should be encourage to read different texts written in Arabic to improve their style of writing.

:Studying Contrastive Linguistics 2-8-2

As has been shown in the data analysis given in chapter four, some mistakes that students made when doing a pretest and a posttest were due to the differences in the linguistic systems of English and Arabic. However, improving of both English and Arabic grammar separately is not enough to overcome such difficulties. Therefore, more courses should taught before embarking on studying and doing translation work

This course is "contrastive linguistics". Zabawa(ibid), states that, "*more attention should paid to various contrastive aspects.*" Therefore, studying contrastive linguistics, is very necessary to help students to get

rid of the mistakes made, because of the differences between the English and Arabic linguistics systems

In brief, studying contrastive linguistic before doing translation is very important because Malmkjaer(1999:37), states that, *the issue of comparative/contrastive descriptions of languages as a prerequisite for translation studies*

:Improving Teaching Translation Approaches 2-8-3

As the findings of this research show that, students' level in translation is not up to the mark, and some mistakes were made in their translations are attributable to their misuse of translation approaches

For instance, students misused translation by omission, when they omitted clauses that are properly to be translated. This does not mean that they used translation by omission as a procedure, but they omitted things that could not translate

In this case, students should be encourage to know that omission should be the last not the first option for translation, and also be taught on what basis they can use it

Dickens et al(2003:23), for instance, claim that omission can occur for some legitimate reasons

It " reflects the different ways in which Arabic and English link bits together(i.e. different patterns of cohesion).... Another occasion is when the information conveyed is not particularly important, and adding it would be unnecessarily complicate the structure of the TT....cultural difference..... provides another area in which simple omission may be reasonable strategy

One more example is the students' misuse of the literal translation technique, which was one of the problems students were expected to face

Students mistranslated some sentences because of misusing literal translation. Therefore, they should be

taught that, misuse of literal translation leads to incorrect results, because, the linguistic and cultural differences between English and Arabic

Dickens et al(2002:16), states that, "*in literal translation..., the denotative meaning of words is taken as if straight from the dictionary(that is out of context), but TL grammar is respected. Because, TL grammar is respected, literal translation very often unavoidably involves grammatical transposition. The replacement or reinforcement of a given parts of speech in the SL by other parts of speech in the*"
".TL

Hence, students should be advised to use literal translation approach in the right way. To do so, teaching translation techniques should be revised and improved. Moreover, students should encourage to improve their use of translation techniques in general to produce a higher quality translations

-.Establishing Translation Teaching Program 2-8-4

In the faculty of economic, where the empirical part of this research was conducted, the translation teaching is not enough for students. Therefore, establishing a new translation teaching program at Peace University in the faculty of economic, where this research was conducted, is necessary. Through the establishment of such program, some other important modules should be added to translation program. Consequently, students would be exposed to the study of more translation modules in translation and methodology

Translation courses at the university level have given the students chance to put their language and linguistic abilities into a real use

In translation practice, students should be exposed to translate different types of texts(e.g. general, business, economics, etc), and according to that, they would be faced by different translation problems which would make students more

component. Thus , they would be able to spend
.much time in translation training

:Vocabulary -2-8-5

Mastery of lexis is an essential factor in translating a foreign language. Students with a wide and varied vocabulary are able to have mastery of language in different situations. Vocabulary is an essential factor in translation from English into Arabic and vice versa.

Vocabulary constitutes the main and the serious
.issue of the students' problems

:-Use of Translation Technique 2-9

One of the most common techniques of understanding other languages is translation which is to give the words into the students' mother tongue. For some words, the only sensible way to explain is by translation. This is often the case with certain types of technical terms and for words, which are abstract (Lewis and Hill,1985). States that *“The problem with translation is that, there is no exact and direct correspondence between languages because some words cannot be translated easily. Translation is found as a valuable teaching technique especially when other techniques fail to approach the meaning*

Sainz (1992:25) presented a number of techniques for
:improving translation skills

The first technique is introducing passages when different texts that deal with a new topic are given to learners. These texts are in both source and target languages. At this point, students will compare them, and this will help them to overcome some of the
.problems that are related to vocabulary

The second technique is called back-translation of the students' own work. After translating the text, students will keep it for a certain period of time, then they will translate it back to its original source

language. Finally, they will compare it with the original
.text

The third technique is based on a comparison between the translations of a text that was done by the students to published translated versions of the texts taken from an official source. This process will help making students aware of their mistakes as they
.compare their texts to higher standard texts

The fourth technique is called collaborative translation. In this case, students compare their translations with
.their colleagues in pairs or in groups

The fifth technique is reporting to a group or to a class. This technique encompasses different activities. Students resent articles on general knowledge to the class in the source language, and as they do, they must take notes in the target language; later, the students will report back collectively in the target
.language

Finally, (ibid)(1992 :26) presents the technique of transcribing and translating. As students listen to a text, they must transcribe it. then they must
.translate what they transcribe

According to the above, translation is an efficient teaching method to facilitate students in the acquisition of foreign language. Through the process of doing translation, students apply their linguistic knowledge into practical use and raise the awareness of the similarities and differences in morphology, syntax, semantics, and
.pragmatics between the two languages

Zabawa(2010:75), states that , "*translation teaching should concentrate not only on the foreign language , but also on the native one as well...it would seem a good idea that the translation classes should concentrate on a greater extent on*
."*the native language*

In his discussion of the problems of teaching translation, Bahumaid(1995:9), mentions two :important issues

First, that the standard of most Arab undergraduate students in both native and foreign languages, as they embark on translation course is unsatisfactory, second, translation is not a 'lecture' course, it requires a considerable degree of 'sensitivity' in assessing version suggested by students while translating, as well as 'resourcefulness' in utilization of translation techniques. He also mentions the importance of providing translation trainees with samples of translated texts in different versions in order to illustrate the techniques and procedures of translation. He (ibid), assumes that, students' interaction, through extensive discussion with instructors and peers is .possibly the best solution to the translation problems

These texts are " contrastive linguistics". Zabawa(ibid), states that, " more attention should paid to various contrastive aspects." Therefore, studying contrastive linguistics, is very necessary to help students to get rid of the mistakes made, because of the differences .between the English and Arabic linguistics systems

General problems are attributed to the difficulty in choosing the exact equivalent word/term in both languages or related to the different languages setting and families as it is the case of translating English sentences into Arabic and vice versa. Jaback(2007: 18) identifies that" *problems faced in translating Arabic into English. The findings reported that 55% were linguistic problems, distributed as follows: grammatical, lexical and morphological problems.*"

From the above quotation, the results show the main area of linguistic problem which the students suffer is grammar.

This focus in grammatical differences, lexical ambiguity and meaning ambiguity. Al-Darawish(1983: 45) states four main difficulties in any translation: *a) no two languages have exactly identical phonological, morphological, lexical, syntactic and semantic features, b) languages differ in terms of sentence arrangement, c) a translator is forced to front or move backward certain items, and d) the impossibility for translator to .master two languages completely*

Jarvella et al.(2002), states that, *in translation, arrange of types of knowledge and competence are brought together. these include knowledge in specific subject domain, theoretical and functional knowledge about human language use, knowledge of the source and target languages. And understanding linguistic genre being used.* Moreover, Bell Cas cited in Robert et al.(2002:45), believes that, *competence in translation includes socio-linguistic ability to understand and produce texts adequately in relation to the subject of participants, and purpose of a .communication*

-.:Testing Translation 2-10

This part takes a closer look at the different attempts to testing translation, and review that studies were conducted to provide a framework for assessing this .rather complicated language skill

While translation as a literary art has been the object of numerous studies that focused on the linguistic as well as cultural aspects of the process of translation, very little work has been done in the area of measuring the performance of students through valid .and reliable tools psychologically

Ghonsooly(1993:55) explains that, *“while translation methodology has been influenced by improvements in .translation theory, its testing counterpart has remained*

Untouched. No real advance has so far been made towards constructing an objective translation test to remedy for.....deficiencies”. This means that there is an equality or interchangeable in value, quantity, significance, etc, or having the same or similar effect or .meaning

In Beeby's words(2000:185) ' a number of different sub-competencies that seem to include the world, the universe and everything are intricately interrelated'. Furthermore, competence in translation (like Chomsky's linguistic competence) is an abstract concept that can .only be measured in performance

Adab (2000:215) points out that one of the questions to be considered in the context of developing translation competence is that of "*how to evaluate the target text, as a product of the process*".? This is also necessary to determine the level of competence achieved by the translator and to identify areas in which competence is still to be developed

By making students translate texts, teachers can develop their communicative competence- while students are comparing two languages they can discover a lot of linguistic rules, they will discover the appropriate use of certain words and expressions. From texts to translated students can acquire a lot of pieces of information either about the target culture or about their own culture

Mcalester(2000:230) on the other hand, mentions "*handles the problem of translation evaluation from the point of view of the accreditation of professional translators either within educational institutions or professional organizations*". So, this points out that either in universities where students' work is evaluated over a long period, or professional organizations, it is desirable that the methods used for the evaluation should be reliable, valid, objective, and practical

El-Sheik(1990:77) assures the same point when stating that translation "*has often been misused in foreign language testing as a test of everything connected with proficiency in a foreign language; such tests were often used as a criterion for purposes other than measuring translation itself*

Baker(1992:122), indicates that "*Arabic and English differ in their use of discourse connectives*". In many types, the sentences and clauses in Arabic are typically connected either by basic connective in Arabic , or by the use of simply secondary zero connective in English

The researcher conducted that a study on students' errors while translating English into Arabic and vice versa found a considerable number of errors attributed to the

appropriate use of vocabulary, prepositions, and gender; meaningless use of words ; incorrect use of grammatical forms; use of long and incorrect sentences, and incorrect use of spelling. Moharram(2004:46) argues that *“these problems might be due to the interference of the mother-tongue, lack of vocabulary items and cultural differences in terms of .concepts and values*

In order to assess the quality of translation, or performance of the student, the researcher needs to make clear why

.a target text is evaluated

Adab (2000:215) lists the purposes that may exist for evaluating a target text; *“ to assess the suitability of the text for its intended reader and use ; to evaluate language competence ; to determine levels of intercultural awareness ; or to identify levels and types of translation competence .’* He concludes that , knowing the reason for evaluating and the criteria by which a text will be evaluated could help to improve the accuracy of this process , by giving a definition of specific task in a given .translation situation

In other words, in addition to understanding the purpose of the target text and the needs for the user , familiarity with the expectations of the product evaluator could be useful factor both when selecting from possible translation alternatives , and when .revising choices within the text as a global message

It is a systematic framework , above all , that is urgently needed for developing and validating translation , the selected texts for translation , the methods of scoring , and measuring instruments are all parts that need more attention and detailed .studies

It might be important to explain that , translation has two roles to play in language teaching and testing:- as a medium and as a message. When translation is used as a medium , it can be implemented as a language activity for teaching certain structures or

functions , and it can be used as a testing item for assessing knowledge and acquisition for these structures. As a message , translation is a subject matter itself. It is now taught through various teaching techniques , for example , the discussion method , and it is tested via different testing rubrics , like reading comprehension questions that come before the actual .translation question item

In many studies of the reviewed literature , it is noticed that , there is an overlap and lack of discrimination for the role of translation as a medium .and as a message

Chonsooly(1993:54), conducted study to see whether translation as a testing item is as valid as other testing items ; e.g. reading comprehension , writing.....etc. He declares that "*translation testing has been criticized for its subjective character*". He points out that , no need strides have so far been made in developing an objective translation test. Bramfit(1984:83) in discussing ways of promoting reading comprehension, argues "*there is, in comprehension, a role for specific accuracy-based work and this way take the form of intensive reading exercises of various kinds of aural comprehension work, even of translation.*" So, translation has been used by the students to facilitate English language learning. It also has played various roles under different language teaching methods. It also used to ensure students' comprehension .and an important writing exercise

Sh-Qassim(2000: 21), states that, '*students should go on translating not only these exercises, but also many other texts again and again until they have a mastery of the construction, vocabulary , or point of grammar which students are .practicing*

Students' reading and writing skills can be improved by setting a good warm-up activity before translation and if teachers organize translation as group or pair work , students will learn who to cooperate with each other as well. All these facts are to prove the fact that translation .develops the grammatical competence of the students

Thomas(1992:56) wonders “*why not reintroduce translation as an interactive to guided creative writing.*” The researcher should think that translation is suited to the purpose of expanding students’ repertoire of specific items of vocabulary and grammar structure of training them in the appropriate and effective use of cohesive devices of helping them identify .what constitutes coherence, and so on

-:Using Dictionaries 2-11

The aforementioned section dealt with translation issues, the next will be about using of dictionaries, problems of .dictionaries

The dictionary is regarded as a tool that everyone uses since the beginning of learning the foreign language. Its use is supposed to be familiar to all the students, the .process of its use commonly understood

:There are two main types of dictionaries

Monolingual and bilingual dictionaries. Monolingual dictionaries, on the one hand, list the words within one language, giving the meanings of these lexical items.

These dictionaries, particularly English ones, vary greatly in terms of size and features, ranging from highly a bridged pocket dictionaries to college desk dictionaries to stationary un abridged dictionaries. They may also vary as to the mode of presentation, e.g.

English monolingual dictionaries present words alphabetically, whereas most Arabic ones present words accordance with their tri-consonantal and quadric-consonantal roots. Further, some monolingual dictionaries are dedicate special areas in the vocabulary of language, e.g. the dictionaries of English idioms, .proverbs, scientific usage, etc

Bilingual dictionaries, on the other hand, deal with two languages by listing the words within one language, say English un explained a long with their equivalent in another Arabic language. So, the Arabic equivalent

appear against each of the English words. If the dictionary is English-Arabic, the English words presented alphabetically, but if it is Arabic-English the words are listed according to their roots

Normally, bilingual dictionaries range from highly impoverished pocket dictionaries well-prepared college desk dictionaries. Further, many bilingual dictionaries on the market deal with specialized vocabulary presenting SL terminologies and their TL equivalents in areas as political, medical, and legal discourses

Information in Monolingual 2-12

-.:Dictionaries

Monolingual dictionaries provide users with various kinds of information about lexical items. For example, the average English monolingual desk dictionary usually furnishes the user with phonological, syntactic, semantic information about English words among other things

Firstly, phonological information consists of phonemic transcription that indicates the pronunciation of the words, its syllable structure and its stress assignment in multi-syllabic words

Secondly, syntactic information indicates the part of speech of the words, that is, whether a verb is transitive or intransitive. For instance, it tells as that .excite is a transitive verb and excitement is a noun

Thirdly, semantic information constitutes the core of dictionary-markers do, as it revolves around the .meanings out and in a language

Finally, good monolingual dictionaries provide the use of brief etymological information that indicates the original word.

-:Problems with Bilingual Dictionary 2-13

Bilingual dictionary can be very useful, especially when it tries to find TL equivalents for SL lexical items where there may be one-to-one correspondence between the two languages. E.g. the English word (dictionary) corresponds to the Arabic word (قلموس).

However, one-to-one correspondence rarely obtains, as it is often the case that there is one-to-many or many-to-one correspondence, that is one SL lexical item may have many different TL correspondents in various contexts. By the way of illustration, the Arabic lexical item نظام may have different English equivalents in the following phrases

.The phonological system in Arabic language

النظام الصوتي في اللغة العربية.

The new world order النظام العالمي الجديد

This being case, the user of bilingual dictionary should be able to determine the intended sense of the SL lexical item in the context in question and subsequently look for the TL lexical correspondent that bears the same sense. This task is as easy as one might think because, practically, all lexical items could be homonymous i.e. they may have different senses that are completely unrelated to each other, e.g. the word bank may refer to a financial institution or the side of the river. So, the user of the bilingual dictionary should guard against falling victim to the lengthy lists of equivalents for one SL lexical item by being able to rely on context for deciding the relevant equivalent

Use of Dictionaries for Translation 2-14

-:Purposes

Dictionaries are necessary tools for translators because they provide them with different types of information that make them make sound decisions in the process of translating. However, Dictionaries by themselves cannot make competent translation, translating is a complex process involving many facts that practically missing in most dictionaries such as colloquial, textual, and discourse parameters. Therefore, dictionaries are important only insofar as denotation words are concerned-something without which translation materialize in the first place. This being the case, dictionaries should be available for translators to fall back on when needed, translators should never over-depend on them if they would produce natural translations. That is, dictionaries should be used sparingly and intelligently by translators to make sound decisions, but without losing sight of the context. The common section is going to be about the translator, his qualifications, his needs and his tools

-:Qualifications of A good Translator 2-15

The previous section dealt with the types of dictionaries and their usage, the common section will be about the translator, his/her qualifications, his/her needs, tools of the translator

Due to the increasing role of the need for translation in all over the globe, Duff quoted in Rojo(2009:28) claims that "*translators will always be needed. Without them, there would be no summit talks.....*," this reflects the importance of the translation and the translator

-:A good translator must have

a fundamental knowledge(in both languages) of the general subject of the speeches that are to be translated -1

general erudition and intimate familiarity with both cultures -2

extensive vocabulary in both languages -3

ability to express thoughts clearly and concisely in -4
.both languages

excellent note-taking technique for consecutive -5
.translating

at least 2-3 years experience for simultaneous -6
.translating

auxiliary operation and other qualifications will be -7
(.considered. (patient, practice, training, and research

EC Director-General for Translation(2011:3) “ *translators will not need to operate more heavily on the visual and audio aspects of language , not just on the written , as it currently the case. Specialization will play a more significant role. This need specialization not only in fields , but also it takes such as pre- and post- editing , translation curator or MT administrator.*” This clarifies that, the translator has a lot of time to do the translation, so, he can work at a leisurely pace. This give him the opportunity to polish and improve
.his style

Baker(1992: 118), has indicated that, *the ultimate aim of the translator to achieve equivalence at text level rather than a word or phrase level. This is not say that equivalence at word level is not or should not be given priority in some*
.contexts

-.:Freelance Translator 2-16

-.:In order to become a freelance translator, you must

have a high standard of education. A degree is -1
.normally above minimum requirement but not always

be high proficient in two languages with some in -2
.country experience of both languages

.have excellent writing skills in the target language -3

have some sort of professional experience or a -4
.qualification as a translator

-:Translator's Needs 2-17

In order to be in a position to start working as a translator, you will need appropriate terminology(reference materials) such as -1
.dictionaries, glossaries, terminological data bases, etc
reference documents(papers, electronic archives, -2
(.aligned texts, etc
a facility enabling him/her to re-use previous -3
.translated texts(copy-pasting from other applications
.computer with a decent memory -4
.internet connection -5
.a phone line -6

Perhaps the most obvious skill that translator needs is the
.ability to read and understand a second language

?How to Translate the Text 2-18

Before translating any text, the translator should follow
:the following steps firstly
read the text and fully understand it(a good translator is -1
.one who has a good background about the text
.translate the general meaning -2
.the translation should match the translated text -3

translator should select appropriate vocabularies which -4
.give the exact meaning of the translated words

translator should be very precise i.e. translate the main -5
.points

:-Translator's Tools 2-19

The modern translator has a multitude of tools at his/her disposal, all of which have their own strengths and weaknesses that the user must be aware of. Word processors, spread sheets, data bases, and the world wide web offer assistance in ways that could not have been imagined by translators of the years .past

The first tool that will be discussed is the word processor, the industry standard being Microsoft Word. Because it is used globally and is available for different operating systems, it is an essential part of the translator's repertoire. It allows one to make an electronic version of a paper text, store it, and manipulate it, so, it can be sent across the globe in seconds. The text can edited and reformatted easily; a grammar and spell check can be run to pick up .possible mistakes missed by the eye

Another common use for Word is for the creation of glossaries and tables, which can then be sorted and filtered. The biggest benefit of Microsoft Word is its ease of use and ubiquity. It can be learned quickly .and the intricacies of the program are abundant

Weakness of the word-processor include the time it takes to setup a glossary; this can be done more .quickly using, for example, a spread sheet

The second tool is spread sheets which are mainly used to organized data, memory banks, and organizational tasks such as budgets or schedules. Its strengths are that it is easy to update, sort and retrieve information. Being that spreadsheets are so

efficient when dealing with numbers and formulas, they are essential for the freelance translator in terms of running a business

Although the spreadsheet has much to offer, the fact that it is static limits. It is accessible to one user at a time, which is appropriate when one is creating a personal glossary, but it is not as update as a dynamic glossary that is created as a data base

The third tool is a data base, it is a tool for storing and organizing data. The important different is that information which stored in a data base is dynamic and when network can be added to by multiple users. The information can grow and change; it is alive. This is appropriate when dealing with language-based information, as language itself is both personal and public, changing and developing every day

The benefits of the data base to the translator are that, it is easy to manipulate, and accessible to different users. It can store enormous amount of data. All the information can be retrieved as content or used as a search term. Its weaknesses are mainly centered on its complexity

The fourth tool: perhaps the most vast and multi-functional tool for the translator is the internet. Its uses are multitudinous, covering all stages of the translator's mark. Through such websites as proz.com or translator-scafe.com. multiple forums exist for translators to post questions and receive answers quickly from a wide array of experts and lay persons. On line dictionaries are accessible in both bilingual and monolingual format

One positive aspect of the internet is its speed; information can be accessed in seconds. Another is that it is extremely easy to use and is available in almost every corner of the globe. It is dynamic. Dictionaries and encyclopedias are constantly growing

and changing. The information provided is usually quite
.up-to-date

In conclusion, when the translator is aware of what these tools have to offer, a lot of work and time can be saved. The key is to be adept and efficient at using what is available to enhance the quality of the process of translation, and the translation itself. As basic tools like the internet and word processing programs have become indispensable for translators today, so, computer assisted translation tools perhaps
.in the near future

The fifth tool is dictionaries, they are necessary tool for translators because they provide them with different types of information that may let them make sound decisions in the process of translating. Dictionaries are important only insofar as denotation words concerned- something without which translation materialize in the first place. Dictionaries should be available for translators, they also should be used sparingly and intelligently by translators. The next section is going to be about the translation process, .translation competence and translation theories

:Translation Process -2-20

The aforementioned section dealt with the translator , his qualifications, his needs and his tools, the following section is considered to be about the translation process, .translation competence and translation theories

When talking about translation , most people think of it as a means of communication or a process of transferring meaning from one language to another. Translation is regarded as an activity confined to those who have already achieved a high degree of language proficiency. However, Mallikamas(1997 : 45) says, *"in the viewpoint of*

language teachers , translation is not only a means of communication but also a teaching device that can help students to understand and use the target language more clearly and .accurately

The process of translation has aroused much discussion and debate and continues to do so. Many linguists as well as translation theorists have attempted to describe and explain the process of translation. Hensen(2003:26), defined it "*as a series of strategic or routine action/interaction that translators undertake to transform the source text into the target text in accordance with the translation assignment, from the .moment they start working until they finish*

The process of translation has been defined as the stages through which the translator has moved. They are steps s/he has to complete while translating ; starting from reading the SL text words and understanding them to look . for their equivalents in the TL , and translating them As stated by Bassalama (2007:118) that " *translation results from an understanding of the source text , from its reading ; and thus from its interpretation.*" So, this reading which has been backed up by an appropriate understanding has led to an effective interpretation ; finding the most appropriate equivalents , since Catford (1956:21) has stated " *the central problem of translation practice is that of finding a TL translation equivalent.*" This is meant that , the main interest of translation practitioners is that of understanding the source text meaning and working on finding the more appropriate expression in the target .language

It has gone without saying that , in the process of translation the translator has to be good and well-educated about both languages , the SL as well as the TL . Furthermore, s/he has known also what Gide (2000:16) calls " *the special language of the writer ; his idiosyncrasy "*

because it has helped him a lot in the process of decoding and recoding ; since he has gone to use the writers' own style and idiosyncrasy as a clue for dealing with the difficulties which he has confronted while translating . Thus , one has not ignored what Newmark (1961 : 9) argued for;" *that both the writer and the translator may have their own special theory of meaning.*" So the text writer has used a given word " *lexeme*" to express something which is special and according to his/her own personal view , the translator on the other hand , has aware of such " *special language*" and " *special theory of meaning*"
. as well

Thus , the whole matter of translation has started from understanding the source text by reading it carefully ; taking in consideration in addition to being well informed about the target language and the target culture , as mentioned above , the writers' idiosyncrasy. Therefore, the translator may be ready to translate effectively as to be equipped to solve any problem that may come across .during the translation process

As asserted by Robinson (2003:16) states " *professional translators need to slow down to examine a problematic word , or phrase or syntactic structure , or a cultural assumption painstakingly with a full analytical awareness and its possible*
."*solutions*

Consequently, this has led us to believe that translating a text is not an easy task but as Delisile cited in Gerding Salas (2004:1) comments on its difficulty by saying that " *translation is an arduous job that mortifies you , puts you in a state of despair at times , but also an enriching and indispensable work*
"*that demands honesty and modesty*

In order to avoid such a difficulty and to flee away from such complicated cases , the translator must to be armed not just linguistically, but also culturally ; for instance , knowing the English language has meant two things: knowing its words , expressions and its grammar , in

addition to knowing the English's life track , traditions and customs which are too different from our nowadays life . Meaning that the culture , civilization and history of the people of the language which is going to be translated is so important in the translation labor ; concerning this point Catford (1965 : 20) says that translation is " *the replacement of textual material in one language by equivalent textual material in another language.....and with any kind of spatial , temporal , social*
".or other relationship between them

In other words , these spatial , temporal and/or social are very important and so helpful factors for recognizing and identifying a given society's identity , for the reason that language and culture haven't been separated especially in the inter lingual translation or as Jakobson (1959 : 23) has named it " proper translation." So , translators have needed not linguistic competence , but rather a socio-cultural one ; this what has seemed to be implied in Delisle cited in Gerding Salas, (2004: 1) when he says " *linguistic competence is a necessary condition , but not yet sufficient for the professional practice of translation.*" One should adopt a very cautious approach toward these socio-cultural or linguistic interferences , so , to avoid any misinterpretation which may lead to an appalling translation ; especially when dealing with cognates (true or false friends) or other difficult forms like institutional standardized terms , euphemisms , idioms , proverbs , jokes and puns . Henceforth, the translator has borne in mind all these types of difficulties , cross-linguistic differences , and socio-cultural characteristics to carry out an effective translation ; as well as dealing with all kinds
. of problems

Of course, translators need to practice a lot ; the more the translator practices the more familiar will the second language s/he would be , this practice has given them

some hints on translation also has made them in some . way experienced

The students would be able to translate effectively and accurately . Robinson (2003:63) states that " *experienced translators are fast because they have translated so much , that it often seems as if their brain is not doing the translating-their fingers* ".are

Thus , translating a lot has helped the translator to gain more experience as to be familiar the target language structures as well as cultural notions . this experience has led him/her to translate easily and effectively ; to produce a good translation as the one has been described by Venuti (1995 : 1) says "*a good translation is like a piece of glass . You only notice that it is there when there are little imperfections , scratches.*" That is to say, The good Translation " TT" should .be felt , read as if it is the original one

Good reading , and appropriate understanding followed by an accurate interpretation have led to an acceptable translation . In order to be a ready translator; translate easily , effectively , the translator has been required to be acquainted not only with the target language but also with all what are related to it either culturally , socially , or .historically

:Translation Competence 2-21

The translation competence is considered to be an aspect of bilingual competence

Pym (1999:175) defines it as the "*ability*" to generate a series of more than one viable target text(TT1, TT2) for pertinent source text(ST) {and} the ability to select only one viable(TT) from ".this series, quickly and justified confidence

Fraser (2000:60), argues that, part of the key to defining translation competence lies in a provision a detailed briefing and resources for the job in hand, coupled with feedback that includes an evaluation of the finished translation in terms of how well it fulfills its purpose or meets its reader's needs

This , can help students to take more holistic approach to translation rather that treaty it as fundamentally different from other language - learning activities in a communication curriculum: encouraging them to view translation into L1 as one of a range of communicative skills enables them to see that translation is ultimately about communication , even if it is of a very distinct kind , and that facility in this areas has important contributions to make both to L2 acquisition and to communicate and transferable skills .more generally

Nida(1964:130), argues that" *translation problems are likely to happen even when the source language SL and target language TL have a similar linguistic and cultural features*

In studying language of the society, it is not a good idea to focus just on the language, there are other structures that help the students better in understanding, one of these structures can be regarded as culture. Knowing about the culture of society can take the students beyond the purpose. It is well-known that a nation's culture flourishes by interacting with other culture. Generally, language is an expression of culture and individuality of its speakers. It influences the way the speakers perceive the world. So, focusing on the issue of translation from one language to another, the culture of both languages in the process of .translation is influential

Translation is viewed as an effective tool in language learning and is evaluated as a way to enrich students' competences, students taught by using pedagogical translation. According to Ross(2000:37) states that

“translation recognized as the fifth skill and the most important social skill since it promotes communication and understanding

So, as a form of communication, translation involves interaction and cooperation between the students in particular and between the people as a whole, which makes it a very useful tool in a foreign language learning

According to AL-Qurashi(2004:56), *translation has been of great importance to all nations as it plays an essential role in transferring knowledge from one culture to another.* Moreover, Bahameed(2008:44), mentions the question of intercultural translation has been raised in modern social linguistic theories

Scientific translation is considered by Al-Hassnawi(2010), *as a real intellectual challenge. It requires skills , intelligence , and mastery of both English and Arabic*

Condry, as cited in Ushioda(1996: 30), otherwise, *“learning becomes abstract and removed from reality and as a result less likely to engage intrinsic motivational processes since students are unable to make a meaningful connection between what is learned and what is experienced in life outside*

Detaramani(1999: 68) states that *“the integration of self-access approach to language learning requires learners to be responsible, diligent and motivated.”* So, the main goal of this is to ascertain the needs of the students and to investigate their attitudes and motivation towards this mode of learning

:Translation Theories-2-22

the 20th century could be once more considered as the age of the translation. The huge quantity of books and work in all fields of knowledge translated in different languages along with an increasing importance of the daily role played by translation in the modern world communication

At first, translation theory has not been construed as a separate discipline but within the field of language studies. Later, linguists and translation theorists have drawn attention to the role of linguistics in building different translation definitions in showing the importance of linguistics to translation theories. Newmark (1981 :5) states that "*translation theory derives from comparative linguistics, and within linguistics, it is mainly an aspect of semantics, all questions of*
semantics relate to translation theory"

For almost two thousand years, translation theory has been concerned merely with outstanding work of art. The science of translation or 'translatology' has not emerged until the 1940s in an attempt to establish itself as a new discipline involving radical changes in the approach and classification, away from the age-old of 'word vs sense' or 'literal vs free

According to Mundy (2004:7), "*writings on the subject of translating go far back in recorded history.....However, although the practice of translating is long established, the study of the field developed into an academic discipline only in the second half of the*
twentieth century"

Hatim (2001:3) argues that "*translation studies, the discipline which concerns itself with the theory and practice of translation, has come of age and it is maturing very quickly. Nevertheless, a number of obstacles remain and will have to be overcome if the discipline is to develop further.*" There for, this subsection has presented a brief overview on the history of translation theory as an academic discipline from the 1940s on words

In the 1940s and 1950s Venuti (2004:111) clarifies that translation theory was "*dominated by the fundamental issue of translatability. Influential figures in philosophy, literary criticism, and linguistics all consider whether translation reconciles the differences that separate languages and cultures.....opinion are shaped by*"

*disciplinary trends and vary widely, ranging between the extremes
".of philosophical skepticism and practical optimism*

During the 1960s and 1970s, translation theory has shifted from the issue of translatability to the issue of equivalence. Venuti (ibid:147) claims that " *the controlling concept for most translation theory during these decades is equivalence.... Equivalence is fundamentally normative aiming to provide not only analytical tools to describe translations, but also standards to evaluate them.*" The most influential translation theorists in these two decades were Eugene Nida and Catford. That has been the first time that linguistics have
.begun to concern their selves with translation

In the 1980s, translation has emerged as Venuti (ibid :
221-226) "*a separate discipline, overlapping with linguistics, literary criticism, and philosophy, and exploring the problem of cross-cultural communication.*" This period also has witnessed the emergence of a post colonial reflection on translation in anthropology. Translation theory in this decade, remarkable, fertile and wide-ranging, taken up in a variety
.of discourses, fields and disciplines

From the last decade of the twentieth century onwards, the field of translation studies achieved a certain authority have manifested in translator training programs and a tool of scholarly publishing. Venuti (ibid : 325-335) states "*translation text-books also begin to appear and more concentration is paid to cultural studies as an inter discipline within the translation theory. Moreover, varieties of linguistics continue to dominate the field due to their usefulness in training translators in
".different text-types*

In point of fact, history of translation theory has dealt with the following kinds of questions explicitly stated by Baker (2005 : 101) "*what translators have had to say about their art/craft/science ; how translations have been evaluated at different periods ; what kinds of recommendations translators have made ;*

*and how translation has been taught ; and this discourse is related
"to other discourses of the same period*

The theory of translation is more difficult to situate in
.time, for the subject matter still remains a moot points

One of the early theorists in this period is the French
humanist Etienne Dolet (Bassnett 1988 : 58) who had
.propounded in a short outline of translation principles

Moreover, it has been difficult to distinguish between
language theories on one hand and translation theories on
the other one. Kelly (1979 : 34) states that "*each stream of
language theory corresponds to a theory of translation. All linguistic
schools or trends devoted part of their work to translation
problems.*" Recently, the focus has shifted towards the
relationship between linguistics, culture, and translation.

A modern orientation has moved gradually from the
mainly sentence- oriented approaches to more discourse
and macro-textual approaches such as discourse analysis
and transfer, but also considers translating as a dynamic
communicative act, and restores to the translator the
central role in a process of cross-cultural communication
and cases to regard equivalence merely as a matter of
.entities within texts

-:Equivalence Theory -2-23

In the previous section, the translation process,
competence and theories are discussed. In the common
section the equivalence theory and concepts are going to
.be discussed

Equivalence is one of the procedures used in translation. It
is said to be occur at word, grammatical, textual and
pragmatic levels. The notion of equivalence is one of the

most problematic areas in the field of translation. Bassnett(2002:34) says "*equivalence has caused, and it seems quite probable that it will continue to cause heated debates within*
the field of translation studies"

According to Rojo(2009:22) "*Much of the controversy around the concept of equivalence comes from the deceptive assumption that total equivalence is an achievable goal. Instead, equivalence should be understood in a relative sense as the closest approximation possible to the meaning of the ST.*" However , Kenny quoted in Baker(2009:96) claims that "*proponents of equivalence-based theories of translation.....define equivalence as a relationship between two texts: a source text (ST) and a target text (TT). Equivalence relationships are also said to hold between parts of the STs and TTs. In many cases, it is the relationship that allows the TT to be considered as a translation of the ST in the first place.*" Nida (1964:) introduces the idea of dynamic equivalence by which she means that the target language text must have some effects on its readers as the original
.text did on its own readers

In spite of equivalence being an essential concept in translation theories, some theorists refute the theoretical notion of equivalence. Baker (1992:5-6) states that "*the term equivalence is adopted.....for the sake of convenience..... although equivalence can usually be obtained to some extent , it is influenced by a variety of linguistic and cultural factors and is there for , always relative.*" In addition , it has been considered as being unsuitable as a basic concept in translation theory. Snell-Hornby (1988:22) argues that "*equivalence is imprecise and ill defined.*" However , some other theorists have regarded equivalence as a positive notion in translation theory. Baker (1992:7), *for instance,*" discusses in detail at all levels. He presents a hierarchical and straight forward principle for equivalence at word level. Equivalence above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence. Fawcett (1997:53) suggests five frames of reference constituting word and text meaning to

express the importance of equivalence in translation
-:theory

Denotative meaning/ referential meaning / the objector
.concept referred to

Connotative meaning which includes nine sub categories
level:- sociolect , dialect , medium ,style , frequency ,
.domain , value , and tone

Textual norms/the kind of language typical of such things
.as legal text , instructions for use , etc

.Pragmatic meaning / reader expectations

.Linguistic form / rhythm, rhyme, metaphor, etc

Dickins et al(2002:5) suggest a practical approach to
equivalence . They propose that "*translators must not seek
equivalence at all levels in translation. But it is important for the
translator to decide which aspect of the source language is to be
given priority in translation (phonological , semantic , generic ,
etc.). Thus, it is unlikely that the translator will be able to
".preserve all aspects of the source text in the target text*

The matrix which suggested by Dickins et al (ibid)
comprises five levels for evaluating equivalence between
-:source text and target one. They are

Genre matrix , which deals with the question, "what does
the text belong to"? Oral or written, literary (e.g. short
stories), religious (e.g. Quranic commentary),
philosophical (e.g. essay on good and evil), empirical (e.g.
Scientific paper), persuasive (e.g. law), and/ or hybrid (e.g.
(sermon

Cultural matrix , which deals with the question of whether
there are significant features presenting a choice between:

exoticism (e.g. wholesale foreign), cultural borrowing (e.g. name of historical movement), communicative translation (e.g. public notices), and / or cultural transplantation (e.g. (Romeo recast), collogue (e.g. idiom, translated literally

Semantic matrix, which deals with the question of whether there are significant instances of: denotative meaning (e.g. synonyms), attitudinal meaning (e.g. hostile attitude to referent), associative meaning (e.g. gender stereo typing of referent), affective meaning (e.g. offensive attitude to addressee), allusive meaning (e.g. echo of proverb), collocating meaning (e.g. collocating clash), reflected meaning (e.g. play on words), and/ or .(metaphorical meaning (e.g. original metaphor

Formal matrix, which deals with the question of whether there are significant features on the phonic/graphic level (e.g. alliteration) prosodic level (e.g. rhythm), grammatical level: lexis (e.g. archaism) syntax (e.g. simple vs complex syntax), sentential level (e.g. foregrounding), discourse level (e.g. cohesion markers), and / or inter textual level .((e.g. pastiche

Varietal matrix , which deals with the question of whether there are significant instances of: tonal register (e.g. ingratiating tone), social register (e.g. Islamist intellectual), sociolect (e.g. urban working class), and / or .(dialect (e.g. Sudanese

:Concepts of Equivalents in Translation 2-24

Equivalence was a key word in linguistics-based translation: it is one of the procedures used in translation. .Equivalence goes hand in hand with the meaning

Bell(1991:6), concludes that, " *the essence of the available definitions of translation is to find equivalents which preserve features of the original.*" Therefore, it is important to translate a source language into a target language on the basis of the nature of equivalents effectively and efficiently. (ibid), states that, the problem concerning the nature of equivalents is related to the translation process directly, as translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. Levy(2000:148) states that " *It is important to note that texts in different languages could be equivalent in different degrees(fully or partially equivalent) in respect of context, of semantics, of grammar, of lexis, etc. and at different ranks(word-for-word, phrase- for-phrase, sentence-for-sentence). In fact, there are no* ".single word equivalents in meaning and stylistic value

Kenny(1998:76). States that , *equivalents as ' the relationship between a source texts(ST) and a target text(TT) that allows the TT to be considered as a translation of the ST* .in the first place

Further, the researcher argues that, the ideal of total equivalents in a chimera as languages are different from each other; they different in having distinct codes and rules regulating the construction of grammatical stretches of language and these forms bear different .meanings

According to Potter cited in McMillan,(2005:2) says " *phrasal verbs are made up of a verb and particle. A particle can be an adverb such as 'out' or 'away', or it can be a preposition such as* "....,'with', 'from

The Encyclopedia Britannia(1975:935), states, *equivalence, also called equivalence of preposition , in logic and mathematics , refers to the formation of a preposition from two others which are linked by the phrase " if and only if".*

The equivalence formed from two propositions p and q also be defined by the statement "p is necessary and sufficient condition q"

To shift from one language to another is, by definition to alter the forms. Further, the contrasting forms convey meanings which cannot but fail to coincide totally

Larson (1998:179), who is basically of the opinion with Bell, states that, *one of the most difficult problems facing a translator is how to find lexical equivalents for objects and events which are not known in the receptor culture.* and, therefore, there is no word or phrase in the receptor language which is easily available for the translation. This is due to the fact that, a translator has to consider not only the two languages, but also the two cultures. Because of the difference in culture there will be some concepts in the source language which do not have lexical equivalents in the receptor language

This may be because of the difference of geography, of customs, of beliefs, of world view, and of various other factors

When the concept to be translated refers to something which is not known in the receptor culture, then the translator's task becomes more difficult. The translator will not just be looking for an appropriate way to refer to something which is already part of experience of the receptor language audience, but s/he will be looking for a way to express a concept which is new to the speakers of that language. (ibid:180), further writes that *as a translator is confronted with words in the source language which has no equivalents in the receptor language vocabulary*

His responsibility will be understand clearly the meaning of the word and the use of that word or phrase in the context in which it occurs

Beekman and Callow in Larson(1998:179), point out that, there are alternative ways in which a translator can find an equivalent expression in the receptor language

,a generic word with a descriptive phrase

,a loan word

.a cultural substitute

Equivalents by modifying a generic words means that we translate by using a generic term and stating the other meaning components clearly, that is, by paraphrasing. When words found in the source language do not occur in the receptor language, it may be especially helpful to analyze the source language words to discover its generic components, the contrastive components, and the function of word in its context

Hatim(2001: 75), claims that, *after many decades of formal linguistics , discourse analysis and texts linguistics become major source of influence on translation research in the 1980s. The text is not an individual words or the single sentences, it is the relevant unit for translating*

Then from this analysis, an adequate equivalent may be found in the receptor language

There are four possible modifications which may be made

,Making explicit form of item

,Making explicit function of item

Making explicit both form and function, or

Modifying with a comparison to something or event which doesn't occur in the receptor language

The translator's ability to discover and use the closest natural equivalents will determine the level of the naturalness of the translation product

Newmark (1988:24), states, *A translation product is considered to have a good level of naturalness if the translator can insure: that his translation makes sense, and that it reads words that meet that kind of situation*

Likewise, Nida,(2000:136), also contends that *a natural translation involves two principle areas of adaptation, grammar, and lexicon*. In general, the grammatical modifications can be made more readily, since many grammatical changes are dictated by the obligation structures of the receptor language(RL). That is to say, one is obliged to make such adjustments as shifting word order and using verbs in place of nouns and vice versa

The lexical structure of the source language(SL) message is less readily adjusted to the semantic requirements of the (RL) (SL) because, there are numerous alternative possibilities

:There are in general, three lexical levels to be considered terms for which there are readily available parallels

terms which identify cultural different objects, but with somewhat similar functions, and terms which identify cultural specialties

ibid:137), further writes that, *it is inevitable also that when SL and RL represent very different cultures there should be many basic themes and accounts which cannot be naturalized by the process of translating*. This case, may characterize that the translation product has low level of naturalness because the naturalness of the expression in the RL is essentially a problem of co-suitability on the levels of: word class, grammatical categories, semantic classes, discourse types, and cultural contexts

The next section is considered to be about the concepts of shift in translation, methods of translation and the .previous studies

:Concepts of Shifts in Translation 2-25

The aforementioned section concerned with the equivalence theory and concepts. The next section will be about the concepts of shift in translation, methods of .translation and the previous studies

Venuti(2004:141), says, "*By 'shift' we mean departures from formal correspondence in the process of going from the SL(source language) to the TL(target language*

Bell,(1991:6), states that, *shift from one language to another is by definition, to alter the linguistic forms. The shift of the surface structure is something common when producing an idiomatic .translation*

Dickens et al(2003:23), for instance, claim that -:omission can occur for some legitimate reasons

It " reflects the different ways in which Arabic and English link bits together(i.e. different patterns of cohesion)... Another occasion is when the information conveyed is not particularly important , and adding it would be unnecessarily complicate the structure of the TT....cultural difference..... provides another area in which simple omission may be ".reasonable strategy

Similarly, Catford(1965:142), states that, *shift means the departure from formal correspondence in the process of doing from the source language to the target language. There are generally, two kinds of shift in translation, namely level shift, and .category one*

By a shift of level, it means that a source language item at one linguistic level has a target language translation equivalent at a different level. Thus, translation between the levels of phonology and graphology- or between

either of these levels and the level of grammar and lexis-
.is impossible

Translation between these levels is absolutely ruled out
by our theory, which posits relationship to the same
substance, as the necessary condition of translation
.equivalence

The commonest level shift in translation is shift from
.grammar to lexis or vice versa

Dickens et al(2002:16), states that, "*in literal translation..., the denotative meaning of words is taken as if straight from the dictionary(that is out of context), but TL grammar is respected. Because, TL grammar is respected, literal translation very often unavoidably involves grammatical transposition. The replacement or reinforcement of a given parts of speech in the SL by other parts of speech in the*"
".TL

Venuti(2000:88), uses the term *transposition* instead of the term *shift*. *Transposition is a process of translating which involves replacing one word class with another without changing the*
.meaning of the message

The transposition can also be applied within a single language, in addition to being a special translation procedure. Shift or transposition, according to Newmark(1988: 32) is a translation procedure involving a change in the grammar from the source language(SL) to
. (target language(TL

The first type of shift or transposition is the change from singular to plural. The second type of shift is required when an SL grammatical structure does not exist in the
.TL

Catford(1965:143), states that, *category shift refer to*
.unbounded and rank-bound translation

The shift being approximately normal or free translation in which SL and TL equivalences are setup at whatever rank

is appropriate. Usually, but not always, there is sentence-sentence equivalence, but equivalences may shift up and down the rank scale

(-:ibid), states, category shift can be divided into four)

Structure shift, class shift, unit shift or rank-changes and intra-system shift

Structure shift is considered as the most frequent category at all levels of translation. Structure shift can further be divided into three

Structure shift at sentence level, structure shift at the clause level, and structure shift of word group

(ibid:145), defines class shifts as that grouping of members of a given unit which is confined by operation in the structure of the unit. Class shift, then occur when the translation equivalent of a source language item is a member of a different class from the original item

The third division of category shift is unit-shift which refers to changes of rank named departures from the formal correspondence in which the translation equivalents of a unit at one rank in the source language is a unit at a different rank in the target language

The last division of category shift is intra-system shift. In listing types of translation shift, one might expect system-shift to occur along with the names of the types of shift affecting the other fundamental categories of grammar

:Methods of translation 2-26

A translation method has referred to the translation of sentences from the native language into the target language and vice versa. However, this method has involved a particular analysis of the written target language, especially its grammar and vocabulary that has learned from bilingual words lists. It must be noted that

translation has different methods of translation. This however, has been explained as follows:- In order to decide how the various text types have been translated, Newmark (1995 : 45-51) distinguishes between translation methods with source language and target language. Newmark lists the following methods as the one that put
-:emphasis on a source language

Word-for-word

Literal

Faithful

Semantic

Translation methods which focus on a target language are
:the following

Communicative

Idiomatic

Free translation

Adaptation

:Previous Studies 2-27

Some related thesis and articles on translation, are
:briefly reviewed here to support this study

Putra (2004), describes that gerund participial construction after the word 'need' and 'worth' carries
.passive meaning

This study, clearly reveals that in English, like in Indone
The findings of that study, of course, underpins and contributes significantly to the present research in

connection with its analyzing and translating passive
.construction

Nababan(2008), in his paper " Equivalence in Translation some Problem-Solving Strategies", give an example of the effort taken to establish naturalness in translation. He cites Nida's explanation in finding the closest natural equivalent from one language to another. " A generic Framework from Arabic to English Machine Translation of Simplex Sentences", by Yasser Salem(2009), the aim of this research is to develop a rule-based lexical framework for Arabic language processing. Using the role and reference grammar, Linguistic model system, called UniArab introduced to support framework. This system has been tested by generating equivalent grammatical sentences, in English via the universal logical structure of Arabic sentences based on Modern Standard Arabic input
.with very significant and accurate results

Natasa Pavlovic(2007), " Directionality in Collaborative Translation Process". The aim of this study is to compare L1 and L2 translation process, in order to isolate the features that differ significantly according to direction,
.with a view to improving translation teaching

Ekrema M. Mustafa(2007), "Problem of Translating Contexts Based Proverbial Expressions from Arabic to English". This study dealt with the problems and difficulties translators encountered when they rendered
.Arabic context base

The a formentioned chapter is considered to be the theoretical phase of the study. The next chapter will be
.about the method phase of the study

CHAPTER THREE

Methodology

Overview 3-1

The aforementioned chapter is considered to be the theoretical phase of the study. The next chapter will be .about the method phase of the study

This chapter is considered to be the method of data collection. It comprises the following subtitles: overview, tools of data collection, the samples, instruments, procedures, test description, translation course description, test validity and reliability, questionnaire .description validity and reliability and the pilot study

the aim of the study is to investigate the effects of the students' translation of economical and managerial texts. In this chapter, the researcher is going to design two research tools which involve a pre-test, a posttest, a translation course and a questionnaire.

These tools are classified by the researcher as ' introspective' since they involve respondents' reporting on themselves, their views, their beliefs, their interactions and so on. This will be done through teaching translation course. The researcher has designed these tools and distributed them to the students of the faculty of Economics and Community Development(respondents), where quantitative data were obtained and analyzed to find answer for the question of the study. The basic difference between this approach and the traditional practice is that the researcher provided resources including: different kinds of dictionaries, some translated texts, reading materials related to the course which concerned with the field of economic translation. So, the students of the Faculty of Economics and Community Development can refer to them in order to translate accurately. The teacher's role in that case was to supervise and guide students on how to make use of these resources , and not to give direct answers or

solutions to the problems of translation. However, the researcher has to remember that the only primary data he has, what the respondents choose to tell him

This chapter presents the method adopted for the purpose of this research. It provides a thorough description of the materials used in collecting data, describes the participants of the study, displays the instruments, states reliability and validity of the tools employed in the study, and presents the techniques followed in analyzing the data

:Tools of data collection 3-2

The researcher used two tools in conducting the study. Firstly, a test which comprises nine questions include reading comprehension, grammar, translation of English vocabulary into Arabic, in addition to some English sentences into Arabic, and Arabic sentences into English, English and Arabic texts. A posttest which was done at the end of the semester, to identify any improvement of the translation after studying the course. A translation course. Secondly, a questionnaire which used to measure the students' abilities towards learning translation

The Population 3-3

The population of study includes the students of faculty of economics and community development. They are chosen due to the nature of the research question and hypothesis which address students' of faculty of economic translation competence. The students represent the future translation in the English and Arabic languages in the Sudanese society. Investigating their learning translation is believed to be with great value in the field of translation

The study includes 100 participants. They are the students of economic and community development in Peace University.

They were 37 female and 63 male (whose ages ranged between 19 and 25). Respondents have received training course in translation through different fields including; translation in the field of management, translation in the field of economy and accounting. The training course lasted for about one semester. In the questionnaire, students of the faculty of economics and community development are asked to answer twenty questions concerning the importance of translation; and its value; in addition to that, they are required to tell whether they confront some problems while translating or not, moreover, they are asked about their strategies and solutions adopted to solve any problem that may confront them. That is to say, the researcher wants to have some insights about the students' of faculty of economics and community development attitudes towards translation, its value, as well as checking their linguistic knowledge alongside with their translation ability and level.

The participants began learning English when they are in the basic level. At that stage, students of the faculty of economic are supposed to have basic skills of English in order to be prepared for their secondary school education. They are taught the alphabetic system of English and how to join the alphabet in order to form and read simple words and sentences. At the secondary level, the students of the faculty of economic begin learning the principles of writing and speaking in English. At this stage, they are equipped with the translation skills that pave their way towards educating translation. this entails that, they are taught translation skills that enable them to deal with different methods of translation when they will be graduates in the future.

At the university, the way they treat their translation skills, must be different, as it requires some activities necessary for conducting an effective translation texts. Students need to develop their translation skills for different academic purposes. They need for example, to write reports, to take notes, and to write research papers. The participants are taught how to develop their translation skills which means that they are equipped with the translation strategies which necessary in a serious translating texts. They also have studied syntax and morphology which means, these students of the faculty of economic are taught how to translate words, sentences and texts from English to Arabic and vice versa. Furthermore, the participants have studied semantics. This entails that the respondents are taught how to deal with the different kinds of meaning that a word, or a sentence has. They also have studied the varied and complex relationship that hold between individual lexical items. Considering the nature and the sort of the translation activities in which the participants are engaged during their translation, one assumes that, they must possess the knowledge of translation that enables them to produce correct translation and interpretable English. This suggests that the students of the faculty of economic, are good enough to translate different topics in English. However, research indicates inadequacy in their translated language; and their translation is less informative exhibiting a great deal of incorrect translating language. They even lack the necessary techniques for effective .translation

Some researchers attribute this to the fact that the students of the faculty of economic learn English primarily through formal education which ignore the translation. And as a result, they have little opportunity to use translation for written and communication outside the classroom. Some researchers, emphasize assuming that,

the materials produced by the students seem to be
.invalid

:Procedures 3-4

The researcher contacted the teachers of other subjects to arrange for conducting a test. They agreed to allow the researcher to take part of one of their lectures to conduct the test. The researcher asked the students of the faculty of economics to answer the test. The students were reluctant at the beginning but when they were told that the test was for the research purposes, they agreed to sit for it. Then 150 questionnaire copies were distributed to the students. 100 questionnaire copies were collected back. These processes took place during the academic .year 2013- 2014

:Below are the procedures adopted to collect the data

:The Test 3-5

The test which has been validated by experts, was used as a pretest before teaching the program designed for the purpose of the study. Then the same test was used for the .second time as a posttest after the treatment

The students of the faculty of economic were asked to answer the questions of the test on an assigned topic.

The task was done in a regular university lecture room. The aim behind this decision, was to make feel relaxed as if they were doing .a regular activity

So, intimidation and anxiety were unjustifiable. The participants were given two hours to accomplish the .test

The test assigned to the participants in this study was in reading comprehension, words, phrases, sentences and texts. Some of them wanted to be translated from English to Arabic, while others, from Arabic to English. The questions were associated with the sort of the activities in which they engaged during their study. That is, the test discussed issues that fall within the scope of the things they do in their faculty of economic. Questions as such may enable the students to answer or translate freely because they address things which are meaningful to them.

The participants were told that their work will be used for the research purposes. So, they didn't have to be in a state of panic, because their score in the test would not affect their score in the final exam. The researcher was present during the test period in order to supervise the distribution of the test. The participants had their complete freedom to plan and accomplish the test by the way they need. They received no help from the researcher about grammatical accuracy, vocabulary, phrase, sentence and text translation. When the time was up, the researcher collected the papers from the participants.

The test was designed to assess students' of faculty of economics ability to use translation skills. It tested students' ability to translate written texts which could enable them to express their thoughts to the readers properly. So, the data collected from the test were used to find out if the students of the faculty of economic were able to use the components of the written text in their translation.

The test was given to the students of the Faculty of Economics and Community Development to measure their translation accuracy and their ability to select the appropriate equivalent structure in the target language. In

addition, it aimed at defining the difficulties that students encountered at the beginning of economy translation .training

:The test consists of nine questions described below

Question one comprises five items. The main purpose of this question is to measure the students' of the Faculty of Economics and Community Development comprehension .before the treatment

Question two is also composed of five items. With each item there is a number of prepositions(three) the assumption behind this is that if the students are affected positively by the treatment, they will be able to put each preposition in its correct space. This is represented by the phrasal verbs. In this case, the students are asked to distinguish between the verb and phrasal verb and their .meanings

Question three consists of five items, these items are concerning vocabulary. The main purpose of this question is to measure the students' abilities of the basic skills of .translation concentrating on translating vocabulary

Question four, is also composed of five items. With each item or sentence there is a missing preposition. The assumption behind this, is to help the students of the Faculty of Economics and Community Development to put .each preposition in its suitable place

Question five likewise, comprises five spaces. It is about a text with spaces to be filled by the students of the Faculty of Economics and Community Development . The main purpose of this question is to measure the students' .contextualization before the treatment and after it

Question six also consists of five English sentences. The main purpose of this question is to measure the students'

of the Faculty of Economics and Community Development
.skills to translate accurately from English to Arabic

Question seven, consists of five Arabic sentences. These sentences, need to be translated into English. In this case, students of faculty of economic should be careful about the linguistic, and lexical.... The main purpose of this question, is to measure students' understanding of both English and Arabic languages, and how to
.translate from English to Arabic fluency

Question eight, comprises of an English text. It used to measure the students' of faculty of economic ability of
.translation from English to Arabic

Question nine, also comprises an Arabic text. Both English and Arabic texts in question eight and nine were used to measure students' basic translation skills. The assumption behind this, is that if the students are affected by the treatment, they will be able to translate
.the words, sentences, paragraphs and essays correctly

:Translation Course Description -3-6

Translation is a complex and fundamental human activity involving transfer of meaning between languages, cultures and forms of expression. Many of the texts encountered in our everyday life are interlinal translations. Every act of communication, even within one and the same language, can also be viewed as a kind of translation because it involves encoding,
.transferring, and decoding messages

This course focuses on the theory and practice of words semantics(the denotative and connotative components of meaning of individual words) from English into Arabic and vice versa. The central units in this course will be words and phrases, i.e. group of words
.that do not constitute independent clauses or sentences

This course is designed to give students of faculty of economic, basic translation skills needed in the general fields of translation. Exercises will be mainly focused on the designed course with special attention to their strengths and varieties.

This course also includes an introduction to translation, principles of translation, usage of dictionaries, and translation tools.

Translation is not, of course, about translating separate words or phrases- it is always aimed at conveying complete acts of communication, however, short or long these may be. The researcher will therefore, practice translating short but complete coherent and cohesive texts representing verbal discourse in all of its linguistic and extra linguistic complexity.

The central aim of the course is to teach students of faculty of economic, basic translation skills. The other aims are to enhance the students' knowledge of Arabic and English grammar, expand active and passive vocabulary, improve writing skills, deepen the understanding of (SL) and (TL) cultures.

:Theoretical issues to be covered

General introduction to translation: a- Defining translation.
.b- Level of equivalence. C- abbreviations

:Lexicographical aspects of translation

Arabic- English and English-Arabic(bilingual) dictionaries;
English- English and Arabic-Arabic(monolingual)
.dictionaries

Ahmed Mahir(2010:96), adopting and composing courses for translating different kinds of texts such as tenses , proverbs , newspaper....etc for the students, because the researcher believes that variety and

diversity are very important, and they are considered
.a basic topics for the students

Posttest -3-7

A posttest was administered after the treatment to measure the performance of the students translation . It also consists of nine questions. They were the same as that in a pre-test and they were administered immediately at the end of the semester to measure the possible effect of learning the skills of translation. This test was the second in-term examination of the translation course, and was a round the eleventh week of the semester. In grading the pre-test and posttest, both tests were given the same scores; for lexical equivalence, for overall accuracy, and for structural accuracy. The results were then analyzed to give accurate measurement of the performance of the sample, and to give clear answer to
.the question of the study

Tests' Validity -3-8

The pre and posttests have been validated by experts in the field of teaching English, particularly translation. The valuator are Ph.D. holders. They have a long experience in the field of English language teaching. They have assigned some comments concerning the test. The present copy is the final copy that is recommended by the committee of valuator. It was agreed that the questions were familiar to the students of faculty of economic; and that the students could easily express their thoughts in a translation work. Following the discussion with the supervisor, the researcher administered the test twice(pre- and post) to 100 students of the faculty of economic who were chosen randomly, instead of 60 according to the supervisor's point
.of view

The researcher noticed that, the testers did not ask questions about the topics assigned for the test. This implied that the topics were simple and clear. And other important issue about such topics was that, they were very interesting to the students of the faculty of economic. They discussed issues the participant practice in everyday life. So, the students of the faculty of economic were not supposed to experience difficulty in doing .translation tasks

An inter-rater was consulted in describing and analyzing the test. The test was scored by the researcher as well as inter-rater. The testees' work was scored independently by the researcher and the inter-rater. The two scores were compared to assess the stability of the .scoring procedures

Tests' Reliability -3-9

The reliability analysis of the pre-test and posttest that was calculated revealed a relationship between individual items in the scale. The researcher gets an overall index of the repeatability or internal consistency .of the scale as a whole

:Students' Questionnaire -3-10

The rationale behind students' questionnaire was to make sure that the data collected for the current study is valid; leading to reliable results. This procedure is drawn from the fact that some researchers claim that researching the translation of the students lacks the criteria needed .for conducting proper research

Students' questionnaire involves the participants' perception and evaluation of their own capacities for a fruitful act of translation. It consists of 20 questions which are divided into four categories. The first category

comprises items 8, 16. This category attempts to explore the participants' judgment on the problems and difficulties that faced them. The second category includes the items 4,7,19. This category treats students' awareness as translators, how they deal with such problems. The third category, involves the items 2, 3, 5, 6, 9, 12, 14. These items investigate the participants' own opinions on their motivation towards translation. The fourth category, comprises the items: 1, 10, 11, 13, 15, 17, 18, 20. It is about students' own evaluation to the solution of .the linguistic problems which face students in translation

The tests, translation course and the questionnaire will complement each other in collecting data for the present study. Students of the faculty of economic questionnaire involves the participants' perception and evaluation of their own capacities for a fruitful act of translation. It consists of(20) items, the main purpose is to elicit the responses which are related to the effect of teaching .translation

The items were intended to target the perceptions of respondents to the effects of translation on their performance, to find out the respondents' opinions about .the relevance of learning translation to their needs

.All the items of the questionnaire are closed type items

The students of faculty of economics and community development who have participated in answering the questionnaire questions are asked firstly, to give personal -:information related to the following variables

sex: male or female -1

.age -2

The questionnaire which includes twenty questions , which are designed to cover the area and process concerning the

effect of translation on the students' of the faculty of
.economic English proficiency

-.The items appeared as follows

item number one is concerned with the helping of -
translation to the students of the faculty of economic to
.learn English better than before

item number two concerned with helping of translation to -
the students of the faculty of economic to use English and
express the two cultures of the English language and
.Arabic one

item number three concerned with the focus of the -
translation on the vocabulary of English which are used by
.the students of the faculty of economic

item number four concerned with the consideration of -
the students of the faculty of economic that translation is
.essential

item number five dealt with the translation courses -
which are enriching the linguistic knowledge about the
. (target language(TL

item number six concerned with the motivation of the -
students of the faculty of economics and community
development when they translate from English to Arabic
.and vice versa

item number seven dealt with the linguistic problems -
which face the students of the faculty of economics in
.translation

item number eight concerned with the helping of -
translation to the students of the faculty of economics to
.exert efforts to find the appropriate equivalent

item number nine concerned with the translation that -
enables students of the faculty of economics to know the
.cultures of the source language and the target one

item number ten dealt with the easiness of translation. -
Generally, literary study is easier than scientific one. So, in
translation, it is easier for students to translate literary
.texts than scientific ones

item number eleven dealt with the affect of the -
translation on the knowledge of the source language and
.target language is positive

item number twelve concerned with the helping of -
translation to the students of the faculty of economics and
community development to use their linguistic store of
.vocabulary

item number thirteen dealt with the translation -
development to students of the faculty of economics
.fluency in the source and target language

item number fourteen concerned with the widespread of -
the translation to students' of the faculty of economics
.knowledge in the field of economy

item number fifteen dealt with the self confidence from -
the students of the faculty of economics to be good
.translators

item number sixteen concerned with the usage of the -
autonomous learning which affect negatively in
.translation

item number seventeen concerned with the feedback of -
.translation after the treatment is positive

item number eighteen dealt with the teaching of -
translation should be in all the faculties of Peace
.University

item number nineteen concerned with the moving of the -
students of the faculty of economics from local to
.universal

item number twenty concerned with the good basic skills - of good translation which are needed by students of the .faculty of economics and community development

Questionnaire Validity -3-11

Before reaching the final copy of the questionnaire, and before distributing the questionnaire to the respondents, the researcher consulted several experts in the field of teaching all are PhD holders, and the field of statistics, whose opinions helped the researcher to reach the final copy of the questionnaire. This procedure took place for two reasons: firstly, to find out if the questionnaire covered the areas the study is investigating. Secondly, to see if the questionnaire could assess the participants' ability to produce a serious act of translation. Some questions were omitted, others were added, see appendix(2). The students' of faculty of economic questionnaire remained as it was in terms of the number of the items it comprised. But some words and expressions which were reported to be confusing and complicated to the students of faculty of economic were replaced by more explicit and straightforward ones. Instead of having a mixture of statements and questions, the experts advised the researcher to stick to either statements or questions. After having completed the recommended suggestions, the researcher was able to .get the final copy of the questionnaire

Questionnaire Reliability -3-12

The researcher calculated the reliability coefficient for the measurement , which was used in the questionnaire using split-half method. This method stands on the principle of dividing the answers of the sample individuals into two parts , items of the odd

numbers(1 , 3 , 5...) and even numbers(2 , 4 , 6...). Then Pearson correlation coefficient between two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown

One of the most common methods for reliability is (Pearson's (r

$$0.79 = \frac{N \Sigma x y - \Sigma x \Sigma y}{\sqrt{[N \Sigma x^2 - (\Sigma x)^2] [N \Sigma y^2 - (\Sigma y)^2]}} = r$$

$$\frac{5 \times 129 - 37 \times 25}{\sqrt{(5 \times 293 - 37 \times 37) (5 \times 129 - 25 \times 25)}}$$

deviation of the x measures from the = x assumed mean

deviation of the y measures from the = y assumed mean

Pearson's (r) is used to measure reliability when "N" size of sample or group is small or the raw sources are small (numbers. Koul (1993: 239

The final result (0.79) is within the acceptable range of variables. So, the questionnaire which used for the .research is reliable

The questionnaire was analyzed by using a certain descriptive statistical techniques by using SPSS .program

:The Pilot Study -3-13

A pilot study was conducted to assess the internal consistency and the validity of the procedures employed by the researcher to collect the data for the study. The pilot study was conducted through tests(pretest and posttest); and questionnaire which administered to 100 students of faculty of economic in .Peace university

The pilot study was also conducted to find out the problems which are likely to arise when conducting the main study. Through the pilot study, the internal consistency of the instruments employed for data elicitation could be assessed.

For the test, the pilot study can reveal whether the time allowed for administration is sufficient or otherwise. It can also reveal if the topics assigned for the translating task, are suitable for the subjects. The procedures often take place to enable the researcher to make all of the necessary modifications before conducting the main study. Before distributing the questionnaire, it was peer reviewed by the experts of English teaching, all of them are PhD holders.

Following this, a test was administered to 100 students of faculty of economics, they were chosen randomly. The testers were given two hours to perform the task. Students' of faculty of economics. Beside this, questionnaire was distributed to students.

CHAPTER FOUR

Data Analysis and Discussion

:Overview -4-1

The previous chapter dealt with the description of the general methods of the study, and the steps taken in using the research tools. This chapter is considered to be the practical phase of the research. In quantitative research, data are collected in a way that allows them to be analyzed in terms of statistical procedures. It includes: overview , test data , descriptive statistics , pretest analysis , discussion of students' pretest items, posttest analysis , pretest and posttest contrastive analysis , .questionnaire analysis

To make the results of this study more reliable , the researcher finds it reasonable to conduct a test and a questionnaire to find out which unit of translation imposes difficulty to students. To carry out a test and a questionnaire is important because the researcher detects both difficulty in learning and errors in .performance

This chapter, deals with the analysis of the data obtained from administering translation pretest ,

posttest and a questionnaire. They were processed by the computer. Using the Statistical Package for Social Studies (SPSS) program. Some descriptive statistics such as the standard deviation and mean were used to identify any significant differences of the independent variables in the study.

The chapter consists of two sections. The first section, shows and analyzes the data obtained from the pretest and posttest, whereas the second one provides analysis of the data of the students' of the faculty of economic questionnaire.

The students' of faculty of economic marks of the pretest and posttest are arranged into tables. Each table represents students' mark in only one question in the pretest.

:Test data 4-2

The data collected through the pre and posttests have been tabulated. The pretest has (9) tables. Each table is followed by a statistical graph for more illustration.

The purpose of the pretest was to point if there was any significant differences between the level of students of faculty of economics in the area of translation before teaching the program of the model course. While the purpose of the posttest was to find out the differences in the students' level after the model course, and whether there was a significant improvement and progress in the level of the students after teaching as was expected to occur.

The results of the two tests, and a questionnaire were analyzed through SPSS program, with supervision of an expert in the field (statistician).

The form of the test consisted of (37) items, distributed in (9) questions. (10) marks were assigned to each question. So, the researcher marked them (out of 90).

The form of the questionnaire consisted of (20) items, distributed to the students to assign them

:Descriptive Statistics 4-3

In descriptive statistical analysis, the data is summarized and described numerically within a certain group of individuals. The criterion of Mean(X) and Standard Deviation(SD) were used in carrying out the descriptive analysis of this research. The Mean is the sum of scores divided by the number of cases. In other words, the Mean is the sum of all scores divided by the total number of items. It gives information about the Mean tendency of the scores. It is the most commonly used, and most widely applicable measures of the central tendency of . distribution

The Standard Deviation (SD) is the square root of the variance and most frequently used as a measure of spread or dispersion of scores in a distribution or variability. It aims at finding the variability of all .scores around the Mean

The larger the Standard Deviation, the more is the variability from the central point in the distribution indicating a heterogeneous group. The smaller the Standard Deviation, the closer, is the distribution to .the central point, indicating a homogeneous group

:Pretest Analysis 4-4

This section (part one) will attempt to analyze and discuss the statistical results obtained from the students of faculty of economic. The data gained from the responses of a total sample of 100 students of .faculty of economic in the pretest

:Discussion of Students' Pretest 4-5

The tables and the graphs below will show, in numbers and percentages, the respondents' answers to the statements related to this domain

:Table 4-1- Demographic Characteristics of the population

The number and percentage of students who are male and female

Percentage	Number	Gender
63%	63	Males
37%	37	Females
100%	100	Total

The graph of the number and percentage of (students (males and females

The table 4-1- and the graph above, clarify the number of the students of faculty of economic, males are (63) (out of (100), and females are(37) out of (100

:Table two -4-2

The table 4-2 and the graph below, show the classification of the respondents who answered the first question in the pretest

The number and percentage of the students about (question one: Reading comprehension (pretest

Percentage	Number	Items
30.0%	30	Success
70.0%	70	Failure

100.0%	100	Total
--------	-----	-------

The graph of students about question one: Reading comprehension

As shown on the table 4- 2 and the graph above, in the first question; the respondents who succeed in answering the question are (30), the percentage is (30%). While those who failed are (70), their percentage is (70%). This result reflects the low standard of the students of faculty of economic, and their weakness in English language as a whole, and translation in specific

This supported by Chastain (1982) p: 23, Urges (1989) p:24 , Chonsooly (1993). Pages: 30, 32. Bramfit(1984) p: .32

:Table three -4-3

The table and the graph below, show the answer of the students who answered the second question

The number and percentage of the students about question two: Complete the sentences with the correct words.(pretest

Percentage	Number	Item
23.0%	23	Success
77.0%	77	Failure
100.0%	100	Total

The graph of the students about question two: Complete the sentences with the correct words

Table 4-3 and the graph above, show that (23) out of the total number of the respondents have succeeded in answering second question, the percentage is (23%). while the majority of them (70) have failed, their percentage is (70%) . It could be claimed, with

respect to the highest percentage of the failure, that respondents might have little opportunity to learn English language, especially the grammar

It is remarkable that grammar is one of the most important language components that students must apprehend and practice it well. This is supported by Encyclopedia Britannia(1975) p: 59. Potter cited in .McMillan(2005) p:49. Moharram(2004) p: 31

:Table four 4-4

The table and the graph below show the classification of the students' answers about the question number three

The number and percentage of the students about question three: Translate the following economic terms into Arabic

Percentage	Number	Item
19%	19	Success
81%	81	Failure
100%	100	Total

The number and percentage's graph of the students about question three: Translate the following economic terms into Arabic

The table 4-4 and the graph above, reflects the number of the respondents who succeeded in answering the third question (19), and their percentage (19%). And also reflects the number of those who have failed in the same question(81), and their percentage(81%). This result clarifies the low standard of the students of faculty of economic in English language in general, and the vocabulary translation in particular. This reflects the disability of most of students of faculty of economic to translate the economical terminologies

This is supported by Larson(1984) p: 17. Mallikanas (1997) p: 23. Sh-Qassim(2000) p: 32. Thomas(1992) p: 35. Dickins(2002) p: 53. Bell(1991) p: 14, 52. .Kenny(1998) p: 49. Moharram(2004) p: 31

:Table five 4-5

The following table and graph show the classification of the respondents' answers about the question .number four

The number and percentage of the students about question four: Choose the suitable preposition from the .list to fill in the spaces below

Percentage	Number	Item
43.0%	43	Success
57.0%	57	Failure
100.0%	100	Total

The graph of the number and percentage of the students about question four: Choose the suitable preposition from the list to fill in the spaces

:below

As seen from the table 4-5 and the graph above, that (43) from the total of respondents have succeeded in answering the fourth question, the percentage is (43%). While the rest (57) have failed, their ratio was(57%). This reflects that , most of students use the prepositions in the wrong way , so, the mistakes they have committed were attributed to the influence .of the mother tongue on the target language

The most common and confusing problem is that how to contextualize the preposition. This is due to the fact that preposition get different meanings in different contexts, so this might explain why the study participants ranked them .first

This is supported by Encyclopedia Britannia(1975) P: 49,
 .Moharram(2004) p: 31. Sh-Qassim(2000) P: 32

:Table six 4-6

The following table and graph show the classification of the respondents' answers about the question number .five

The number and percentage of the students about question five: Read the following text, from the list of .words below choose the best word that fits in the space

Percentage	Number	Item
32.0%	32	Success
68.0%	68	Failure
100.0%	100	Total

The graph of the students number and percentage about question five: Read the following text, from the list of .words below choose the best word that fits in the space

The above table 4-6 and graph show the total number of the respondents who have succeeded in question five(32), and their percentage (32.0%). While the others who have failed their total number is(68), and their percentage is (68.0%). English passage in question five, was constructed with the aim of testing students' control of using the grammatical terms correctly. The question revealed that students face .much difficulties in writing a good English

This is supported by Larson(1984) P: 17, Hatim(2001) P: ,50

.Moharram(2004) p: 31, Sh-Qassim(2000) P: 32

:Table seven 4-7

The table and the graph below show the classification .to the respondents' answers about the sixth question

The number and percentage of the students about question six: Translate the following sentences into Arabic

Percentage	Number	Item
17.0%	17	Success
83.0%	83	Failure
100.0%	100	Total

The graph of number and percentage of the students about question six: Translate the following sentences into Arabic

As seen in the table 4-7 and graph above, they show the number of the students who have answered question six correctly only (17), their ratio was (17%). On the other hand, the total number of students who have answered the same question incorrectly were (83), and their ratio was (83%). The answers of this question have presented the lack of translation knowledge among the students

Another difficulty the students encountered in the process of translation is translating sentences. The differences between Arabic and English sentences constituted the grammatical problem. The findings posit that grammar is not taught in context by which students can understand and use grammar well. As shown above, it is difficult for the students to use appropriate English tenses when they translate from English to Arabic or vice versa. This could be due to the fact that Arabic has three tenses: present, past and future, whereas English has various aspects of tenses

This is supported by Larson(1984) P: 17, Baker(1992) P: .31, Moharram(2004) p: 31, Sh-Qassim(2000) P:32

:Table eight -4-8

The following table and graph show the classification of the respondents' answers about question seven

The number and percentage of the students about
:question seven

ترجم- الجمل- الآتية إلى- اللغة- الإنجليزية :-

Percentage	Number	Item
18.0%	18	Success
82.0%	82	Failure
100.0%	100	Total

The graph of the number and percentage of the students
about question seven :-ترجم- الجمل- الآتية إلى- اللغة- الإنجليزية-

Table 4-8 and graph revealed that (18) from the total number of the respondents were able to pass in translating the Arabic sentences into English. This number has constituted (18%). On the other hand, the total number of those who have failed (82). They have constituted (82%). This indicates that, students have been faced by many difficulties in translating Arabic sentences into English without committing grammatical mistakes. Most of the mistakes occurred because students translating literally from Arabic. Thus, errors they committed were attributed the influence of the .mother tongue

This is supported by Wills (1982) p: 16, Larson (1984) p: 17, Baker (1992) p: 31, Moharram(2004) p: 31, Sh-Qassim(2000) P: 32, Mahmoud (2006) p: 24

:Table nine -4-9

The table and the graph below show the classification
.of the respondents' answers about question eight

The number and percentage of the students about
.question eight: Translate the following text into Arabic

Percentage	Number	Item
19.0%	19	Success
81.0%	81	Failure
100.0%	100	Total

The graph of the number and percentage of the students about question eight: Translate the following text into Arabic.

The table 4-9 and the graph above show the total number of the respondents who have succeeded in question eight (19). They have constituted (19%). While those have failed their total number is (81), and their constitution (81%). This indicates that student facing difficulties in translating English texts into Arabic.

This is supported by Al-Gussani(2003) p:15. Wills(1982) p:16, Larson(1984) p: 17, Bramfit(1984) p: 32, Hatim(2001) p: 50

:Table ten -4-10

The table and the graph below show the classification of the respondents who answered question nine

The number and percentage of the students about question nine

ترجم النص التالي إلى اللغة الإنجليزية :-

Percentage	Number	Item
16.0%	16	Success
84.0%	84	Failure
100.0%	100	Total

The graph of the number and percentage of the students about question nine
النص- التالي- إلى- اللغة الإنجليزية.

The table 4-10 and graph demonstrate the total number of the respondents who have passed question nine (16), their percentage of success is (16%). In contrast, the others who have failed their number is (84), and their percentage (84%). This has indicated that students of faculty of economic facing many difficulties in translating Arabic texts into English. They used word-for-word translation in English sentences because most of the sentences were literally translated.

This is supported by Baker(1992) p: 15. Bramfit(1984) p:32, Mundy (2004) p: 15. Catford (1965) p: 15, Brislin (1976) p: 16.

The common section will be about the statistical results obtained from the students of the posttest.

:Posttest Analysis 4-6

The a formentioned section attempted to analyze and discuss the statistical results obtained from the students of the pretest.

This section(part two) will attempt to analyze and discuss the statistical results obtained from students. The data gained from the responses of a total sample of 100 students of faculty of economic in the posttest.

The tables below will show, in numbers and percentages, the respondents' answers about the questions related to this domain.

:Table one -4-1

The table and the graph below show the classification of the respondents' answers about the first question

The scores of the students about question one: Reading (comprehension (posttest

Percentage	Number	Item
54.0%	54	Success
46.0%	46	Failure
100.0%	100	Total

The scores' graph of the students about question one: (Reading comprehension (posttest

The table4-1 and the graph above, show the total number of the respondents who succeed in the first question(54). And their percentage(54%).). This number constitutes the majority of the respondents and a higher percentage. And those who failed (46), and their percentage (46%). In this case, there is an improvement in the students' standards after the .treatment

This supported by Chastain (1982) p: 23. Urge (1989) p: .24. Chonsooly (1993). Pages: 30, 32, Bramfit(1984) p: 32

:Table two 4-2

The table4-2 and the graph present the classification of the total number of the respondents who answered .the second question

The scores of the students about question two: Complete .these sentences with the correct words

percentage	Number	Item
51.0%	51	Success
49.0%	49	Failure

100.0%	100	Total
--------	-----	-------

The scores' graph of the students about question two:
Complete these sentences with the correct
.(words(posttest

The table and the graph above, show the total number
of the respondents who succeed in the second
question. the majority of respondents are (51), the
(percentage is (51%

This is supported by Encyclopedia Britannia(1975) p: 49,
.Potter cited in McMillan(2005) p: 49

:Table three -4-3

The following table and graph show the classification
of total number of the respondents who answered the
.third question

The scores of the students about question three: Translate
.(the following economic terms into Arabic(posttest

Percentage	Number	Item
55.0%	55	Success
45.0%	45	Failure
100.0%	100	Total

The scores' graph of the students about question three:
.Translate the following economic terms into Arabic

The table4-3 and the graph above, demonstrate
the total number of the respondents who answered
the third question successfully, represents the majority
of the respondents(55), with high percentage(55%).
While the other number(45), with percentage(45%).

Actually there is an improvement in the level of the students of faculty of economic. From the above mentioned, the use of English words constitutes less difficulty when they occur in identical linguistic areas. So, there was an improvement on students' level

This is supported by Larson(1984) p: 17, 49, Mallikamas (1997) p: 39, Sh-Qassim(2000) p: 32, Thomas(1992) p: 33, Dickins et al(2002) p: 53, Bell(1991) p: 14, 48, 52, ,Kenny(1998) p: 49, Moharram (2004) P: 31

:Table four 4-4

The table and the graph below, show the classification of the respondents who answered the fourth question

The scores of the students about question four: Choose the suitable preposition from the list to fill in the spaces (below(posttest

Percentage	Number	Item
61%	61	success
39%	39	Failure
100%	100	Total

The scores' graph of the students about question four: Choose the suitable preposition from the list to fill in the spaces below

From the table and graph above, those who answered question four correctly, represent the majority of the respondents(61), with a high percentage(61%). This result, reflects the effect of the treatment, so, there is an improvement in the level of the student after the treatment. On the other hand, those who answered the above question incorrectly, represent the (majority(39), and their percentage(39%

This is supported by Sh-Qassim (2009) p: 32. Moharram
(2004) p: 31

:Table five -4-5

The table and the graph below, show the classification
of the total number of the respondents who answered
:about the question five

The scores of the students about question five: Read the
following text, from the list of words below choose the
.best word that fits in the space

Percentage	Number	Item
52%	52	Success
48%	48	Failure
100%	100	Total

The scores' graph of the students about question five:
Read the following text, from the list of words below,
.choose the best words that fits in the space

As seen from the table and the graph above, the
respondents who answered the fifth question
successfully, with a high percentage are represent the
majority of the respondents. Their total number is(52),
their percentage (52%). While the others who failed to
(answer the question are(48), their percentage is(48%

This is supported by Larson(1984) P: 17, Hatim(2001) P:
.50, Sh-Qassim (2000) p: 32

:Table six -4-6

The table and the graph below, presents the classification
of the total number of the respondents who answered
.question six

The scores of the students about question six: Translate
(the following sentences into Arabic (posttest

Percentage	Number	Item
57%	57	Success
43%	43	Failure
100%	100	Total

The scores' graph of the students about question six:
.Translate the following sentences into Arabic

From the table4-6 and the graph above, the respondents who answered question six correctly are(57), this reflects the majority of the respondents with their higher percentage(57%). On the other side, the other respondents answered the same question incorrectly, their number (43), with the lower percentage(43%). From the above mentioned, the usage of English sentences constitutes less difficulty. So, the students' level after the treatment is better .than before

This is supported by Larson(1984) P: 17, Baker(1992) P: .31, Mahmoud (2006) p: 24

:Table seven -4-7

The following table and graph, show the classification of the total number of the respondents who answered .question number seven

:The scores of the students about question seven

ترجم- الجمل- الآتية إلى- اللغة- الإنجليزية:-

percentage	number	item
56%	56	Success
44%	44	Failure
100%	100	Total

:The scores' graph of the students about question seven

ترجم- الجمل- الآتية إلى- اللغة- الإنجليزية:-

The table4-7 and the graph above, the number of the respondents who are succeed in answering question seven(56). With a higher percentage(56%). While the other who failed in answering that question are(44). With low percentage (44%). From the above mentioned , the translation of Arabic sentences into English after .the treatment was better than before it

This is supported by Wills (1982) p: 16, Larson (1984) p: .17, Baker (1992) p: 31, Mahmoud (2006) p: 24

:Table eight 4-8

The table and the graph below, show the classification of the respondents who answered .question eight

The scores of the students about question eight: Translate .the following text into Arabic

percentage	Number	Item
53%	53	Success
47%	47	Failed
100%	100	Total

The scores' graph of the students about question eight:
.Translate the following text into Arabic

From the table4-8 and the graph above, the total number of the respondents who answered question eight correctly(53), the percentage is(53%). But the other number who answered that question incorrectly(47), the percentage is (47%). So , the translation of the English text into Arabic was useful .after the treatment

This is supported by Al-Gussani(2004) p: 15. Wills(1982) p:16, Larson(1984) p: 17, Bramfit(1984) p: 32, .Hatim(2001) p: 50.. Koller (1995) p: 18

:Table nine 4-9

The table and the graph below, reflect the classification of the respondents who answered question nine

The number and percentage of the student about question nine

ترجم النص التالي إلى اللغة الإنجليزية :-

Percentage	Number	Item
50%	50	Success
50%	50	Failed
100%	100	Total

The graph of the number and percentage of the student about question nine :- ترجم النص التالي إلى اللغة الإنجليزية

From the table4-9 and the graph above, the total number of the respondents who succeed in answering question nine(50), the percentage(50%). On the contrary, the other number who failed to answer the same question(50), the percentage(50%). The two groups are equal, but in the pretest, the number that succeed(16), was less than the number who succeed in the posttest(50). There is an improvement in the standards of the students

This is supported by Baker(1992) p: 15, 36. Bramfit(1984) p:32. Mundy (2004) p: 15. Catford (1965) p: 15. .Prislin(1976) p: 16. Wilss (1982) p: 16. Koller (1995) p: 18

Pretest and Posttest Contrastive Analysis 4-7 and Discussion

This part deals with the students' of faculty of economic numbers in the pretest and posttest together. the numbers of those who were succeed in the pretest and posttest only. By organizing and analyzing the results of pretest and posttest .comparison

:Table one 4-1

The table and the graph below, show the classification of the respondents' number who succeeded in the first .question in the pretest, and posttest together

The scores comparative of the succeeded students about :question one in pre- and posttest

Posttest		Pretest		Item
Percentag e	Numbe r	Percentag e	Number	Question
54%	54	30%	30	One

The graph of the scores comparative of the succeeded :students about question one in pre- and posttest

The table 4-1 and the graph above, show the large difference between the number and percentage, for the respondents that succeeded in the first question in the pretest and the posttest after the teaching of the translation course. This proves the improvement and progress in the level of performance of the students, and shows the effectiveness of the teaching .translation course

:Table two -4-2

The following table and graph, show the classification of the respondents' numbers who succeeded in .question two, in the pretest and posttest

The scores comparative of the succeeded students about :question two in pre- and posttest

Posttest		Pretest		Item
Percentage	Number	Percentage	Number	Question
51%	51	23%	23	Two

The graph of the scores comparative of the succeeded :students about question two

The table4-2 and the graph above, demonstrate the difference in number and percentage of the respondents who answered question, and succeeded. In the pretest only(23) respondents succeeded, with percentage(23.0%). While in the posttest, those who .(succeeded(51), with percentage(51.0%

In comparison between the two(pre and posttest) in their results, there is an improvement in the level of .the students after the treatment

:Table three -4-3

The table and the graph below, show the classification of the respondents' numbers, that succeeded in question three in the pretest and .posttest

The scores comparative of the succeeded students about :question three in pre- and posttest

Posttest		Pretest		Item
Percentage	Number	Percentage	Number	Question
55%	55	19%	19	Three

The graph of the scores comparative of the succeeded :students about question three in pre- and posttest

The table4-3 and the graph above, show the difference between the number and percentage of the

respondents' marks in the third question in a pretest and a posttest. The difference between the numbers(55- 19= 36). And the difference between the .(percentages(55%- 19%= 36%

From the above mentioned, there is a large difference between the total number of who succeeded in the pretest and posttest, after the treatment, this also proves improvement and progress on the students' .level

:Table four -4-4

The table and the graph below, clarify the comparing of the respondents' numbers who succeeded in question four, and their percentages in both a pretest and a .posttest

The scores comparative of the succeeded students about question four: choose the suitable preposition from the list (to fill in the spaces below: (pre-posttest

Posttest		Pretest		Item
Percentag e	Numbe r	Percentag e	Numbe r	Question
61%	61	43%	43	Four

The graph of the scores comparative of the succeeded :students about question four in pre- and posttest

The table4-4 and the graph above, show the difference between the numbers and percentages of the respondents that succeeded in question four. The difference in numbers(61-43=18). The difference in percentages(61% - 43% = 18%). There is a progress .and improvement in the students' level

:Table five -4-5

The table and the graph below, show the classification of the respondents' numbers and percentages. The

respondents who succeeded in question five in both, a pretest and a posttest

The scores comparative of the succeeded students about question five in pre- and posttest

Posttest		Pretest		Item
Percentage	Number	Percentage	Number	Question
52%	52	32%	32	Five

The graph of the scores comparative of the succeeded students about question five

The table4-5 and the graph above, present the difference between the numbers and the percentages of the respondents' marks who passed question five in a pretest and a posttest

(.The difference in numbers: $52 - 32 = 20$)

(.The difference in percentage: $52\% - 32\% = 20\%$)

From the above mentioned, there is an improvement after the treatment

:Table six -4-6

The table and the graph below, show the classification of the respondents' numbers and percentages. The respondents who answered question six correctly in a pretest and a posttest

The scores comparative of the succeeded students in question six in pre- and posttest

:Translate the following sentences into Arabic

Posttest		Pretest		Item
Percentage	Number	Percentage	Number	Question
57%	57	17%	17	Six

The graph of the scores comparative of the succeeded students about question six: translate the following sentences into Arabic

The table4-6 and the graph above, clarify the difference between the numbers and percentages of the respondents who succeeded in question six, the difference in the marks: $(57-17=40)$. The difference in the percentages: $(57\%- 17\%= 40\%$

From the mentioned, there is a large difference between the total number of who succeeded in the pretest and posttest, after the treatment, this also proves improvement and progress on the students' level.

:Table seven -4-7

The following table and graph, show the comparing of the numbers of the respondents who succeeded in question seven. And also shows the percentages of them, in both a pretest and a posttest

The scores comparative of the succeeded students about question seven in pre- and posttest
إلى- اللغة الإنجليزية
ترجم- الجمل- العربية التالية

Posttest		Pretest		Item
Percentage	Number	Percentage	Number	Question
56%	56	18%	18	Seven

The graph of the scores comparative of the succeeded students about question seven
إلى- اللغة الإنجليزية
ترجم- الجمل- العربية التالية

The table4-7 and the graph above, show the difference of respondents that succeeded in question

seven. It showed the numbers and the percentages of respondents in a pretest and a posttest. The difference in numbers: $(56 - 18 = 38)$. And in percentages: $(56\% - 18\% = 38\%)$. There is an improvement and progress in the students' performance after teaching the translation course

:Table eight 4-8

The table and the graph below, show the comparing of the respondents' numbers and percentages in question eight

The scores comparative of the succeeded students about question eight in pre- and posttest: translate the following text into Arabic

Posttest		Pretest		Item
Percentage	Number	Percentage	Number	Question
53%	53	19%	19	Eight

The graph of the scores comparative of the succeeded students about question eight: translate the following text into Arabic

The table 4-8 and the graph above, show the difference between numbers and percentages of the respondents who succeeded in question eight. In numbers: $(53 - 19 = 34)$. In percentages: $(53\% - 19\% = 34\%)$.

From the mentioned, there is a large difference between the total number of who succeeded in the pretest and posttest, after the treatment, this also proves improvement and progress on the students' level

:Table nine 4-9

The table and the graph below, clarify the comparing of the respondents' numbers and percentages in question nine.

The scores comparative of the succeeded students about question nine in pre- and posttest: **ترجم النص التالي إلى اللغة الإنجليزية.**

Posttest		Pretest		Item
Percentage	Number	Percentage	Number	Question
50%	50	16%	16	Nine

The graph of the scores comparative of the succeeded students about question nine: **ترجم النص التالي إلى اللغة الإنجليزية.**

The table 4-9 and graph above, show the difference between the numbers of the respondents in the pretest and posttest, in addition to the percentages. The respondents who were succeeded in question nine. Numbers: $(50 - 19 = 31)$. Percentages: $(50\% - 19\% = 31\%)$. To get mastery over translation, students should go on translating texts in general at least one paragraph a day to practice all that they learned about translation. From the above mentioned, there is an improvement and progress on the students' level and performance after the treatment.

:Questionnaire Analysis and Discussion 4-8

The aforementioned sections attempted to analyze and discuss the statistical results of the pre and posttest obtained from the students, the common section will attempt to analyze and discuss the statistical results of .the questionnaire obtained from the students

The diagrams below show the summary of the :statistic analysis to the questionnaire

Q10	Q9	Q8	Q7	Q6	Q5	Q4	Q3	Q2	Q1	Valid
							0	0	0	N
3.0000	4.0000	3.0000	4.0000	4.0000	3.0000	4.0000	4.0000	3.0000	4.0000	Missing
4.00	4.00	3.00	4.00	4.00	3.00	4.00	5.00	4.00	5.00	Medium
1.26215	1.2712	1.39012	1.12542	1.2316	1.29786	1.32574	1.48065	1.18794	1.04447	Mode
	8			9						Std. Deviation

			000.	095.	000.	000.	011.		029.	A symp. sig
		000.						000.		
Q20	Q19	Q18	Q17	Q16	Q15	Q14	Q13	Q12	Q11	

- a. 0cells(0.0%) have expected frequencies less than 5. The minimum expected cell frequencies is 20.0
- b. 0cells(0.0%) have expected frequencies less than 5. The minimum expected cell frequencies is 16.7

As shown in the tables above , the reliability and validity coefficients for students' questionnaire is greater than (50.0%). This indicates the highly validity and reliability of the answers. So , the study questionnaire is valid and reliable to the extent that .it can give correct and acceptable results

The tables and the graphs below show, numbers and percentages, the respondents' answers about the .statements related to this domain

:Table 4-1- Demographic Characteristics of the population

The number and percentage of male and female of the .sample

Percentage	Number	Gender
32.0%	32	Males
68.0%	68	Females
100.0%	100	Total

the graph of the number and percentage of male and .female of the sample

Table 4-2 Frequency and percentage for students' responses about statement(1):
 .Translation helps you learn English better

Percentage	Frequency	Responses
47.0%	47	Strongly agree
40.0%	40	Agree
4.0%	4	Not sure
4.0%	4	Disagree
5.0%	5	Strongly disagree
100%	100	Total

The graph of frequency and percentage for the students' responses about statement(1): translation helps .you learn English better

Table4-2 and the graph above, show that(47) of the total of the respondents strongly agreed that, translation helps in learning English better. This number constitutes the majority of the respondents and a higher percentage of(47.0%). The same view is agree supported by another(40) respondent. The number of these who strongly disagree and disagree .is(9). And only(4) respondent show uncertainty

Linguistically, translation is a branch of applied linguistic, for in the process of translating, the translator consistently, makes every attempt to compare and

contrast different aspects of two languages to find .equivalents

This is supported by Catford(1965) p: 15, McDongough(2002) p:23, Leonardi(2009) p: 24. Sh-Qassim .(2000) p: 32

Table 4-3 Frequency and percentage for students' responses about statement(2). Translation helps using English to express the two cultures of the two .languages

Percentage	Frequency	Responses
15.0%	15	Strongly agree
33.0%	33	Agree
25.0%	25	Not sure
18.0%	18	Disagree
9.0%	9	Strongly disagree
100.0%	100	Total

The graph of the frequency and percentage for students' responses about statement(2): Translation helps using English to express the two cultures of the two .languages

Table 4-3 and graph above, that(33) of the respondents agree that translation helps using English to express the two cultures of the two languages. This number, eventually constitutes the highest percentage of (33.0%). This supported by strongly agree (15), percentage(15.0%). On the other hand, the number of those who disagree(18), supported by those who strongly disagree(9), their percentage is(27.0%). A considerable percentage of(25.0%) of the respondents .show uncertainty

The difference between those who agreed, and disagreed, (48-27=21). This shows that there is an improvement on the students' standards.

This is supported by Larson(1998) p: 50. Hermans (1999) p: 17. Gerding Salas(2000) p: 20. Al-Qurashi (2004) p: 20, .43

Table 4- 4 Frequency and percentage for the students' responses about statement(3). Translation focuses on the students' use of the vocabulary

Percentage	Frequency	Responses
30.0%	30	Strongly agree
26.0%	26	Agree
11.0%	11	Not sure
16.0%	16	Disagree
17.0%	17	Strongly disagree
100.0%	100	Total

The graph of the frequency and percentage for students' responses about statement(3): Translation focuses on the students' use of the vocabulary

As shown by the table 4-4 and graph above, (30) of the respondents agree that translation focuses on the students' use of the vocabulary. Other (26) strongly agree supported this view. These numbers constitute together(56.0%) of the total percentage of the respondents. Results also show a small number of(16) respondents who disagree, and (17) for those who strongly disagree with statement. And only(11) respondents show uncertainty

It would be claimed, with respect to the highest percentage of(56), that respondents might have built their responses on the fact that they have little opportunity use English vocabulary outside the environment of their university

the responsibility is to understand clearly the meaning of the word and the use of that word or phrase in the context in which it occurs

This is supported by Larson(1998) p: 50, Sh-Qussani(2000) p: 32. Jakobson(1995) p: 15. Baker(1992) p:15, 31

Table 4-5 Frequency and percentage for the students' responses about statement(4). Students consider translation essential

Percentage	Frequency	Responses
22.0%	22	Strongly agree
36.0%	36	Agree
15.0%	15	Not sure
14.0%	14	Disagree
13.0%	13	Strongly disagree
100.0%	100	Total

The graph of the frequency and percentage for students' responses about statement(4). Students consider translation essential

The table 4-5 and graph above, show that,(58) of the respondents either strongly or plainly agree that students consider translation essential. This number eventually constitutes the highest percentage of (58.0%). In the contrary, the number of those who strongly and plainly together(27). Those who are neutral (15). The table reflects that the greater backwash is achieved when strong feedback occurs, and then more changes occur towards translation

This is supported by Gerding Salas(1999) p: 20, Bell(1991) p: 11 , 12, 52. Al-Qurashi(2004) p: 20, 43. Bahameed(2008) p: 43

Table 4-6 Frequency and percentage for the students' responses about statement(5). Translation courses .enrich your linguistic knowledge about the TL

Percentage	Frequency	Responses
18.0%	18	Strongly agree
26.0%	26	Agree
26.0%	26	Not sure
16.0%	16	Disagree
14.0%	14	Strongly disagree
100.0%	100	Total

The graph of the frequency and percentage for the students' responses about statement(5). Translation .courses enrich your linguistic knowledge about the TL

The table 4-6 and the graph above, show that(26) of the total number of the respondents agree that translation courses enrich your linguistic knowledge about the TL. This number constitutes the majority of the respondents. The same view is strongly agree supported by another(18) respondents. Beside those who uncertain present considerable number and percentage(26), (26.0%). The number of those who .(disagree and strongly disagree in(20

From the above mentioned analysis one can say that translation is of vital importance to enrich the .linguistic knowledge of the students

This is supported by Nida(1964) p: 18, 43, Collina(2003) p: 4. Delisile cited in Gerding Salas(2004) p: 40, 41. Newmark(1981) p: 44, Venuti(2004) p: 44, Bell(1991) p: .14,48. Jarvella et al(2002) p: 29

Table 4-7 Frequency and percentage for the students' responses about statement(6). Students of economy are motivated to translate from English into Arabic and .vice versa

Percentage	Frequency	Responses
21.0%	21	Strongly agree
34.0%	34	Agree
17.0%	17	Not sure
21.0%	21	Disagree
7.0%	7	Strongly disagree
100.0%	100	Total

The graph of the frequency and percentage for the students' responses about statement(6). Students of economy are motivated to translate from English into .Arabic and vice versa

The table4-7 and the graph above, show that(34) of the respondents agree that students of economy are motivated to translate from English into Arabic and vice versa. With the highest percentage(34.0%). Other (21) strongly agree supported this view. These numbers constitute together(65.0%) of the total percentage of the respondents. Results also show(21) of total number represent disagree, in addition to, a small number of (7) respondents who strongly disagree, and only (17) show uncertainty. From the above mentioned analysis one can conclude by saying that students of faculty of economic are motivated to .translate from English into Arabic and vice versa

This is supported by , Candry cited in Ushioda(1996) p: .43, Detaramani(1999) p: 43

Table 4- 8 Frequency and percentage for the students' responses about statement(7): In translation, you will .faced by linguistic problems

Percentage	Frequency	Responses
25.0%	25	Strongly agree
41.0%	41	Agree
17.0%	17	Not sure
12.0%	12	Disagree
5.0%	5	Strongly disagree
100.0%	100	Total

The graph of frequency and percentage for students' responses about statement(7): In translation, you will .faced by linguistic problems

The table4-8 and the graph above, show that(41) of the total number of the respondents agreed that in translation, you will be faced by linguistic problems.

This number constitutes the majority of the respondents and a higher percentage of(41.0%). The same view is strongly agree supported by another(25) respondents. The number of those show uncertainty(17). On the other hand, those who .(disagree(12). In addition to strongly disagree is(5

This is supported by Larson(1998) p: 49,50 , Catford(1965) p: 52, 53, Robinson(2003) p:40, 41, Nida(1964) p: 46, Jaback(2007) p: 29. Al-Drawish(1983) p: 29. Beker(1992) .p :15, 36. Zidan (1994) p: 2. Bahameed (2008) p: 20, 43

Table 4-9 Frequency and percentage for the students' responses about statement(8): Translation helps students to exert efforts to find the appropriate .equivalent

Percentage	Frequency	Responses
16.0%	16	Strongly agree
19.0%	19	Agree
24.0%	24	Not sure
18.0%	18	Disagree
23.0%	23	Strongly disagree
100.0%	100	Total

The graph of the frequency and percentage for students' responses about statement(8): Translation helps students to exert efforts to find the appropriate .equivalent

As seen by the table 4-9 and the graph above, that(19) of the respondents agree that translation helps students to exert efforts to the appropriate equivalent. Other strongly agree (16) support this view. These numbers constitute together(35.0%). On the contrary, the number of those who strongly disagree and disagree together(41). They constitute together(41.0%).Beside that, there is a considerable number of uncertainty(24). This reflects students' lack of English vocabulary. Although there is a reasonable majority of(35.0%) that showed approval of the statement, but the percentage of those who disagreed, strongly disagreed or showed uncertainty were considerably high. These varied opinions are, in the researcher's view, not significant, because from the analysis of the statement, there should be failures, so the effect of the statement is completely passive. Seeking for failure is an aim. So, the notion of equivalence is one of the problematic areas in the field of .translation

This is supported by Catford(1965) p:12, 15. Al-Suliamani(1999) p: 12, Baker(1992) p: 15, 31, 36.

Venuti(2004) p: 44,45. Levy(2000) p:49, Rojo(2009) p: 35. Dickins et al (2002) p: 47, (2003) p: 53 .Bassnett(2002) p: 46, Kenny(1998) p:49

Table 4-10 Frequency and percentage for the students' responses about statement(9): Translation enables students to know the cultures of the source and .target language

Percentage	Frequency	Responses
29.0%	29	Strongly agree
32.0%	32	Agree
18.0%	18	Not sure
12.0%	12	Disagree
9.0%	9	Strongly disagree
100.0%	100	Total

The graph of the frequency and percentage for students' responses about statement(9): Translation enables students to know the cultures of the source and .target language

As shown by the table 4-10 and the graph above, that(32) of the respondents agree that translation enables students to know the cultures of the source and target language. This number eventually constitutes the highest percentage of (32.0%). Supported by the number of strongly agree(29). Their percentage together(61.0%). The view that culture constitutes easiness in understanding the source and target language. The number of those who not sure(18). The number of those who disagree is (12), and only(9) .show strongly disagree

This is supported by Larson(1998) p:50. Mundy(2006) .p:15, Nida(1964) p:46

Table 4-11 Frequency and percentage for the students' responses about statement(10): It is easier for students to translate literary texts than scientific ones

Percentage	Frequency	Responses
17.0%	17	Strongly agree
30.0%	30	Agree
24.0%	24	Not sure
17.0%	17	Disagree
12.0%	12	Strongly disagree
100.0%	100	Total

The graph of the frequency and percentage for students' responses about statement(10): It is easier for students to translate literary texts than scientific ones

The table 4-11 and the graph above, show that a majority of(30) respondents agree that it is easier for students to translate literary texts than scientific ones. A much stronger approval of this, was given by other(17) respondents. Whereas considerable number(24) show uncertainty. In contrast to that, a considerable number and percentage of those who (strongly disagree and disagree(29), (29.0%

This is supported by Venuti(1995) p: 42 . Al-Hassanawi(2010) p: 43. Dickins et al(2002) p: 47, Newmark(1991) p: 40

Specialized and scientific translation are defined in different ways by different scholars , and thus it is difficult to use them without undesirable interference

Arabic suffers a serious shortage of vocabulary that covers the fields of technology and science ; therefore , students should consider this problem before anything else

The table 4-12 Frequency and percentage of the students' responses about statement(11): Translation affects positively the knowledge of both .(languages(SL/TL

Percentage	Frequency	Responses
19.0%	19	Strongly agree
26.0%	26	Agree
13.0%	13	Not sure
29.0%	29	Disagree
13.0%	13	Strongly disagree
100.0%	100	Total

The graph of frequency and percentage for students' responses about statement(11): Translation affects .(positively the knowledge of both languages(SL/TL

As illustrated by the table4-12 and graph above, (26) respondents with a percentage of(26.0%) agree that translation affects positively the knowledge of both languages(SL/TL). The table and graph also indicate a much stronger support of the same view by another(19) respondents constituting a percentage(19.0%), together(45.0%). In contrast to that, a significant percentage of(42.0%) of the respondents held an opposing view that did not encourage statement. And only(13) of respondents show .uncertainty

This is supported by Newmark(1991) p: 16, 40.
.Venuti(2004) p: 44, 52. Ross(2000) p: 43

The table4-13 Frequency and percentage for the 'students

responses about statement(12): Translation helps .students to use their linguistic store of vocabulary

Percentage

Frequency

Responses

25.0%	25	Strongly agree
40.0%	40	Agree
13.0%	13	Not sure
15.0%	15	Disagree
7.0%	7	Strongly disagree
100.0%	100	Total

The graph of the frequency and percentage for students' Translation helps responses about statement(12): .students to use their linguistic store of vocabulary

The table4-13 and the graph above, clearly show that the view of translation helps students to use their linguistic store of vocabulary is agreed upon by a majority of(40) respondents and strongly supported by another(25) respondents, together their percentage(65.0%). On the other hand, those who disagree and strongly(22) respondents. And only(13) .respondents show uncertainty

This is supported by Levy(2001) p:49, Sh-Gassim(2000) p: .32, Hatim(2004) p:44, 50

The table4-14 Frequency and percentage for the students' responses about statement(13): Translation develops your fluency in the source and target .language

Percentage	Frequency	Responses
11.0%	11	Strongly agree
33.0%	33	Agree
20.0%	20	Not sure
19.0%	19	Disagree
17.0%	17	Strongly

100.0%	100	disagree Total
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The graph of the frequency and percentage for students' responses about statement(13): Translation develops your fluency in the source and target language

Results in table4-14 and graph above, reveal contradicting views about whether translation develops your fluency in the source and target language. They show that(33) respondents agree with the aforementioned statement. This view supported by strongly agree(11) respondents, so the total percentage(44.0%). Those who are not sure(20). In contrast, results also show the number of those who (disagree and strongly(35), their percentage(35.0%

The table4-15 Frequency and percentage for the students' responses about statement(14): Translation widens the span of your knowledge in the field of .economy

Percentage	Frequency	Responses
30.0%	30	Strongly agree
32.0%	32	Agree

12.0%	12	Not sure
11.0%	11	Disagree
15.0%	15	Strongly disagree
100.0%	100	Total

The graph of the frequency and percentage for the students' responses about statement(14): Translation widens the span of your knowledge in the field of .economy

The table 4-15 and the graph above, demonstrate that(32) respondents agree and other(30) strongly agree that translation widens the span of your knowledge in the field of economy. The two numbers constitute together a large majority of(62.0%). The number of those who disagree and strongly disagree(26), with percentage(26.0%). Only (12) of .respondents not sure

This is supported by Mundy(2006) p:14. Leonardi (2010) .(2011) p: 14

Thus, translation can refer to the product (the text that has been translated) or the process (the act of producing .(the translation

The table 4-16 Frequency and percentage for students responses about statement(15): Translation requires self .confidence

Percentage	Frequency	Responses
22.0%	22	Strongly agree
39.0%	39	Agree

18.0%	18	Not sure
13.0%	13	Disagree
8.0%	8	Strongly disagree
100.0%	100	Total

The graph of frequency and percentage for students' responses about statement(15): Translation requires self confidence

As revealed by the table 4-16 and graph above, over (61.0%) of the respondents approved that translation requires self confidence. (21.0%) of them showed disagreement, and (18.0%) were not sure. Referring to the results, they confirm the opinion adopted by the majority of the students as shown above. This opinion , in the researcher's view, could be attributed to the students' realization

Development of confidence seems to be one of the keys to the successful development of literary , language and numeracy skills through the skills for life strategy. Confidence in ability to think , confidence in ability to cope with the basic challenges of life .This is supported by Becker and Schneider(2003) p: 31

The table 4-17 Frequency and percentage for the students' responses about statement(16): Using the autonomous learning method in translation affects negatively

Percentage	Frequency	Responses
12.0%	21	Strongly agree
19.0%	19	Agree
27.0%	27	Not sure
23.0%	23	Disagree
10.0%	10	Strongly disagree
100.0%	100	Total

The graph of frequency and percentage for the students' responses about statement(16): Using the autonomous learning method in translation affects .negatively

The table 4-17 and the graph above, the majority of(21) of the respondents constituting a percentage of(21.0%) strongly agreed that using the autonomous learning method in translation affects negatively. Whereas a considerable number of(19) respondents agreed it. The total percentage of both is (40.0%). Whereas a considerable number of (33) of respondents did not approve of it. in addition to (27) not sure. This is .supported by Condry as cited in Ushioda(1996) p:43

The table 4-18 Frequency and percentage for the students' responses about statement(17): Your feedback .of translation after the treatment is positive

Percentage	Frequency	Responses
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21.0%	21	Strongly agree
37.0%	37	Agree
20.0%	20	Not sure
11.0%	11	Disagree
11.0%	11	Strongly disagree
100.0%	100	Total

The graph of frequency and percentage for the students' responses about statement(17): Your feedback of translation after the treatment is positive

The table4-18 and the graph above, clearly show that the view of your feedback of translation after the treatment is positive, is agreed upon by a majority of(37) respondents, and strongly supported by another(21) respondents. Both with percentage(58.0%). This view is consistent with the results which revealed that the feedback after the treatment is positive. In contrast, those who never approved(22)respondents. And (20) respondents not sure

.This is supported by Fraser(2000) p:42

The table 4-19 Frequency and percentage for the 'students responses about statement(18): Translation must be .taught in all the faculties of your university

Percentage	Frequency	Responses
20.0%	20	Strongly agree
40.0%	40	Agree
17.0%	17	Not sure

16.0%	16	Disagree
7.0%	7	Strongly disagree
100.0%	100	Total

The graph of Frequency and percentage for the students' responses about statement(18): Translation must be taught in all the faculties of your university

Results in table 4-19 and graph above, reveal views about whether translation must be taught in all the faculties of your university or not. There is a reasonable majority of (60) respondents with a high percentage(60.0%) that showed approval of the mentioned statement, but the number and percentage of those who disagreed, strongly disagreed (23), (23.0%). (17) showed uncertainty

.This is supported by Mcalester(2000) p:31

The table 4-20: Frequency and percentage for the students' responses about statement(19): Translation will help you move from the local to the universal

Percentage	Frequency	Responses
29.0%	29	Strongly agree
30.0%	30	Agree
17.0%	17	Not sure
11.0%	11	Disagree

13.0%	13	Strongly disagree
100.0%	100	Total

The graph of frequency and percentage for the students' responses about statement(19): Translation will help you move from the local to the universal

From the table 4-20 and the graph above, it is noticed that a majority of (30) respondents agree that translation will help you move from the local to the universal. A stronger approval of this was given by other(29) respondents, with a higher percentage(59.0%).

Those who strongly disagree and disagree(24), with percentage(24.0%). Only (17) showed uncertainty. These results reflect a good understanding of the students to the usefulness of translation

.This is supported by Beeby(2000) p: 30

The table4-21 Frequency and percentage for the students' responses about statement(20): You need the basic skills for good translation

Percentage	Frequency	Responses
24.0%	24	Strongly agree
25.0%	25	Agree
15.0%	15	Not sure
19.0%	19	Disagree
17.0%	17	Strongly disagree
100.0%	100	Total

The graph of Frequency and percentage for the students' responses about statement(20): You need the basic skills for good translation

The table 4-21 and the graph above, show that(25) of the total number of the respondents agreed that, you need the basic skills for good translation. The same view is strongly supported by another(24) respondents. This focus a high percentage for both(49.0%). The number of those who strongly disagree and disagree(35). And only(15) show uncertainty

This is supported by EC Director General(2011) p: 36.
.Saiz(1992) p: 28

This chapter, has presented and discussed the results of a pretest, posttest and a questionnaire which are administered to the students of faculty of economic. It attempted to test the research hypotheses that students encounter difficulties while doing the tests. The questionnaire assessed the students' opinions about the difficulties and problems of translation, in addition to their views towards it

A sample of 100 students performed the tests and a questionnaire. The data obtained from the tests and the questionnaire were computerized and analyzed through the Statistical Packages for the Social Sciences(SPSS). Responses were presented in tables and figures

Descriptive statistics such as Mean and Standard Deviation were calculated to examine the variability of scores of the respondents as seen in the statistic results

The chapter consisted of two sections. The first one dealt with the results of the pretest and the posttest, whereas the second one reported the results of the students' questionnaire. The results can be summarized as follows

As for the hypothesis regarding the effect of the - translation minimal program on the students' performance (English). The results though indicating improvements in the level of students after providing the program in the posttest. It is reported that, the respondents' performance in the question related to .the this hypothesis was generally satisfactory

The researcher has so far, analyzed and discussed the results of the data obtained from the research tools(a pretest, a translation program, a posttest, and a questionnaire). The next chapter will provide a summary and conclusions of the study in addition to recommendations and the suggestions for further .studies

CHAPTER FIVE

Summary Conclusions and Recommendations

Summary 5-0

This study has shed light on a vital and specific topic related to English-Arabic translation, with special emphasis on translation and linguistic mistakes.

It investigated the problems and difficulties encountered by students of faculty of economic in Peace University, in translating words, phrases, sentences, and texts from English into Arabic and vice versa.

The main focus of this research has been highlighted through a pretest, a translation course, a posttest, and a questionnaire undertaken as tools for data collection for this study. It includes: introduction, conclusion, remedial solutions, recommendations and suggestion for further study.

:Conclusions 5-1

The findings of the study have shown that, students of faculty of economic encountered a degree of difficulty in translation from English into Arabic and vice versa. In addition, the findings indicate that the students under investigation have a clear and obvious weakness in both English and Arabic languages, which could be considered a negative indication of the level and quality of the teaching program in faculty of economic, where this study was conducted.

Moreover, the findings have shown that the pretest, posttest, and a questionnaire were well designed and administered properly, which proves the validity and reliability of the results of this study and its usefulness for the students, where the empirical part of this research was conducted.

The findings of this study, were not only useful to students doing translation from English into Arabic and vice versa, but also have some pedagogical implications and consequently may be of some values to language teachers and linguists interested in English-Arabic contrastive linguistics.

The results of this research corroborate the hypothesis stated in chapter one, in which students of faculty of economic were expected to face some problems and difficulties in translation from English into Arabic and vice versa

To clarify the problems that students of faculty of economic encountered, the researcher asked some students and came out the following

Word order is not the same in any two -1 languages. For example, English word order in statement is: Subject-Verb-Object, while in Arabic it is Verb- Subject-Object

One common pitfall for students is to be literal. -2 Instead of translating like freemen, they constructed word-for-word, translators should avoid literal expressions that make the Arabic expression weak

.Tense should be kept the same in both languages -3

Signs of punctuation and paraphrasing should be -4 used even if the source text is unpunctuated

Lack of English vocabulary, students' knowledge of -5 vocabulary was very poor. Their performance showed that they had immense difficulties in handling a certain expressions regarding the lexicon of English. Their command of English was poor. Their linguistic repertoire seemed to be limited. They did not seem to have vocabulary. They committed linguistic mistakes and translating simple words, sentences, and texts, which identified their own confusion about vocabulary

Difficulty of the terminology and structural -6 ambiguity in the texts of different genres.

7- Lack of background knowledge about the topics deal within each field which affects the overall accuracy of the translation

Teachers usually never help students to identify -8 the different elements of the structures used in the assigned texts

Dictionaries of different types are not presented in -9
.all translation classes

Spelling mistakes: students do not recognize that, -10
the spelling of a word may undergo a change,
according to spelling rules of English, any additional
letter, or missing letter, change the form of the
.word and its meaning

In his discussion of the problems of teaching
translation, Bahumaid(1995:9), mentions two
:important issues

First, that the standard of most Arab undergraduate
students in both native and foreign languages, as
they embark on translation course is unsatisfactory,
second, he mentions that, translation is not a
'lecture' course, it requires a considerable degree of
'sensitivity' in assessing version suggested by
students while translating, as well as
'resourcefulness' in utilization of translation
techniques. He also mentions the importance of
providing translation trainees with samples of
translated texts in different versions in order to
illustrate the techniques and procedures of
translation. He (ibid), assumes that, *students' interaction*
, *through extensive discussion with instructors and peers is*
possibly the best solution to the translation problems

To sum up, the difficulties encountered by (students)
:translators were mainly due to the following

No two languages are exactly identical in their -1
phonological, morphological, lexical, syntactic, and
.semantic features

Languages are differ with respect to sentence -2
.arrangement or syntax

It is rather impossible for students as a translators -3
.to master two languages completely

The students as translators are forced to front or -4
.move backwards certain items

Most of the students have limited knowledge of -5
.exposure to target language culture

As mentioned earlier , the results showed that one
obvious reason for such mistakes was the
differences between the language systems of
English and Arabic. They also showed that, some
difficulties were due to some limitations in
.translation teaching

It was also shown that the students' of faculty of
economic level is not up to the mark in either
English or Arabic. And they lack competence in
.grammar of both languages

It has also been proven the aims of this research
stated in chapter one have been achieved
successfully. Therefore, the researcher hopes that the
results of this research would taken into
consideration as a step forward towards improving
the students' level and competence as well as in
.developing the translation teaching program

-:Recommendations 5-2

Having obtained findings from the study , the
researcher recommended the following for Peace
University , in faculty of economic, where the
:empirical part of this study was undertaken

Translation should be taught all students of -1
Peace University, in order to help them to find
suitable equivalents between English and Arabic
depending on content. But it is preferable to
establish a separate department in which only
translation and related modules are taught. This
would give students a chance to have more
.translation practice

Translation teachers must clarify the differences -2
between English and Arabic in terms of grammatical
categories, by adding contrastive linguistics as a
.module to be taught

Students should concentrate on the structure and -3
the vocabulary of both English and Arabic
languages, to learn how to use them properly in
both languages and consequently, translate them
.correctly

Students should be taught to avoid adopting -4
the literal translation technique and translation by
omission unless necessary in order not to misuse
.these approaches

Translation teachers should appropriate measures -5
to deal with the areas of difficulty shown earlier,
.giving more directed translation practice

Translation teachers have to concentrate on -6
showing the points of similarities and differences
between the two languages in order to tackle the
translation differences, emphasizing the similarities
and differences in question to help overcome
.difficulties caused by language transfer

Some courses ought to be added to the -7
modules taught at the department of English such
as contrastive linguistics and comparative literature
in order to help overcome linguistic and cultural
.difficulties in translation

Students should familiarize themselves with the -8
important cultural knowledge of the target language
.which is relevant to translating

New technologies are recommended to implemented -9
for the students' translation programs, such as using
computer software, electronic dictionaries, discussion
.lists, and online translation tasks

Teaching translation, is recommended to -10
implement intensive training in both English and
Arabic languages to students. This may take place by
two different instructors for each translation course;
one for translation from English to Arabic, and the
.other from Arabic to English

-:Suggestions for Further Study 5-3

Finally , this study is expected to be of great value to translation theorists and practitioners, alike. The fact that it addresses, in some detail , the translatability of English - Arabic and Arabic - English contextual expressions make it a useful reference to specialists and students of translation. However, further studies could be conducted on reflecting and conveying linguistic and rhythmic features in the translation from English into Arabic .and vice versa

A study is needed to explore the higher levels -5-3-1 of translation skills ; idiomatic , functional , technical , .and literary translation

A study is suggested to use computer authored -5-3-2 software in training university students on translation .skills

It suggested to generalize teaching translation in -5-3-3 all the faculties of Peace University in particular and .other Sudanese universities as a whole

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(Appendix(1

Peace University
Faculty of Economic & Community
Development

Translation Course

Introduction

Translation as skill is needed for transferring knowledge and information from language to another, its mastery is inevitable and essential. In spite of its significance, it is almost totally ignored. In the Sudan, at university level, translation is not given the due consideration. Very few Sudanese universities introduce translation as one of the prescribed courses

This research is done mainly to point out the effect of translation from English to Arabic and vice versa on developing the students' of faculty of economics and community development English language. Therefore, the researcher designed a course for the students of faculty of economics and community development, Peace university. The main objectives of the course are -:summarized in the following

By the end of this course the students of faculty of economics and community development will be able to:

overcome the linguistic difficulties in grammar and -1
vocabulary concerning economy and community
.development

To overcome the linguistic difficulties through the -2
.comparison of English and Arabic

.To make use of various types of dictionaries -3

develop their skills in reading (especially when -4
(.translate from English into Arabic

develop their knowledge of social, economical and -5
.managerial fields' of language

develop their skills in translation by conveying the -6
meaning of a text from English into Arabic and vice
.versa

To use terms concerning economy and community -7
.development

translate various types of texts concerning economy -8
.and social development

?What is Translation

Etymologically, 'translate' means to carry across. In context, it could mean carrying across a message or a text. It has been defined as process of communication that involves a sender and a receiver.

Like any other form of communication, the sender sends a message that is coded in a certain way. This code is received and analyzed or decoded by the receiver before it is understood. J.C. Catford states that,

" In translation there is substitution of the TL meanings by SL meanings: not transference of TL
".meanings into the SL

The language from which a text is translated is called: the Source Language(SL) and the language into which a
(text is translated is called the Target Language(TL

Translation is often regarded as a project for transferring meaning from one language to another. As can be seen, there are two key words in this definition, that is, transferring and meaning. The first key word indicates that when translating, we must deal with two languages because translation, in the standard sense, is a form of interlingual communication that involves a Source Language (SL) and a Target Language (TL) i.e. the language we translate from and the language we translated into, respectively.

The second key word in the above definition tells us that the main concern of translators is to capture or convey meaning in interlingual communication. However, meaning is a complex notion.

Linguists usually divide meaning into denotation (conceptual meaning of the word) and connotation (the shades of meaning that are sometimes added to the denotation of the word). For example, the English lexical pairs die/pass away and friend/comrade share the same denotations, but they differ in their connotations, pass away expresses positive connotations that do not exist in die, and comrade has political connotation that is completely missing in friend.

It should be noted that translators are supposed to capture both denotation and connotation in their translation. Because the concept of meaning is a rather thorny one, some translation experts often talk about translation as a project for transferring messages from one language to another.

From what Newmark stated, one can infer that translation is a skill that could enable the translator to translate meaning from the source language (SL) to the target language (TL). This in turn implies that translation should be given a consideration, e.g. to be prescribed as courses to be taught.

:Importance of Translation

In the present time is very much needed. By translation people can understand each other and exchange ideas.

-:Translation is useful in the following aspects

.Conveying ideas and opinions *

.Translating technical terms *

.Translating literature books of other languages *

Conveying cultures, arts, religion and other intellectual *
.concepts

.Teaching meanings of English words *

-:Types of Translation

In his essay " On Linguistic Aspects of Translation"
:Roman Jakobson arrived at three forms of translation

Intra lingual translation: Translation within a -1
language which would involve explaining it in words of
.the same language

Inter lingual translation: Translation from one language -2
into another, or reinterpretation of the message in
.another linguistic code

Inter semiotic translation: Translation one linguistic -3
system to another which means that the transference
of the meaning from a verbal to a non-verbal system
.or from one medium to another

In this case, Jakobson pointed out how difficult it is to
achieve complete equivalence because of the
complexity of the codes involved. Even in intra lingual
translation we have to make use of combination of
code units to interpret meaning. So even synonyms
cannot guarantee full equivalence. This becomes
complicated when the SL and TL are different. In
addition to the difference between two language
systems, cultural differences

.also pose huge barriers to translate activity

-:General Translation Principles

In order to produce high-quality translation, they were
:general translation principles should be followed

Translation will be done with the goal of accuracy, -1
.naturalness, and clarity

a- The meaning of the original text is to be translated
.accurately, exactly

b- The meaning of ideas will be translated, not word-
.for-word translation

.c- Meaning will have priority over form

d- Naturalness of expression will have priority over
.form

e- Translated materials should sound natural and
readily understood by native speakers of the target
language. This includes words order, grammar,
sentence length, idiomatic phrases, word pictures, and
.figurative expressions

f- Vocabulary will be carefully chosen, with common
words preferred over archaic and with the goal of
producing a translation that is clearly and correctly
understood by all speakers of that language, regarded
less , or age, sex, education level, geographical location,
.dialect, etc

.Translations will be faithful to the original text -2

a- There will be no omissions, additions or change,
any done in another materials will be handled with
.care and with authorization from the original authors

b- The translation should not have added
interpretation explanation, or application. The
translation should reflect the translator's bias or
.beliefs

c- Contextualization: the situation, culture, and
language of the original audience must be considered.
.BUT facts must not be changed

- d- A carefully, monitored series of checks of accuracy will be carried out by the translation team
 - e- Translation from a simple base improves accuracy of translation and strongly advised when possible
- Translation projects will often call for literacy work -3 in the same language

-:Using Dictionaries

-:Kinds of Dictionaries

:There are two main types of dictionaries

Monolingual and bilingual dictionaries. Monolingual dictionaries, on the one hand, list the words within one language, giving the meanings of these lexical items.

These dictionaries, particularly English ones, vary greatly in terms of size and features, ranging from highly a bridged pocket dictionaries to college desk dictionaries to stationary un abridged dictionaries. They may also vary as to the mode of presentation, e.g.

English monolingual dictionaries present words alphabetically, whereas most Arabic ones present words accordance with their tri-consonantal and quadric-consonantal roots. Further, some monolingual dictionaries are dedicate special areas in the vocabulary of language, e.g. the dictionaries of English idioms, .proverbs, scientific usage, etc

Bilingual dictionaries, on the other hand, deal with two languages by listing the words within one language, say English un explained a long with their equivalents in another Arabic language. So, the Arabic equivalents appear against each of the English words. If the dictionary is English-Arabic, the English words presented alphabetically, but if it is Arabic-English the words are .listed according to their roots

Normally, bilingual dictionaries range from highly impoverished pocket dictionaries well-prepared college desk dictionaries. Further, many bilingual dictionaries on the market deal with specialized vocabulary presenting

SL terminologies and their TL equivalents in areas as
.political, medical, and legal discourses

-.Exercise

a- Use an English monolingual dictionary, give the
.meanings of the following lexical items

.....To allay -1

.....Guru -2

.....Net Income -3

.....Debt -4

.....Loan -5

b- Use an English-Arabic bilingual dictionary, give the
:equivalents of the two words below

.....zealot -1

.....constitution -2

C- Use an Arabic-English bilingual dictionary, give the
-:equivalents of the Arabic words below

----- نصيب: -1

----- رَكْل: -2

----- الإقتصاد -3

----- التنمية -4

----- التضخم -5

d- Use an English dictionary of idioms, give the meanings
-:of the -following idiomatic expressions

.....Not all glitters is gold -1

.....Away of sight, away of mind -2

e- Use an English monolingual dictionary, give the
-:meanings of the following economic terms

.....Macro-economic -1

-.:Information in Monolingual Dictionaries

Monolingual dictionaries provide users with various kinds of information about lexical items. For example, the average English monolingual desk dictionary usually furnishes the user with phonological, syntactic, semantic information about English words among .other things

Firstly, phonological information consists of phonemic * transcription that indicates the pronunciation of the words, its syllable structure and its stress assignment .in multi-syllabic words

Secondly, syntactic information indicates the part of * speech of the words, that is, whether a verb is transitive or intransitive. For instance, it tells as that .excite is a transitive verb and excitement is a noun

Thirdly, semantic information constitutes the core of * dictionary-markers do, as it revolves around the .meanings out and in a language

Finally, good monolingual dictionaries provide the * use of brief etymological information that indicates the .original word

-.:Exercise

Use your own dictionary to give phonological, syntactic, semantic and etymological information about the two :words below

.....excerpt -1

.....assassin -2

-.:Problems with Bilingual Dictionary

Bilingual dictionary can be very useful, especially when it tries to find TL equivalents for SL lexical items where there may be one-to-one correspondence between the

two languages. E.g. the English word (dictionary) (قلموس) corresponds to the Arabic word

However, one-to-one correspondence rarely obtains, as it is often the case that there is one-to-many or many-to-one correspondence, that is one SL lexical items may have many different TL correspondents in various contexts. By the way of illustration, the Arabic lexical item نظام may have different English equivalents in the following phrases

.The phonological system in Arabic language *

النظام الصوتي في اللغة العربية.

The new world order * النظام العالمي
This being case, the user of bilingual dictionary الجديد should be able to determine the intended sense of the SL lexical item in the context in question and subsequently look for the TL lexical correspondent that bears the same sense. This task is as easy as one might think because, practically, all lexical items could be homonymous i.e. they may have different senses that are completely unrelated to each other, e.g. the word bank may refer to a financial institution or the side of the river. So, the user of the bilingual dictionary should guard against falling victim to the lengthy lists of equivalents for one SL lexical item by being able to rely on context for deciding the relevant equivalent.

-:Exercise

Use an English-Arabic dictionary, find equivalents for -:the underlined lexical items in the sentences below

- الإِنسانِ .-Example:- Man is not aggressive by nature
..... ?Who's the head of this department -1
..... .We have to keep law and order in this town-2
..... .Ali is going to chair this meeting -3
..... ?Can you see that bank of seats -4
.....

.....

.A bat is a nocturnal mammal -5

Use of Dictionaries for Translation

-:Purposes

Dictionaries are necessary tool for translators because they provide them with different types of information that make them make sound decisions in the process of translating. However, Dictionaries by themselves cannot make competent translation, translating is a complex process involving many facts that practically missing in most dictionaries such as colloquial, textual, and discourse parameters. Therefore, dictionaries are important only insofar as denotation words are concerned-something without which translation materialize in the first place. This being the case, dictionaries should be available for translators to fall back on when needed, translators should never over-depend on them if they would produce natural translations. That is, dictionaries should be used sparingly and intelligently by translators to make sound decisions, but without losing sight of the .context

-:Qualifications of Good Translator

- :A good translator must have
 - a fundamental knowledge(in both languages) of the -1
general subject of the speeches that are to be
.translated
 - general erudition and intimate familiarity with both -2
.cultures
 - .extensive vocabulary in both languages -3
 - ability to express thoughts clearly and concisely in -4
.both languages
 - excellent note-taking technique for consecutive -5
.translating

at least 2-3 years experience for simultaneous -6
.translating
auxiliary operation and other qualifications will be -7
(.considered. (patient, practice, training, and research

-:Freelance Translator

-:In order to become a freelance translator, you must
have a high standard of education. A degree is -1
.normally above minimum requirement but not always
be high proficient in two languages with some in -2
.country experience of both languages
.have excellent writing skills in the target language -3
have some sort of professional experience or a -4
.qualification as a translator

-:Translator's Needs

In order to be in a position to start working as a
:translator, you will need
appropriate terminology(reference materials) such as -1
.dictionaries, glossaries, terminological data bases, etc
reference documents(papers, electronic archives, -2
(.aligned texts, etc
a facility enabling him/her to re-use previous -3
.translated texts(copy-pasting from other applications
.computer with a decent memory -4
.internet connection -5
.a phone line -6

?How to Translate the Text

Before translating any text, the translator should follow
the following steps first

- read the text and fully understand it (a good translator -1
 .(is one who has a good background about the text
- .translate the general meaning -2
- .the translation should match the translation text -3
- translator should select appropriate vocabularies -4
 .which give the exact meaning of the translated words
- translator should be very precise i.e. translate the -5
 .main points

:-Translator's Tools

The modern translator has a multitude of tools at his/her disposal, all of which have their own strengths and weaknesses that the user must be aware of. Word processors, spread sheets, data bases, and the world wide web offer assistance in ways that could not have been imagined by translators of the years .past

The first tool that will be discussed is the word* processor, the industry standard being Microsoft Word. Because it is used globally and is available for different operating systems, it is an essential part of the translator's repertoire. It allows one to make an electronic version of a paper text, store it, and manipulate it, so, it can be sent across the globe in seconds. The text can edited and reformatted easily; a grammar and spell check can be run to pick up .possible mistakes missed by the eye

Another common use for Word is for the creation of glossaries and tables, which can then be sorted and filtered. The biggest benefit of Microsoft Word is its ease of use and ubiquity. It can be learned quickly .and the intricacies of the program are abundant

Weakness of the word-processor include the time it takes to setup a glossary; this can be done more .quickly using, for example, a spread sheet

The second tool is spread sheets which are mainly* used to organized data, memory banks, and organizational tasks such as budgets or schedules. Its strengths are that it is easy to update, sort and retrieve information. Being that spreadsheets are so efficient when dealing with numbers and formulas, they are essential for the freelance translator in .terms of running a business

Although the spreadsheet has much to offer, the fact that it is static limits. It is accessible to one user at a time, which is appropriate when one is creating a personal glossary, but it is not as update as a .dynamic glossary that is created as a data base

The third tool is a data base, it is a tool for storing* and organizing data. The important different is that information which stored in a data base is dynamic and when network can be added to by multiple users. The information can grow and charge; it is alive. This is appropriate when dealing with language-based information, as language itself is both personal and .public, changing and developing every day

The benefits of the data base to the translator are that, it is easy to manipulate, and accessible to different users. It can store enormous amount of data. All the information can be retrieved as content or used as a search term. Its weaknesses are mainly .centered on its complexity

The fourth tool: perhaps the most vast and multi- * functional tool for the translator is the internet. Its uses are multitudinous, covering all stages of the translator's mark. Through such websites as proz.com or translator-scafe.com. multiple forums exist for translators to post questions and receive answers quickly from a wide array of experts and lay persons. On line dictionaries are accessible in both bilingual and .monolingual format

One positive aspect of the internet is its speed; information can be accessed in seconds. Another is

that it is extremely easy to use and is available in almost every corner of the globe. It is dynamic. Dictionaries and encyclopedias are constantly growing and changing. The information provided is usually quite .up-to-date

In conclusion, when the translator is aware of what these tools have to offer, a lot of work and time can be saved. The key is to be adept and efficient at using what is available to enhance the quality of the process of translation, and the translation itself. As basic tools like the internet and word processing programs have become indispensable for translators today, so, computer assisted translation tools perhaps .in the near future

The fifth tool is dictionaries, they are necessary tool* for translators because they provide them with different types of information that may let them make sound decisions in the process of translating. Dictionaries are important only insofar as denotation words concerned-something without which translation materialize in the first place. Dictionaries should be available for translators, they also should be used .sparingly and intelligently by translators

:-Words Translation Level

In terms of gender, there four types of nouns in .English

abstract nouns: such as dignity, courage, sincerity, -1
observation, comment, cowardice, generosity

proper nouns are nouns that have unique reference. -2
E.g. names of people such as Osama, place such as .Sudan

collective nouns in English are those names that -3
can be treated either singular or plural. E.g. family,
.government, the public, the team, the army etc

common nouns: in contrast to proper nouns, which -4
name unique entities. E.g. Jane, Cairo, etc. name things
or persons in a general way. E.g. tree, city, woman,
.manager

Exercise

Give the Arabic equivalents to the following English
.proper nouns

.....New York city -1

.....The rest house -2

.....The time magazine -3

.....Brazil -4

.....Friend ship hall -5

.....Peace University -6

.....Peace Agreement -7

.....Investment -8

.....Feasibility -9

.....Mortgage -10

:Exercise

Give the English equivalents of the following Arabic
.proper nouns

.....مكة -1

.....يوم الجمعة -2

.....نهر النيل -3

- 4- آذلىر
- 5- الترجمة
- 6- الصلاة
- 7- السويدان

**Translate the following economics terms into
:Arabic**

-Economics -
-:Balance of payments-
-:Depression of prices -
-:Economic recession -
-:Transaction -
-:statistics -
-:Hot money -
-:Tax exception -
-:Economic stability -
-:Documentary credit -
-:Concession -
-:The Stock Exchange -
-:Classification of accounts -
-:Economic returns -
- Investment -
-:Economic feasibility study -

.....:Working capital -
:Cost price -
:Monetization-minting -
 :Overall deficit -
Gross national product -
Gross capital employed-
Signatory -
Dividends -
Labor productivity -
Earnings-revenues -
(European Free Trade Association(EFTA -
(North America Free Trade Area(ASEAN -
Internal economic stability -
Counts payable -
Over consumption -
Profits and loss -
Inflation -
Human capital -
Opportunity cost -
Resources -
Economic resources -
Profit sharing -
Human investment-
Labor force -
Product -
Productivity -
Capitalist system -
Mixed economic system -
Economic transition -
Levels of living -
Wealth-
Public sector -
Privatization -
Market -
Services -
Normal goods -
Consumer goods -
Elasticity concept -
Supply and demand -
Theory of supply and demand -
Price -
Macro economics -

-Micro economics -
-Income -
-Income tax -
-Saving -
-National economy -
-National expenditure -
-Economic blockade -
-Foreign investment -
-Depreciation -
-Discount -
-Monetary terms -
-Barter -
-Central Bank -
-Bank-note-
-Liquidity -
-Purchasing power -
-Economic depression -
-Banking terms -
-Deposit -
-Current a count -
-Bank loan -
-Cheque -

-:Phrase Translation Level

-:The Noun Phrase

The noun phrase occupies at least one slot in every sentence-pattern- of subject. In many sentence patterns, however, noun phrases occur one or more slots in the predicate as well: direct object, indirect object, subjective complement and objective complement

Also in every prepositional phrase a noun phrase serves as object of the preposition. Some noun phrases are simple, e.g. boys, the students, others can be much more complex by using elaborate pre modification and post modification of head words in noun phrases, e.g. the little old man, the building

across the street, a man of many talents, the actor
.who the prize

-:Exercise

Translate the following English noun phrases into
-:Arabic

.a really important career decision -1

.....

.the house that bought -2

.....

.the old man lying on the sofa -3

.....

.a winter vacation plan -4

.....

.the blond girl under the tree -5

.....

.Ahmed's blue suit -6

.....

.the extremely intelligent young actress -7

.....

.....the institute I joined -8

.....Winding up Liquidation -9

.....Real value of money -10

-;The Sentence Translation Level

English sentences are classified into four types: the simple sentence, the compound sentences, the complex sentence and the compound-complex sentence.

Firstly, the simple sentence consists of only one* independent clause and no subordinate clauses

Consider the following two sentences along with Arabic translation:-

I will participate in the parliamentary elections next *
.year

سأشارك في الإنتخابات البرلمانية في العام المقبل--

.Ali quit the army and enlisted in the university *

ترك علي الجيش والتحق بالجامعة--

Secondly, the compound sentence consists of two or* more independent clauses and no subordinate clauses

The following sentence with its Arabic translation exemplifies compound sentence

.Sami quit university, but Ahmed continued his studies *

ترك سامي الجامعة لكن أحمد إستمر في دراسته--

Thirdly, the complex sentence consists of one and only main clause plus one or more subordinate clauses

The sentences below alongside their Arabic translations illustrate the complex sentence. E.g.

* Sami quit university after he had finished one semester

لقد ترك سامي الجامعة بعد أن أكمل فصلاً دراسياً واحداً

.Writing the research took more than I expected *

لقد أخذت كتابة البحث وقتاً أكثر مما توقعته--

Finally, the compound-complex sentence: consists of *
.two or more independent clauses. E.g

The rain stopped at ten o'clock on that morning, and
we went to the beach where we had chase a picnic
.place earlier

وقفت- الأمطار- بحلول- الساعة- العاشرة- صباحاً وتوجهنا إلي- الشاطئ- حيث-
كنا قد- إختارنا- مكاناً للنزهة- قبل- ذلك-

-:Exercise

.Translate the following English sentences into Arabic

Sami planned to give his classmate a gift, but he was -1
.afraid because his classmate might refuse it

.....
.....

After having worked for a long hours, the farmer -2
.stopped and had some tea

.....
.....

Many young authors start writing novels about -3
.subjects they know nothing about

.....
.....

Swimming is something everyone should learn, for not -4
.to know how is stupid

.....
.....

The students lineup when the bell rings, and one of -5
the teachers monitors them while they go to their
.classrooms

.....

.....

-:Stative Sentence Translation

The type of sentence pattern in English is determined by the linking of verb used in the sentence. Linking or stative verbs give rising stative sentences in English. They include copula (be) and other copula-like verbs such as seen, become, remain etc

Such verbs are called linking verbs because they link the subjects with their subjective complements which can be nominated adjectival, or prepositional complements as -:can be illustrated in the following examples

- .Sami is a student -
- .Sami will be happy -
- .Sami was in the Faculty of Economy -
- .Sami seems worried -
- .Sami became an economist -
- .Sami remained in the field of economy -

In terms of translation, Arabic possesses similar linking verbs. Therefore, the translator will normally have no difficulty relying English sentences involving linking verbs into Arabic. However, there one complication that may create problems especially for begging translators

By the way of illustration, the following are respectable -:Arabic translations of the above English sentences

- سامي- طالب- / يعمل- سامي- طالباً
- سيكون- سامي- سعيداً
- كان- سامي- في- كلية- الاقتصاد.

- يبدو أن- سامياً قلقاً--

- صار سامي- خيراً- إقتصادياً.

- بقي- سامي- في- حقل- الاقتصاد-

-:Exercise

Translate the following stative English sentences into Arabic.

1- The students are in the library

.....

2- It will be cloudy tomorrow

.....

3- Osama remained worried for five days in a row

.....

4- These suggestions are ridiculous

.....

5- Be polite with your parents

.....

6- Layla seems happy these days

.....

7- Mohammed is a doctor

.....

-:None-Static Sentences Translation

None-stative sentences involve verbs that designate actions or activities whether they be physically or mentally. The none-stative verbs can be either transitive,

i.e. they take objects, or intransitive, i.e. they do not
.take objects

The following are two sets of sentences exemplifying
transitive and intransitive verbs alongside with their
-:Arabic translations

.a- Ali studied computer sciences in Peace University

سرس- علي- علوم- الحاسوب- في- جامعة- السلام--

.The manager will hold a meeting next week

سيعقد- المدير- اجتماعاً- الأسبوع- المقبل--

.The teacher gave the students assignment

أعطى- المعلم- الطلاب- واجباً

.Zayd witnessed the car accident

شاهد- زيد- حادث- السيارة--

.b- The students have gone to university

ذهب- الطلاب- إلى- الجامعة--

.The plane flew high in the sky

حلقت- الطائرة- عالية- في- السماء--

.I run every morning

أنا أجري- كل- صباح.

-:Exercise

:Translate the following English sentences into Arabic

.The baby cries every morning -1

.....

.Ahmed passed his driving test yesterday -2

.....

.I'm going to mail the letter today -3

.....

.The professor made the test difficult -4

.....

Most of the professors at university consider Jamal -5
.an outstanding student

.....

The Ministry of High Education has granted Salim a -6
.scholarship to the United States of America

.....

.....

.My brother named his first son Khalid -7

.....

-:Exercise

Translate the following English sentences into Arabic,
pay special attention to the abstract nouns, common
.nouns, and collective ones

.Love and hate constitute a main theme in literature -1

.....

.Your comments on my paper were most valuable -2

.....

The American Linguist is expected to give some -3
.lectures in Sudan universities

.....

.....

The proletariat lead a difficult life in most -4
.countries

.....
The public supports the recent government -5
.measures
.....

-:Equivalence Translation Level

Equivalence is the most prevalent one in the field even today. Since all translations are inevitably reader-oriented or listener-oriented, equivalence become very important

Equivalence is a key concept in the process of translating. In fact, we cannot think of translation without taking equivalence into consideration. It should be noted that the notion of equivalence relates to even the ordinary senses of the verb to translate.

That is why we are often asked to translate our feelings into words and our words into actions, etc. so, the result of any act of translating revolves in one way or another a round equivalence

In general, there are three types of equivalence, formal, functional, and ideational equivalence

Firstly, formal equivalence seeks to capture the form - of the SL expression

Secondly, functional equivalence which captures the - function of the SL expression independent image utilized by translating it into a TL expression that have the same function. Sometimes, functional and formal equivalence may used to finish what can be called optimal translatability

The following English proverbs and their Arabic -:translations as this

الطيور على أشكالها - Birds of feather flock together *
تقع.

بعيد عن العين - بعيد عن الذهن -
Out of sight, out of mind *

Finally, there is ideational equivalence which aims to -
the communicative sense of the SL expression
independent function and form. That is to say, the
translator seeks to convey the meaning of the SL
expression regardless of functional and formal
.equivalence

In fact. There four types of a linguistic equivalence in
:translation

Linguistic equivalence: similarity between words of -1
the SL and TL. This occurs in 'word-for-word'
.translation

Paradigmatic equivalence: similarity between -2
.grammatical components

Stylistic equivalence : similarity in the meaning or -3
.impact of the expressed text / message

Textual equivalence: similarity in the structure and -4
.form of the text

-:Exercise

Translate the following English proverbs into
-:corresponding formal equivalents in Arabic

الغريق- ..e.g. A drowning man clutches at a straw
يتعلق بقشة-

.All that glitters is not gold -1

.....

.Necessity is the mother of invention -2

.....

.The end justifies the man -3

.....

.A man is known by the company he keeps -4

.....

.There is an exception to every rule -5

.....
-:Exercise

Translate the following English proverbs into corresponding Arabic functional equivalents which feature a good degree of formal equivalents

.Circumstances alter cases -1
.....

.Silence give consent -2
.....

.Beggars must not be choosers -3
.....

.Actions speak louder than words -4
.....

.A bird in the hand is worth two in the bush -5
.....

-:Exercise

Translate the following English proverbs into corresponding Arabic functional equivalents which do not feature equivalence at all

.A burnt child dreads the fire -1
.....

.One man's meat is another man's poison -2
.....

.Beauty is in the eye of the beholder -3
.....

.After a storm, a calm is coming -4
.....

.Even Homeros sometimes nods -5

:-Translating Abbreviations

Abbreviation is the shortened form of a word. Most abbreviations begin with a capital letter and end with a period. They exist in English language more than fifty years ago. Now, they are used as words. Most of the international abbreviations are known globally, they almost names of organizations and international institutions.

:-Examples

قبل- الظهر- , صباحاً	a : m = ante meridian
بعد الظهر- , مساءً	p : m = post meridian
قبل- الميلاد	B C = Before Christ
CIA- وكالة المخابرات- الأمريكية-	= Central Intelligence Agency
المملكة المتحدة- UK-	= the United Kingdom
المجموعة الاقتصادية الأوروبية- EEC	= European Economic Community
منظمة التجارة العالمية- WTO-	= World Trade Organization
	P T O = Please Turn Over
بكالوريوس- الآداب- B A-	= Bachelor of Arts
بكالوريوس- العلوم- B Sc-	= Bachelor of Science
درجة الماجستير- في الآداب- M A-	= Master of Arts
درجة الماجستير- في العلوم- M Sc-	= Master of Science
دكتوراه- الفلسفة- Ph D-	= Doctor of Philosophy
Acronyms are words made up of the initial letters of the other words. E.g. RADER, LASER, NASA	
	.UN United Nations

- OPEC Organization of the Petroleum Exporting Countries
- .WHO World Health Organization
- UNESCO United Nations Educational Scientific and Cultural Organization
- .FAO Food and Agriculture Organization
- .e-mail electronic mail
- .EU European Union
- .C D Compact Disk
- .WWW World Wide Web
- .P C Personal Computer
- SPSS Statistical Package
- .VIP Very Important Person
- :Exercise

Write the following abbreviations(acronyms) in full form, then translate them into Arabic

- UNICEF -1
-UNIECO -2
-IGAD -3
-AIDS -4
-NATO -5
-OPEC -6
-SUNA -7
-WHO -8
-BBC -9
-UN -10

-:Text Translation Level

This section deals with translating texts for general purposes from English into Arabic and vice versa

Text has been widely discussed by a number of linguists who assume that the text is a communicative occurrence which meets seven standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality). They confirm that if any of these standards is not considered to have been satisfied, the text will not be communicative

in Arabic. Text, نَصٌّ The word 'text' is equivalent to therefore, is a stretch of language which is functional, i.e. doing some jobs in some contexts as opposed to isolated words or sentences dealt within the previous sections. Hence, it is axiomatic to say that the translation process involves more than replacement of unrelated sentences, because sentences are parts of the text. Consequently, the main purpose in this section will be concentrated on translating the text as a maximal unit of language

-:Text can be divided into three main types

expository texts: used to describe, to analyze, or -1
.to narrate

argumentative texts: used to evaluate objects, -2
events, or concepts with the aim of influencing future
.behavior

instructive texts: used to direct the receiver -3
.towards a certain course of action

Translation at the text level therefore, concentrates on the function of words with respect to these three text types and their contexts

-:Exercise one

-:Translate the following English texts into Arabic

Liquidity:- means having enough cash to meet day-to-day needs. For individual, that means having enough cash in hands or bank, or readily saleable assets such as government bonds to meet his or her regularly or monthly bills. For a country, it means having enough foreign currency .to pay its monthly bills

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-:Inflation

The increase in the price level creating a decrease in the purchasing power of monetary unit. The inflation rate is the rate of change in prices, determined on annual monthly or other .basis

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-:Economics

Is a scientific study of how people and institutions go about producing and consuming goods and services, and how they face the challenge of making choices in a world of scarce .resources

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-:Human capital

Productive investment embodied in people, as a result of education and training. These include skills, abilities, ideals, and health resulting from expenditures on education, on the job training programs, experience, and medical care

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Every one has the right to Education. Education shall be free, at least in the fundamental stages. Basic education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit

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Computers are being used more and more in the world today for the simple reason that they are more efficient than human beings. They have better memories and can store huge amounts of information. In fact, computers can do many of things we do, but faster and better

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Economics is the social sciences that deals with -3 organization of productive resources for the satisfaction of human wants. It is a scientific study of how people and institutions go about producing and consuming goods and services, and how they face the challenge .of making choices in a world of scarce resources

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-:Exercise two

:Translate the following Arabic texts into English

1- السيولة هي- سرجة سهولة- تحويل- أصل- ما- إلى- نقود - أو بعبارة- أخرى- تحويل- أصل- إلى- أصل- آخر- دون- خسارة- كبيرة- والنقود هي- أكثر- الأصول- سيولة- بل- هي- السيولة- نفسها- وتتوقف- سرجة- السيولة- ليس- على- طبيعة- الأصل- فحسب- بل- أيضاً- على- طبيعة- السوق- التي- يجري- فيها- التعامل- فمثلاً- إذا- كانت- سوق- الأوراق- المالية- (البورصات)- عالية- الكفاءة- فإن- الأسهم- تصبح- أكثر- سيولة- إذ- يمكن- تحويلها- إلى- نقود- بسرعة- ودون- تكلفة- كبيرة- .

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2- إن- وطننا- عزيزٌ- علينا- جميعاً- والتعبير- عن- ذلك- يحتاج- للأعمال- . ليس- للأقوال-! كيف-؟ فبدلاً- من- تعي- أو- تتحدث- بحب- عن- بلدك- حافظ- على- نظافته- ونظامه- . اعمل- من- أجل- مستقبل- جيد- لشعبك- . وساعد- أبناء- مق- ما- لزم- ذلك- .

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 3- من أهداف التعليم أهمية بناء المواطن- السوداني- القادر- على-
 مواجهة المستقبل- ' وخلق- مجتمع منتج - ويهدف- التعليم- كذلك- إلى-
 إعداد جيل- من- العلماء- يتصدى- لإحتكار- بعض للعلم- والتكنولوجيا -

(Appendix(2

Peace University

Faculty of Economics & Community Development

Structured Questionnaire

This questionnaire is designed for the students of Faculty
 .of Economics and Community Development-second class

() Gender: Male () Female -1

() :Age -2

,Dear respondent

Please answer the following items by ticking the
 alternative which appears most applicable to you. The
 .results will be used for the research purposes only

N	Item	Strongl	Agre	Not	disagre	Strongl
				sur	e	y

y e e
agree

disagre
e

1 Translation helps you learn English
.better

2 Translation helps using English to
express the two cultures of the two
.languages

3 Translation focuses on the students
.use of the vocabulary

4 Students consider translation
.essential

5 Translation courses enrich your
.linguistic knowledge about the TL

6 Students of economy are motivated to
translate from English to Arabic and
.vice versa

7 In translation, you will be faced by
.linguistic problems

8 Translation helps students to exert
efforts to find the appropriate
.equivalent

9 Translation enables students to know
the cultures of the source and target
.language

1 It is easier for students to translate
0 .literary texts than scientific ones

1 Translation affects positively the
1 .(knowledge of both languages(SL/TL

1 Translation helps students to use their
2 .linguistic store of vocabulary

- 13 Translation develops your fluency in
.the source and target language
- 14 Translation widens the span of your
.knowledge in the field of economy
- 15 .Translation requires self confidence
- 16 Using the autonomous learning
method in translation affects
.negatively
- 17 Your feedback of translation after the
.treatment is positive
- 18 Translation must be taught in all the
.faculties of your university
- 19 Translation will help you move from
.the local to the universal
- 20 You need the basic skills for good
.translation



(**Appendix(3**
(Pretest(posttest

:-Instructions

,Dear student

This pretest is designed to measure your abilities in -1
.the basic skills of translation

Index number() time allowed: 2 hours -2

:Answer all questions -3

(Total marks (90 marks -4

Question One:- Reading comprehension: (10 marks)

Read the following passage then answer the questions following it

Some tribes like the Baggara, in Western Sudan are nomads. They keep a lot of cattle. They never stay in one place for a long time. They move about north and south according to the weather conditions, in search of grazing areas and water or a safe place for their cattle to avoid disease caused by insects. They live in shelters made of a large comfortable canvas tents

:Give short answers

What is a passage -1
.....?about

What animals do they -2
.....?keep

In which part of Sudan do the Baggara -3
.....?live

What causes cattle -4
.....?disease

They move about north and south in search -5
.....of

:Question Two

Complete these sentences with the correct words:

((10 marks

Oh no, I've run out.....gas. we will have to by some -1
(more(for, of, with

Can you write.....your address and telephone number -2
(please?(down, up, in

I'm sure that story wasn't true. I think Pete made it..... -3
((up, for, in

(UK stands.....United Kingdom.(out, to, for -4

She was offered a job in London, but she decided to -5
(return it.....(over, up, with

:Question Three

Translate the following economic terms into Arabic:

((10 marks

-Macroeconomic -1
-Inflation -2
-Investment -3
-Translation -4
-Micro economic -5

:Question Four

Choose the suitable preposition from the list to fill

-.:in the spaces below

(to - of - at - on - by)

.We depend.....our teacher to help us -1

.Man does not live.....bread alone -2

.My parents are very kind.....me -3

.Their house consists.....several rooms -4

.Aero plane travel.....high speed -5

-:Question Five

Read the following text, from the list of words below, choose the best word that fits in the space.

((10 marks

(matches, sport, team, TV, city)

The most popular..... in Sudan is football. Every large.....has its football.....Most families watchfootball.....live on

-:Question Six

Translate the following sentences into Arabic:-(10

(marks

Canada has eased off immigration -1
.....laws

The teacher discussed the grammatical object from -2
.....various perceptive

.....
Primary education is compulsory and the state must -3
.....provide it free

.....
Many hands make something -4
.....light

Education is a right for every citizen and the State -5
.must provide access to it

.....

:-Question Seven

ترجم الجمل الآتية إلى اللغة الإنجليزية:- (marks 10)

1- الإقتصاد هو إدارة المال والموارد لإنتاج وشراء وبيع البضائع والخدمات

2- السلع هي المنتجات كالسيارات والحواسيب وحتى القمح.....

3- أسعار البضائع لا تحددها الحكومة بل طلب المستهلكين.....

4- الخدمات هي ما يؤديه الفرد لغيره كالصحة والكهرباء.....

5- متوسط إنتاج العامل هو حاصل قسمة الإنتاج الكلي على عدد العمال.....

:-Question Eight

(Translate the following text into Arabic:- (10 marks

Productivity is the output per unit of input employed.

Increase in productivity come about from increased efficiency on the part of capital or labor. In common use, the term is generally confined to labor productivity

.....
.....
.....
.....
.....

marks) nine: 10)

ترجم النص التالي إلى اللغة الإنجليزية :

Question

الإستقرار- الإقتصاي- يعني - عدم- وجود تقلبات- أو منع التقلبات- في-
مستويات- الإنتاج والأسعر- و التوظيف- ,وتتدخل- الحكومات- بالسياسات-
النقدية- والمالية- لتحقيق- ذلك- .

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