المستخلص:

هدفت هذه الدراسة إلى التعرف على أثر الترجمة في تقدم وتطور اللغة الإنجليزية لطلاب كلية الاقتصاد وتنمية المجتمع، وتسليط الضوء على المعيقات المتعلقة بمهارات الترجمة ونصوص الإنجليزية والعربية والتي بها غموض في بعض المفردات وتركيب الجمل والتي تشكل عائقاً للطلاب في ترجمتها. أجري هذا من خلال البرنامج الذي أعد بواسطة الباحث لذات الغرض. وضمن البرنامج؛ استخدم الباحث الاختبار لقياس أثر تدريس البرنامج في تطور اللغة الإنجليزية للطلاب؛ وقد قسم الاختبار إلى اختبار قبلي وآخر بعدي بعد المعالجة؛ قدم بواسطة تدريس البرنامج. كما تم تقديم ورقة استبانة للطلاب للإجابة عليها. أتبع الباحث طريقة الوصف التحليلي لجمع البيانات والتي تحتوي على الوسائل والعينة والإجراءا. ببتت المخرجات الأساسية لهذه الدراسة أن الترجمة أثر إيجابي في تحسين اللغة الإنجليزية للطلاب. بجانب فائدتها للطلاب؛ لها ضمانات منهجية وقيم لأساتذة اللغات واللغويين.

وبناء على ما تقدم ذكره من المخرجات؛ أوصى الباحث بوضع حلقات دراسية (courses) مع استخدام التقنيات الحديثة لتقرب وتحسين اللغة الإنجليزية للطلاب. كما أوصى بتعزيز تدريس الترجمة وذلك عن طريق التكثيف التدريبي على الترجمة في اللغتين الإنجليزية والعربية. البرنامج الذي ضم بواسطة الباحث تبنمه جامعة السلام ولذلك الترجمة ينبغي أن تدرس لكل طالبها، على الأساتذة مساعدة الطلاب عن طريق توضيح أوجه الشبه والاختلاف في اللغتين الإنجليزية والعربية. اقترح الباحث استخدام الحاسوب في تدريب الطلاب على الترجمة بالإضافة إلى تعليم تدريسها في كل الجامعات السودانية، على أساتذة اللغة الإنجليزية في الجامعات السودانية تطبيق البرنامج الذي ضم لطلاب جامعة السلام.
Effect of Translation on the Students' Proficiency in English Language at the Faculty of Economics and Community Development

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Abstract

The study aimed at identifying the effect of translation on the students' English Language proficiency, and shed light on the problems associated with translation skills. English and Arabic texts that are specialized in certain fields have some ambiguous words and sentence structures, this is where the difficulty comes across when students attempt to translate them. These are done through a programme which has been designed by the researcher for this purpose. Besides the programme, the researcher has also used the tests to measure the effect of the programme. The pretest before teaching the programme and the posttest after the treatment. The questionnaire has also been used for the students to respond to. The researcher followed the analytical descriptive method of data collection which comprises tools, sample, procedures. The main findings of the study are that the study has manifested that translation has a positive effect on improving the students' English Language proficiency. The findings were not only useful to students, but also have some pedagogical implications and consequently some values to language teachers and linguists. Based on the previously stated findings the researcher recommends that there should be translation courses to support the students' English Language proficiency. New technologies are used to enrich and reinforce students' translation. Teaching translation is recommended to implement intensive training in both English and Arabic languages. Translation should be taught to all students of Peace University, teachers have to concentrate on pointing similarities and differences between the two languages. The study suggested to use computer authored software in training University students on translation skills, and to generalize teaching translation in all Sudanese universities. The current programme designed by the researcher could be adopted by Peace University. Lecturers of English at the Sudanese universities at large could make use of the programme to develop English Language proficiency of their students.

Introduction:
Translation is a complex and fundamental human activity involving transfer of meaning between languages, cultures and forms of expression. Many of the texts are encountered in everyday life are inter lingual translations. Knowledge of translation has intended to raise the capacity to the translator to comprehend and express. 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 based 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 have existed between different personalities. It is an 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 Chabban (1984: ), as a science, an 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 equivalent in the language of translation - the target language.

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 multiword units like idioms and collocations. Another problem would be the grammar because there were several
constructions of grammar has 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. The words that are 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 hasn’t been translated because the translator has needed to analyze the words and the meaning after the rhyme.

Problems of translation pedagogy has 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 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. According to Rubel and Rosman (2003: 8) "translation is central to write about culture, that all cultures are different, and that cultural translation is difficult if not an impossible task." Translation is viewed as a cultural practice, therefore, it has been argued that the translation difficulties inherent in it are due very largely to the linguistic differences between the
SL (Source Language) and culture and that of the TL (Target Language) and culture. The more differences between the SL culture and TL culture, the more difficulties in translation.

In the actual practices, however, it has been noticed that teaching translation at Sudanese universities has been mostly absent. 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 study has tried to follow a systematic and comprehensive model for designing translation course for the university level, taking care of students' needs and their future life skills. The study has sought to present evaluation instruments for developing and scoring translation tests. It has also tried to assess the effect of how to develop certain translation skills which are required for the students of faculty of economic.

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

The Objectives of the Study:
This study will try to shed light on the problems associated with translation skills. English and Arabic texts that are specialized in 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:

Students of faculty of economics and community development in Peace University have been studying in teacher-centered lecture-rooms, where teachers provide them with 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 lecture-room 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

**Question of the Study**

How has the programme of translation improved the students of Faculty of Economics and Community Development English language proficiency?

**Hypotheses of the Study:**

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

**Significance of the Study:**

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 language 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

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:**
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 tools of data collection. Chapter four includes data analysis and discussion. Chapter five is summary, findings and recommendations.

**Delimitation of the Study**
The study has been carried out and applied in the academic year 2015-2016. In Peace University (Faculty of Economics and Community Development in Babanosa).

**Method of the Study**
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 2015-2016.

**The Sample:**

The participants in this study include 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 a training course in translation through different fields including; translation in the fields of management, economy and accounting. The training course lasted for about one semester. In the questionnaire, students of the faculty of economics and community development were asked to answer twenty questions concerning the importance of translation; and its value; in addition to that, they were required to tell whether they confronted some problems while translating or not, moreover, they were asked about their strategies and solutions adopted to solve any problem that may confront them. That is to say, the researcher wanted 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:**

The researcher used two tools in conducting the study. Firstly, a test which comprised nine questions including reading
comprehension, grammar, translation of English vocabulary into Arabic, in addition to some translation of English sentences into Arabic, and Arabic sentences into English, besides translation of English and Arabic texts.

**Procedures:**
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.

**Literature Review:**

**Introduction:**
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,
Theoretical Background:

English is the language of the globalized world, it is the language for the international communities, among others, in science, finance, advertising, culture, tourism, law and technology. As a consequence, 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 ensure 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 for 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?
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 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. 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-Sulimani (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:

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 fever 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
A 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 another." 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 massage 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 (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.

**Importance of Translation:**
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:
Translation can be classified into various types. They 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 drew 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.

Data Analysis and Discussion

Pretest and Posttest Analysis:

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

Table 1- Demographic Characteristics of the population:
<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>63</td>
<td>63%</td>
</tr>
<tr>
<td>Females</td>
<td>37</td>
<td>37%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table (1) above, clarifies the number of the students of faculty of economic, males are (63) out of (100), and females are (37) out of (100).

Table 2:
The table below, shows the classification of the respondents' numbers, that succeeded in question one in the pretest and posttest.

<table>
<thead>
<tr>
<th>Item</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Number 100</td>
<td>Percentage</td>
</tr>
<tr>
<td>One</td>
<td>19</td>
<td>19%</td>
</tr>
</tbody>
</table>

The table 2 above, shows 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 those who succeeded in the pretest and posttest, after the treatment, this also proves improvement and progress on the students' level.

Table 3:
The table below, shows the classification of the respondents' numbers and percentages. The respondents who answered question two correctly in a pretest and a posttest.

<table>
<thead>
<tr>
<th>Item</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Number(100)</td>
<td>Percentage</td>
</tr>
<tr>
<td>Two</td>
<td>17</td>
<td>17.0%</td>
</tr>
</tbody>
</table>
The table 3 above, clarifies the difference between the numbers and percentages of the respondents who succeeded in question two, the difference in the marks: 57-17=40. The difference in the percentages: 57% - 17% = 40%. From the mentioned above, 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 4:

The following table , shows the classification of the numbers of the respondents who succeeded in question three. And also shows the percentages of them, in both a pretest and a posttest.

<table>
<thead>
<tr>
<th>Item</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number(100)</td>
<td>Percentage</td>
</tr>
<tr>
<td>Three</td>
<td>18</td>
<td>18%</td>
</tr>
</tbody>
</table>

The table above, shows the difference of respondents that succeeded in question three. 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 5:

The table below, shows the classification of the respondents' numbers and percentages in question four.

<table>
<thead>
<tr>
<th>Item</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number(100)</td>
<td>Percentage</td>
</tr>
<tr>
<td>Four</td>
<td>19</td>
<td>19%</td>
</tr>
</tbody>
</table>

The table above, shows the difference between numbers and percentages of the respondents who succeeded in question four. In numbers: 53-19= 34. In percentages: 53%-19%=
From the mentioned above, 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 6:
The table and the graph below, clarify the classification of the respondents' numbers and percentages in question five.

<table>
<thead>
<tr>
<th>Item</th>
<th>Pretest Number(100)</th>
<th>Percentage</th>
<th>Posttest Number(100)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five</td>
<td>16</td>
<td>16%</td>
<td>50</td>
<td>50%</td>
</tr>
</tbody>
</table>

The table above, shows 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 five. 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.

Summary Conclusions and Recommendations

Summary
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:
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 programme 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:

1- Word order is not the same in any two languages. For example, English word order in statement is: Subject-Verb-Object, while in Arabic it is Verb-Subject-Object.

2- One common pitfall for students is to be literal. Instead of translating like freemen, they constructed word-for-word, translators should avoid literal expressions that make the Arabic expression weak.

3- Tense should be kept the same in both languages.

4- Signs of punctuation and paraphrasing should be used even if the source text is unpunctuated.

5- Lack of English vocabulary, students' knowledge of vocabulary was very poor. Their performance showed that they had immense difficulties in handling 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.

6- Difficulty of the terminology and structural 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.

8- Teachers usually never help students to identify the different elements of the structures used in the assigned texts.

9- Dictionaries of different types are not presented in all translation classes.

10- Spelling mistakes: students do not recognize that, 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:
1- No two languages are exactly identical in their phonological, morphological, lexical, syntactic, and semantic features.
2- Languages differ with respect to sentence arrangement or syntax.
3- It is rather impossible for students as translators to master two languages completely.
4- The students as translators are forced to front or move backwards certain items.
5- Most of the students have limited knowledge of 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 proved that the aims of this research stated in chapter one have been achieved successfully. Therefore, the researcher hopes that the results of this research would be taken into consideration as a step forward towards improving the students' level and competence as well as in developing the translation teaching programme.

**Recommendations:**
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:
1- Translation should be taught to all students of 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.

2- Translation teachers must clarify the differences between English and Arabic in terms of grammatical categories, by adding contrastive linguistics as a module to be taught.

3- Students should concentrate on the structure and the vocabulary of both English and Arabic languages, to learn how to use them properly in both languages and consequently, translate them correctly.

4- Students should be taught to avoid adopting the literal translation technique and translation by omission unless necessary in order not to misuse these approaches.

5- Translation teachers should adopt appropriate measures to deal with the areas of difficulty shown earlier, giving more directed translation practice.

6- Translation teachers have to concentrate on 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.

7- Some courses ought to be added to the 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.

8- Students should familiarize themselves with the important cultural knowledge of the target language which is relevant to translating.

9- New technologies are recommended to be implemented for the students' translation programmes, such as using computer software, electronic dictionaries, discussion lists, and online translation tasks.

10- Teaching translation, is recommended to 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.

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