# TRANSLATION FOR SPECIFIC PURPOSES

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*Abstract:*

Translating resources for the English-Arabic language combination are not as numerous as those found in other combinations, particularly as far as specialized terminology is concerned. Against this background, the present paper aims to shed some light on translation with the purpose of reflecting its importance and contribution in solving an existing problem. It gives a clear idea about the background of the applied area of translation studies. It also focuses on the contribution of both ESP and terminology in teaching specialized translation. The study, in hands, further tackles the main differences between the specific language and the literary one. Finally, it shows the different problems encountered by students and some basic suggestive implications. With this aim in mind, the paper focuses on the world of Politics, one of the main thematic areas at universities tending to generate specific texts and/or speeches which are usually translated from English into Arabic.

*key words:* ESP; literary language; specific language; Terminology; Translation Studies; Translation Teaching.

## Introduction

Translation has been defined variously by different authors whose concern was mainly linguistics. It depends on how they view language and translation. Hence it is commonly accepted that translation is the transfer of meaning from the source Language (SL) into the target language (TL). It is also defined as a process of replacing a text in one language by a text in another (House, 2009). This is a very common definition which highlights its linguistic function. Yet translating is not only a linguistic act; it is also a cultural one, an act of communication across cultures (ibid). Newmark (1991, p.27) regards the act of translating as "transferring meaning of a stretch or a unit of language, the

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whole or a part, from one language to another" whereby the target text (TT) has to convey the same message of the source text (ST). From this perspective, it may sometimes act as a vehicle for the transfer of not only meaning but also of cultural values and experiences. It tends to be a component of many other disciplines such as literature, linguistics and language learning. In certain contexts, translation is a process, referring to what is happening when someone translates, while in other contexts it refers to a product, a text reproduced in one language based on an original text in another language. The term 'translation' is used both as a process (learners' translating while learning a language) and as a product (the translated texts produced by learners in the contexts where translation is used as a technique). With the same token, Munday (2004) sees that translation conquers two senses, either translation as a product in which a translator must focus on the concrete product of translation, or as a process on which translation studies centre on the role of the translator in taking the ST and turning it into TT in another different language.

### 1. Notion on Translation as Translation Studies

Although translation is not a newly born discipline, "translation studies" has relatively appeared to draw the major features of translation as a scientific discipline. Throughout history, written and spoken translations have played a crucial role in human communication to provide access for scholarship and religious purposes to important texts. Yet the study of translation as an academic subject had really begun and witnessed a consolidation for the fledging discipline. As cited in Munday (2001, p.5), in the English-speaking world, this discipline is now generally known as 'translation studies', thanks to the scholar Holmes. In his key defining paper delivered in 1972 but not widely available until 1988, Holmes (1988b/2000) describes the then nascent discipline as being concerned with 'the complex of problems clustered round the phenomenon of translating and translations' (Holmes 1988bl2000, p. 173). It was the momentum of defining translation as a theory. Many scholars made special emphasis on the mechanisms of translation activity and the process through which learners could translate pieces of writings without further hindrance.

Toury (1991, 1995) has expanded the applied area of translation suggested in Holmes' translation studies. He divides training into three major areas which are respectively: teaching methods, testing techniques and curriculum design. Translation studies have thus witnessed the emergence of new trends that seek to put the common theories and approaches into practice. Focusing solely on the theoretical aspects of

translation is no longer effective. Translation teaching is an offspring of translation studies. It aims at studying the different elements of the teaching operation and the learning process of translation.

## 2. Translation and Teaching

Nowadays translation is often believed to have nothing in common with teaching, especially since many drawbacks of the grammar-translation method in the foreign language didactics have been criticized and the new methods have been strongly introduced. Due to that, translation stays undervalued in the field of foreign language teaching and the only group expecting translation exercises are senior learners, who remember the method from their experience with teaching. However, the current specialization trend forces through a new place of translation in the didactic field. The mutual connection of ESP teaching and specialized translation seems to be the key to optimize the teaching process and offer learners more complex perspective on the presented issue.

The main objective of the author''s research is to provide some common points of specialized translation and ESP teaching, which can be the mainstay of further considerations and eventually also for implementation of elements of specialized translation into ESP teaching process.

### 2.1. Translation as the fifth language skill

Translation is suggested as a technique that can be used alternatively in teaching methods: "For every method, there are some techniques, that is, classroom activities" (Ziahosseiny, 2009, p. 2). In an ordinary language learning process, learners are generally expected to achieve improvement in four traditional language skills, i.e. reading, writing, listening and speaking. Translation techniques can be used to improve these receptive and productive language skills. For instance, the Common European Framework of Reference for Languages (CEFR) identifies C1 and C2 level language users as proficient users (Commission of Europe 2003). A proficient language user is described as "someone who can understand with ease virtually everything heard or read […], express him/herself spontaneously, very fluently and precisely" (Brown, 2007, p. 137). In other words, the description points to proficiency in the four language skills. Indeed, translation is included under the fifth language skill called "mediation" in CEFR. One of the reasons for this argument is the close association of translation with other skills. The act of translation requires using the basic four language skills. While doing a written translation, the translator first reads the source text then writes the translation in the target language. Similarly, while

interpreting, the interpreter first listens to the source language and then utters the translation by speaking. Therefore, it is not possible to consider translation separately from the other language skills. It can be attributed as the fifth skill

> *"since the translator contributes his/her creativity, productivity and knowledge of the target and mother tongues into his/her work and since translation requires a collective mixture of the related four skills, and it is still not enough for translation"*

(Saricoban, 2012, p. 2960).

Stibbard (1998, p. 71) notes the usefulness of translation in a language learning process and argues that "this aspect of linguistic ability can be included as an ongoing element in a teaching program as a fifth skill alongside the four other skills, reading, writing, speaking, and understanding speech".

### 3. English for Specific Purposes and Translation

Cabré (1999) argues that understanding the source text is a key step in the translation process. This step can never be achieved without having a sound knowledge about the specialized topic we are tackling; in addition to the terminology related to that specific domain. She stated:

> *"Multilingual terminological activity supports technical translation. Translation implies understanding the source text and this requires knowledge of the specific terms of the source and target languages. This means, in turn, that technical translators must have some familiarity with the subject matter they are translating"* (p.47).

Hence, translating specialized works implies the mastery of the specific language they are written with. The language which is used to specifically function as a communicative mediator between the ST writer and the translator is called "Language for Specific purposes" ; English in the case of English for Specific Purposes (ESP).

Purpose received the new meaning in context of specialized texts. Grego (2010) implies that purpose is a "keyword" in specialized translation. The texts used in different areas of everyday life, including the professional sphere, were for a very long time not deemed the subject of translation at all. That is, utility and communicational purpose are parts of translational and teaching studies which should be understood more as overlapping than dividing both disciplines. In both cases the reference unit is a specialized text (ibid).

People use languages in different contexts. It may be in everyday conversation as well as a very specialized document regulating a

particular problem. A product of a peculiar communication act (written or oral) is a text. The purpose of the text depends on the context in which the text has been created. Hoffmann (1985) states that the specific text is both an instrument and a result that comes into being by the specific productive activity. On one hand, a text is an instrument giving an insight into the characteristics of the language as well as representing discourse typical for the specific domain. Grego (2010, p. 50) emphasizes connection between the text and translation on the specialized field "understanding the nature of the text is a key for the understanding of the idea of specialized translation." On the ground of teaching it is the specialized text which provides correct patterns of using language in the specialized context. Often the original texts are the most reliable source as well as representative.

As regards ESP teaching and learning, any course has to be based on specific learner needs (Dudley-Evans and St. John, 1998). These specific needs define selection of materials and teaching/learning methods. One of these is translation as stated by Marinov (2016, p. 227):

*"Translation is an activity or a strategy naturally employed by both language teachers and learners. Accordingly, despite some possible limitations, its potential should be studied and exploited since it could help language learners gain deeper understanding of what they do when they move between the two languages and thus indicate the areas that might need improvement."*

Importantly, teaching ESP and employing translation as a method of teaching and learning does not require from ESP learners in-depth knowledge of translation theory as it is required of translation students. As noted by Witte (2009 cited in Kic-Drgas 2014, p. 258), "It is not essential to be an expert in translation and translation theory to use translation in class". But translation activities used for learning ESP can contribute to facilitate comprehension of specialized materials in the ESP classroom and improve learners' skills (Avand, 2009).

Thus, ESP and translation as a teaching method is a multi-faceted issue that continues to be raised by researchers who see it as deserving a closer analytic look and needing re-thinking. As the matter of facts, several aspects are pointed out by researchers as regards the efficiency of activities involving the use of the SL or translation in the ESP classroom. Simões, Guincho and Magalhães (2013), for instance, note that many high school graduates have not necessarily achieved levels B2 or at least B1 in English: their observed levels can go down to A2 even and although the students can communicate informally and orally quite

effectively in daily situations, their skills are not sufficient for the ESP classroom.

## 4. Translation for Specific Purposes

Some researchers note that translation is of special importance at intermediate and advanced levels as well because of its social nature (Janulevičienė and Kavaliauskienė 2015) or because in ESP "[...] just good command of English is not enough" (Chirobocea, 2018, p.71). Kavaliauskienė and Kaminskienė (2009) maintain that translation activities are especially important at intermediate and advanced levels as translation is regarded as the fifth skill alongside reading, speaking, listening and writing. What is more, "[...] translating activities may reveal individual strengths and weaknesses in the use of the language" (ibid, p. 183).

Tytler (1978, p.15) defines a 'good translation' as the transfer of the same communicative value of the ST to the TL receiver, with the same effect, as if the text is originally written in the target language.

*"I would, therefore, describe a good translation to be that in which the merit of the original work is so completely transfused into another language, as to be as distinctly apprehended, and as strongly felt, by the native of the country to which that language belongs, as it is by those who speak the language of the original work."*

Newmark (1988) hints the professional skills that any translation trainee is supposed to acquire so as to perform competently in any given translation situation regardless the linguistic jargon he would tackle. He claimed that in order to enter the labor market, translators have to master specialized translation in some top-required jargons such as science and technology, economy, politics, and institutions. According to him, the translation of literature and philosophy would not provide them with a well-earned wage.  He argued:

*"I shall assume that you have degree-level 'reading and comprehension' ability in one foreign language and a particular interest in one of the three main areas of translation: (a) science and technology, (b) social, economic and/or political topics and institutions, and (c) literary and philosophical works. Normally, only (a) and (b) provide a salary; (c) is free-lance work".*

(ibid, p. 3)

When translating, translators find it difficult to present some ST projects. For instance, they may suffer when they try to solve problems with the given political language. This can lead to translation failures and

inadequacy. In addition, as long as the translation is political and the problems addressed are very delicate, any failure in the translation will have its adverse consequences. In fact, translators will be blamed for changing the wording and order of the STs when they are forced to force them to change something. In other words, being loyal to the ST or the TT can criticize and blame the translation. Gopferich (2010) summarizes the following translation problems:

1- The exact meaning of the SL speech is not always simple and not available.
2- The reference books that translators may need are not available.
3- Having two languages and two different cultures is a gap that complicates the translation process.

Baker (1992) pointed out that one of the main problems that translators often face is the lack of equality or inequality. Baker noted that in some cases it is difficult for translators to assign the TL equivalent to the terminology of the SL because both languages are not the same. Because translation occurs culturally and linguistically between two different languages, translators often encounter problems related to lack of parity.

Translation from one language to another often results in errors and incorrect connections to the original text. Errors are usually caused by the transfer of languages that receive semantic correspondence between two languages (Wallmach and Kruger, 1999). Language transfer causes negative translation effects by introducing language structures for TL readers that are either unknown or lacking. For instance, when translators translate into Arabic the English STs, they may encounter linguistic and cultural difficulties that would undermine their work or influence the readers' response to the TL.

In some cases, the difficulty is mainly related to the differences between the Arab and Western political systems. That is the cultural gaps between English and Arabic, which complicate the process of rendition of English political culture into Arabic. Schäffner and Wiesemann (2001) argues that political texts, including political speeches, tend to be quite cultural bound, meaning that they tend to possess many cultural-specific references which make the task of the translator complex as the translator needs to be bicultural as he is already bilingual.

Translators who endeavor to translate political texts should be familiar with both the SL and the TL, as well as with the subject itself, to perform the translation process successfully. Without these requirements, the texts handled would be rendered inappropriately. Translations must

also render the meaning of words and expressions adequately from the SL, without losing any of their cultural connotations. Newmark (1988) discusses the problems in translating political texts in the light of differences of cultural terms between the SL and the TL, which can be solved by replacing a cultural word in the ST by equivalent one in the TT. He also introduces (1988, p.136) a term he called "Cultural Word" where the readership cannot easily understand, and the strategies of translation for this kind of concepts depend on the particular text-type, requirements of the readership, and the importance of the cultural word in the text. So the most conspicuous aspect of translation, what having to do with specialized terms, is one of the main causes that have seemingly led to its relegation to a status of "low-grade translating" (Postolea, 2016, p.56).

## 5. Terminology

Having a clear understanding of the ST terminology, helps to produce more accurate translation. Terms are the common means of communication in any specialized domain. They are the backbone of any scientific writing and a significant criterion that distinguishes scientific texts from the rest of writings. They are the mainstay of the transfer of scientific concepts without any ambiguity. Being clear, precise and concise are the main features that make specialized terms much more pertinent. For this reason, translation practitioners are required to have a concrete idea about main concepts and terminology of their training field. Nowadays, every domain has series of specialized dictionaries which are available either as printed or digital format. Online bilingual or multilingual dictionaries and encyclopedias; in addition to different glossaries that explains the theoretical and applied aspects of any given specialized field, are also available and used when needed.

According to Popovič (2001), we can distinguish the level of terminology within the three levels of the specialized text: (a) the level of a general language, including grammar and syntactical structures, (b) the level of terminology which includes specialized vocabulary and phrases of the branch, (c) the level of formal or scientific language which includes syntactical structures. Of utmost significance, terminology is a key component of specialized texts. In case the exact equivalence does not exist in the target language, the translator can provide explanations instead of terminology.

In fact, many scholars seem to believe that translating specialized terminological units is basically a straightforward, almost automatic process, which requires nothing more than matching the terms in the ST with their dictionary equivalent in the TL. As stated "in translation, it is

specialized terms that pose fewer problems to the translator, and, moreover, they are often documented in specialized dictionaries, glossaries or scientific and technical texts, and they can even be standardized" by Gómez González-Jover (2007) cited in Postolea (2016, p. 56). However, any translator with some practical experience in specialized contexts knows this is far from the truth. In fact, dealing with terminology in specialized translation is quite often a challenging task and may require much more effort and creativity from the translators' parts. They are often prey of mistranslation.

## 6. Translating a Political Text

Political text is an advanced type with high political sensitivity; it has a strong policy orientation focusing on imparting a country's political views to the world (Mingxing, 2012). As a result, political translation has a very low tolerance towards mistakes, even minor ones, because the results could be catastrophic and affect international relationships if a political message were wrongly translated. A clear example of this is, as discussed by Holland (2013, p.333), in 2006 CNN was banned from reporting in Iran after broadcasting a news conference by the Iranian president at that time, in which his assertion (in Farsi) that Iran had "… a right to use nuclear technology" was mistranslated into English as "… a right to use nuclear weapons."

### 6.1. Translation and Political language

The discourse of a political text is expressed as a professional language. Political language includes topics related to political texts/speeches, political programs, political agreements, public relations, protocols, official events, ceremonies, historical and societal phenomena as well as treaties among others. Many obstacles and issues are expected to emerge in the translation of these. The political text, as one of these, is difficult to translate because it is not delivered for foreign audiences ; and in some cases, this is due to the fact that the act of translation is not able to produce parallel texts that are identical in meaning, or their political and historical effect (Sárosi-Mardirosz, 2014).

Endeavors should be done to find actual solutions to produce accurate translations that require clarity and accuracy. Any little mistake may be costly and may lead to huge consequences. Therefore, a good translator is the one who shun errors of usage that may obscure the meaning. Tytler (1978) admitted that 'good translation' is defined as the transfer of the same communicative value of the ST to the TT, with the same effect, as if the text is originally written in the target language. He added:

> *"I would, therefore, describe a good translation to be that in which the merit of the original work is so completely transfused into another language, as to be as distinctly apprehended, and as strongly felt, by the native of the country to which that language belongs, as it is by those who speak the language of the original work ".*

<div align="right">(p.15)</div>

Having a problem with the specific terms is not an easy task as it may be possible to choose another language or it may not be possible to show an existing expression. In the same context, Newmark (1991) argues that politics is the most universal aspect of human activity and it often reflects on the language and appears in 'powerful emotive terms or important jargon'. Therefore, it is important to give translators a current source language as it has become a coherent tool of political communication. The political style consists of related texts, so it is important to pay attention to the consistency of these texts in translation. Besides, political words cannot be analyzed by one, all words and speeches must be taken into account when analyzing them. Newmark (ibid) focuses on the vocabulary aspect and provides a holistic approach to translating political language.

Reading political texts repeatedly creates new interpretations. To effectively address these texts in translation, the meaning of the original text must be translated so that the target phrase has the same effect on the target text used as the source language (Nida, 1964). To do this, translators need to understand not only the meaning of words but also their political or historical influence. It is not easy for translators to define certain terms, as they may have different language choices or may not be aware of current expression in political texts. The main reason for this kind of choice is that the semantic value of a political word is more than that of a regular word. Also, in some languages, some political elements may not be lexical.  For Ardelean (2008), the existence of this lexicon makes the SL subject of political discourse more indirect and difficult to grasp the meaning of the idea because of its literacy and inability to use vocabulary and context. Furthermore, Additional restrictions lead to the translation of political discourse from long sentences (SárosI-Márdirosz, 2014).

The case of translation of valuable sources of modern knowledge in all fields of inquiry from English into another language, say Arabic and vice versa, is considered as a pressing task that needs to be seriously addressed. Based on this view, some Arab bilingual educators like Al-Jarf (2008) argue that Arabic is facing a serious threat by the dominance

of English at higher education institutions in Arab world. Hence, they suggest that university students' "ability to translate Arabic technical terms need to be developed" (p. 207).

Translating political terms, texts and speeches is not error free. This is attributed to the students' lack of background of the political concepts; many of the political elements are not lexicalized in Arabic; the students' lack of knowledge of translation strategies; the SL items of political culture are more implicit; the students' poor reading skills; and inability to use the context to recognize the meaning of the concepts. All these induced the students to deviate from the real meanings and to commit errors.

### 6.2. Types of Errors
### 6.2.1. Omission

Omission is one of the most common problems in translating. The students relied heavily on omission to solve the translation problem. Omission here means leaving parts of the whole items or sections because of comprehension problems to make the meaning acceptable. The students' use of the dictionary might facilitate to some extent the task in translating the political concepts. However, if they keep on omitting, this means that they did not really comprehend the meaning of such concepts. The table below is one example of the omission error.

**Table1: The Students' Errors of Omission**

|     | The item        | The Error        | Model of Translation      |
| --- | --------------- | ---------------- | ------------------------- |
| 1.  | Chancellor      | وزير             | وزير المالية              |
| 2.  | Shadow minister | وزير             | وزير الحزب المعارض        |
| 3.  | Shadow cabinet  | مجلس الوزراء     | مجلس حكومة المعارضة       |
| 4.  | MP              | عضو              | عضو البرلمان              |

**Source:** Reprinted from "The Arab translation students' hindrances in translating political culture from English into Arabic" by M. A. Qassem, (p. 248), 2014, *Arab World English Journal (AWEJ), 5 (4)*, 240-253. https://awej.org/

### 6.2.2. Deviation

Deviation means that the students' translations did not have any relation with the SL meaning. This is because their procedure in solving translation problem is not correct. Table (3) shows the error.

**Table2: The Students' Error of Deviation**

| The excerpt           | The Error             | Model of Translation        |
| --------------------- | --------------------- | --------------------------- |
| Tension has been fed  | ان ما يساعد الاحتقان  | لقد غذى الاستعمار التوتر    |

| by colonialism | في المنطقة هو الاستعمار |
|---|---|

**Source:** Reorganized from "Analysis of political language and translation: A case study of Obama's two political speeches (in Cairo 2009 and in Jerusalem 2013)" by   O. S. M. Abdel-Hadi, 2015, (Doctoral dissertation). https://repository.najah.edu/handle/20.500. 11888/6543.

### 6.2.3. Wrong Selection

The problem with this type of error is the wrong selection of the TL items that result in ambiguity and falsification and mistranslation. This kind of problem that encounters the students in translating is that some of the terms are not lexicalized in Arabic. Some students had problems in selecting the appropriate TL item that already exists in their minds. Furthermore, when they use dictionaries or an electronic database, they could not select the right translation from the entries list of meanings for one item. This shows that they could not make a good use of the context because of poor reading skills as in the case of 'chancellor'. The other problems in errors of selection are the choice of TL items that are not clear for the TL readership and are not used in Arabic as in the case of ' Brexit '.

**Table3: The Students' Error of Selection**

| The excerpt | The Error | Model of Translation |
|---|---|---|
| Chancellor warns Brexit uncertainty leaves UK facing debts | المستشار يحذر بريكسيت من عدم اليقين يجعل المملكة المتحدة تواجه ديونا | وزير المالية يحذرانه عدم اليقين بشان خروج بريطانيا من الاتحاد الاوروبي يجعل المملكة المتحدة تواجه ديونا |

**Source:** An extract from: http://news.sky.com/story/chancellor-warns-brexit-uncertainty-leaves-uk-facing-eye-watering-debt-10664912.

The prominent error in translating the political terms, namely, 'chancellor' and 'Brexit' is the incorrect selection of the TL items- "المستشار" and "بريكسيت". However, in this context, they should be rendered as "وزير المالية" and "خروج بريطانيا من الاتخاد الاوروبي".

### 6.2.4. Avoidance

Avoidance means that the students leave the item or utterance totally without translation. It is an error that is difficult to analyze. This type of errors shows that the students could not use a dictionary or guessing to translate the SL items into Arabic. The main problem that

induced the students to leave political terms, expressions or texts without translation is non-existence of comprehension.

So as to lead students to the right path to solve these common problems, some pedagogical inputs should be borne in minds. The first of which is the differences between the specific language and literary one. University instructors have to beware their students of the main differences. To highlight this, an excerpt of some of the political language expressions like the image of ISIS (Islamic State of Iraq and Syria) that has roots between people for a long time and that needs to be deracinated radically will be twofold translated, inadequately and adequately. The table below carries examples:

**Table4: Language Translation Differenc*e***

| Literary language (Inadequate Translation) | Specific language (adequate Translation) |
|---|---|
| 1. And over the past year, we've seen that when we have an effective partner on the ground, **ISIL can be pushed back**. The inadequate translations of the bold expression can be:<br><br>سيتم دعم داعش ثانية (1<br>ان داعش يمكنها العودة مجددا (2 | 1. And over the past year, we've seen that when we have an effective partner on the ground, **ISIL can be pushed back**. The proposed adequate translations of the bold expression can be:<br><br>يمكننا هزيمة داعش (1<br>يمكننا صد داعش (2<br>من الممكن اجبار داعش على التراجع و الاستسلام (3 |
| **2.** In many places in Syria and Iraq, including urban areas, it is dug among innocent civilian populations. **It will take time to root them out.**<br>The inadequate translations of the last sentence can be :<br>سنحتاج وقتا كافيا لنفيهم/لتهجيرهم (1<br>سياخذ الكشف عنهم وقتا طويلا (2<br>سنستغرق وقتا للقبض عليهم (3 | 2. In many places in Syria and Iraq, including urban areas, it is dug among innocent civilian populations. **It will take time to root them out.**<br>The adequate translations of the last sentence can be :<br>سيستغرق استاصالهم وقتا طويلا (1<br>سنحتاج وقتا طويلا لاجتثاثهم (2 |

**Source:** Exemplified from "The Translatability of Metaphor in Political Speeches from English into Arabic" by A. I. Al-Zou'bi, & M. Kanakri, 2020, (Doctoral dissertation, Doctoral dissertation, Yarmouk University. https://ijllnet.com/journals/Vol_7_No_3_September_ 2020/7.pdf

Then, there is the familiar argument that learners need to get into the habit of 'thinking in the target language'. They will not be efficient comprehenders and users of English if they operate always via an extra step of translating into their first language or checking dictionaries whether they are monolingual, bilingual or multilingual. Having a list of vocabulary is not enough to understand the tackled text, so which use of dictionaries is likely to encourage. There is some learning research that bears on this. For instance Ahmed (1989), in a large survey of vocabulary learning strategies by learners of English in Khartoum, identified two kinds of unsuccessful learner. The characteristic of the lower level group was hardly to use any leaning strategies at all, including never using any sort of dictionary. Another way of being unsuccessful, which characterized some of the university level learners in the study, was the use of bilingual dictionaries. The more successful learners at that higher level had gone on from using trilingual dictionaries to using monolingual ones, and made some use of information in such dictionaries beyond just the definitions (Scholfield, 2005).

For translation to be an effective method in the ESP classroom, the classroom should be monolingual (Simões, Guincho and Magalhães (2013). Therefore, the use of a bilingual or a multilingual dictionary when translating should not be accepted as an authority. Unlike monolingual dictionaries, bilingual and multilingual dictionaries could offer a number of synonyms out of their context. The translated text has to be accurate and coherent. Hence, seeking translation from a monolingual dictionary would be highly helpful and useful to avoid any doubt. An old argument against the use of bilingual dictionaries is that they do not help learners to think in the TL, or they tend to foster a tendency to always understand its words by translating them into the SL (Stein 1989). They can provide more than one equivalent for an apparently corresponding word, which might cause translation problems. Stein recommends the learner's monolingual dictionary for intermediate-level students. It could be inferred that the monolingual dictionary should be recommended for advanced learners.

Thirdly, university syllabus designers (translation course designers in particular) should be aware of the significance of translation and hold the responsibility of injecting the curriculum of the courses with important issues like the visibility of the practitioners with particular reference political contexts. On their side, students should enrich their knowledge about the terms and phrases through extensive readings and analysis so that they avoid any mistranslations that could be offensive to the TT and its culture as well as their own attitudes and perspectives.

Students' errors can help the teachers to choose translation materials bearing in mind such errors, which are expected to help them to avoid future ones. Errors tend to be problematic and identifying the problematic areas in translating is the first step towards the solution of translation problems. Students must be trained in accredited translation method so that they can become familiar with the main features of political expressions and terminology. Training is a key factor in producing effective translation which achieves the objective of political language. Within training, students' skills should also be developed rather than knowledge about English. The most important thing is the nature of situations and the needs behind the curriculum going to be implemented. In other words, curriculum objectives should be reflected in the skills and competence model.

## 7. Conclusion

Translation has always been a complicated task when it comes to the transferring of meaning from the ST into the TT of two languages belonging to different origins. Richards (1953, p.l3) remarks, "Translation probably is the most complex type of event yet produced in the evolution of the cosmos". It is quite clear that translating from one language to another necessitates huge bilingual expertise. Translation programmes have become a common feature of universities. Therefore, the charge of translation becomes a must although its challenges is in no way an easy task. Political language is hard to translate and it can sometimes be included in the category of untranslatable text. Thus parallel texts that are identical in meaning cannot always be fully produced. The main task is to create a text that will transmit the core of the message included in the ST. For such, some pedagogical inputs should be taken into consideration. First, translation with political items should be specific not literal. The literal translation is a bad practice, specially between the languages of distant sources like Arabic and English. Notably, literal translation often falters. Second, dictionaries can help learners to understand the text and learn the vocabulary (Nation, 2001). However, it should be cautioned here that we do not restrict the use of dictionaries as belonging only to the word. Rather we do this to refer to the type of dictionary the learners should use because most of the time it leads to literal meaning. Having the latter from a bilingual dictionary with two different languages may lead to a loss. Furthermore, academic community should activate its role by adding more training courses on translation in political major and thus encourage students to follow and practice to achieve a high level of proficiency.

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