

The Importance of developing strategic competence as a professional quality in the training of translators

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Abstract:

Due to the advantages associated with using parallel corpora during translation training, there has been a progressive increase in their use over the past ten years. This essay intends to demonstrate how a corpus tool can be effectively incorporated into the training of future translators. It also looks into how using the corpus tool might help student translators become more proficient. In order to uncover lexical and grammatical faults, the research examines the translations created by two groups of students enrolled in the Translation II course. The corpus tool was only available to one of the groups. The results show intriguing differences between the two groups' abilities, pointing to observable advancements in the corpus-using group's translating abilities.

Keywords: (Competence, lexical, grammatical, collocation).

أهمية تطوير الكفاءة الإستراتيجية كجودة مهنية في تدريب المترجمين

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المخلص:

نظراً للمزايا المرتبطة باستخدام أعضاء هيئة التدريس الموازية أثناء التدريب على الترجمة ، فقد كانت هناك زيادة تدريجية في استخدامها على مدار السنوات العشر الماضية. يهدف هذا المقال إلى توضيح كيف يمكن دمج أداة المجموعة بشكل فعال في تدريب المترجمين المستقبلين. كما أنه يبحث في كيفية استخدام أداة المدونة يمكن أن يساعد المترجمين الطلاب على أن يصبحوا أكثر كفاءة. من أجل الكشف عن الأخطاء المعجمية والنحوية ، يفحص البحث الترجمات التي أنشأتها مجموعتان من الطلاب المسجلين في دورة الترجمة ٢. كانت أداة المجموعة متاحة فقط لواحدة من المجموعات. تظهر النتائج اختلافات مثيرة للاهتمام بين قدرات المجموعتين ، مشيرة إلى التطورات الملحوظة في قدرات الترجمة للمجموعة التي تستخدم المجموعة. الكلمات المفتاحية: (الكفاءة ، المعجمية ، النحوية ، التجميع).

1. Introduction

In translation research, the utilization of translated text corpora has grown. To study translation behavior, scholars like Baker (1995 and 1999), Laviosa (2002 and 2012), and Rabadán et al. (2009) used corpora. Parallel corpora, which include both the original texts and their translations, have proven to be effective in the classroom in helping students better grasp the techniques used by professional translators (Pearson, 2003). The term "translator competence" refers to a range of professional, linguistic, cultural, technological, and other knowledge and skills. According to Bell (1991), communicative knowledge is comprised of decoding and encoding abilities (communicative knowledge), which entail grammar, sociolinguistics, and discourse, as well as knowledge of text kinds, subject matter familiarity, contrastive knowledge, and topic-area knowledge. The basic system of knowledge, aptitudes, and abilities necessary for translation, according to PACTE (2005; Melis and Hurtado Albir, 2001), is defined by researchers who are examining the acquisition of translation competence. The extensive, research-based PACTE model of translation competence, which includes the following abilities, is illustrated in Figure 1.1.

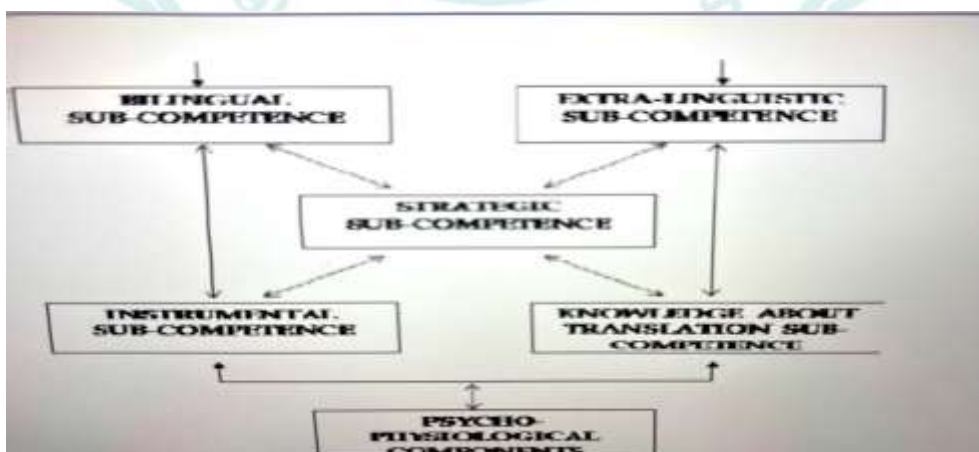


Figure (1.1)

Bilingual sub-competence: In the working languages of the translator, this relates to their understanding of pragmatic, sociolinguistic, textual, and lexical-grammatical characteristics.

Extralinguistic sub-competence: This requires knowledge that goes beyond language proficiency and includes encyclopedic, thematic, and bicultural understanding.

Translation sub-competence: Understanding the guiding principles of translation as well as having a working grasp of different levels of translation theory, methodologies, and approaches are required for this.

Instrumental-professional sub-competence: This includes expertise with reference materials, dictionaries, and information technology tools of the trade used expressly for translation.

Strategic competence: This relates to the capacity to combine the other sub-competencies as necessary for each translation work in order to make informed decisions and select appropriate processes to effectively address particular translation challenges.

Psycho-physiological components: This comprises the ability to use a variety of psychomotor, cognitive, and attitudinal tools including reading and writing skills while translating (PACTE, 2005:611 and 2011:4-5)

A number of research have investigated the use of corpora in classroom instruction (Coffey, 2002; Pearson, 2003; Olohan, 2004; Rabadan et al., 2009). Incorporating corpora of translated texts as a method for examining student behavior has emerged as a quickly developing trend in translation research (Laviosa, 2002 and 2012). Parallel corpora, which are collections of original texts and their translations, have proven to be effective in the classroom for enhancing students' comprehension of professional translation techniques (Pearson, 2003).

Additionally, as Coffey (2002) noted, translation instructors might use corpora to develop teaching and assessment tools. According to Pearson (2003), the source language corpora or the source language portion of parallel corpora can be used to generate translation assignments or tasks for students. This allows academics to contrast student work with that of skilled professionals and allows students to concentrate on techniques used by qualified translators (Pearson, 2003).

The objective of translator education, according to Fawcett (1987), is to provide students with transferable skills that can be used with any kind of text, and corpus-based instruction can help students develop these skills. Students study corpora, corpus analysis software, and translation applications in a corpus-based translation course. With this information, individuals can gather and use corpora for diverse text kinds they might come across in the future.

The use of translation corpora to identify translational equivalents aids in the creation of translated writings that show the target language's naturalness (Dash and Basu, 2010). The usage of electronic corpora has beneficial effects for translation instruction, according to recent studies (Rabadán et al., 2009; Rodriguez-Inés, 2013). Examples of contextualized translations are provided by these corpora, which are essential for making translation decisions. For making tactical selections and lexical decisions, they offer a strong framework. Additionally, because corpora can be searched, students can find any relevant patterns that will help them with their translations, such as collocation patterns, idioms, or other relevant patterns (Bowker, 2000; Dash and Basu, 2010; Rodriguez-Inés, 2013).

Students become aware of potential translation issues and the approaches that might be taken to address them by examining and evaluating lexical and grammatical structures in the corpus. Once they have successfully addressed one set of translation challenges, they can then apply similar techniques to other texts they come across (Gonzalez Davies and Scott-Tennent, 2001 and 2004). This method of translation, sometimes known as "blended learning," mixes classroom activities with technological assistance to improve student comprehension, reflection, and involvement (Galan-Manas, 2011:414).

Without a doubt, conventional translation aids like dictionaries available in both paper and digital formats are helpful. They do have certain

restrictions, though. Krings (1986:270) found that many student subjects would turn to dictionaries right away when confronted with unknown lexical items. Unfortunately, regular dictionary checks by student translators do not always result in efficient solutions, as shown by research findings (Ronowicz and Imanishi, 2003).

According to various academics (Adab, 2000; Galan Malanas, 2011; Krajsco, 2011), assessing the target text as a result of the translation process becomes an important question when it comes to establishing translation competence. It is noted that those who educate or train students in translation should not force their personal views on them, but should instead coordinate the review of submitted translations, giving preference to the translations that are most appropriately contextualized. Furthermore, when confronting translation issues and finding solutions, student translators should be aware of their own approaches and choices. Studies (Adab, 2000) have shown that these evaluations or assessments serve both a diagnostic function, determining levels of intercultural awareness, and a formative function, providing new ideas for translation training, evaluating language proficiency (typically L2, L3), determining levels of intercultural awareness, and identifying levels and types of translation competence.

This study's two main goals are to (a) determine whether exposing student translators to corpora aids in the development of their translation proficiency, and (b) determine the extent to which an electronic parallel corpus proves helpful for students in their translation tasks and its impact on lowering the number of translation errors.

2. Methodology

The research was conducted in the second semester of the 2022–2023 school year. Ten University of Baghdad fourth-year English language majors taking Translation II were the study's subjects. The prerequisite course, Translation I, had already been successfully completed by all of the students. The pupils were split into two portions, Group 1 and Group 2, each section having five students.

A variety of Arabic sentences of various lengths were given to translate for the ten students in each group. Every two weeks, the students had to present their translations in class using the source materials as their assigned translation jobs. Traditional translation training was given to both groups,

with the goal of improving each group's translation abilities through both theoretical education and hands-on practice. The course was designed to help the students become more fluent in two languages as well as other languages and other extralinguistic skills. Group 1 was chosen to be the experimental group and was provided access to a searchable parallel corpus tool in addition to other translation tools like dictionaries and encyclopedias. Group 2, the control group, received access to all of the translation tools available to Group 1 but being excluded from the searchable corpus tool.

Careful consideration went into choosing the texts for the translation assignments, making sure that each one provided difficulties in a variety of lexical and grammatical areas. The researchers closely examined the many translation issues and the solutions put up to address them (Baker, 1992), which the students in the Translation II course in-depth explored. Both sets of students also participated in in-class instruction and practice sessions to learn how to recognize contextual cues that would reveal the intended meaning of the lexical elements they would be translating for their tasks. The 100 argumentative English source texts and 100 Arabic target texts that made up the parallel searchable corpus tool used in the translation education courses were taken from published newspaper article translations done by experienced translators.

The student translators had the chance to examine the frequency, contextual meanings, and syntactic patterns of a particular lexical item or grammatical structure as it appeared in various texts (Al-Sulaiti and Atwell, 2006). They concentrated on finding similarities between the texts they were translating and the parallel texts they looked for during their translation assignments in class. In this study, only lexical and grammatical faults were considered for evaluating translation errors. At this point in their development as translators, it has been noted (Bell, 1991; Ronowicz, 2003, 2009) that student translators prefer to deal with short language units at the phrase level. When evaluating lexical choices, Zughoul (1991) noted that both wrong choices that resulted in distortion and choices that were regarded inappropriate despite not being objectively inaccurate were taken into account. Analysis of the examples revealed that, in some instances, the faulty expression was the only part of the sentence or text that had a degree of distortion.

Synonyms, collocations, compounds, and idioms were the most often found lexical mistake types in the student translations. According to Shakir and Shedifat (1999), a student's ability to translate was determined by whether or not translated collocations were appropriate or improper. This study's first form of lexical error focused on the improper choice of synonyms, which took regional variation, connotative assessment, various designations, figurative use, stylistic variance, and collocational range into account (Abu-Ssaydeh, 2001).

Collocation mistakes were the second category of error. According to Rashi (2005), one way to judge a translator's proficiency in translating is by looking at how well they accomplish collocations. The identification of collocations in the source text should be done at the same time as the identification of challenging words (Brashi, 2005). According to Lennon (1990), mistakes in verb, noun, adjective, and adverb choice were all included in errors linked to collocation inappropriateness. Compounds, which require combining numerous words to express a single meaning, were the third kind of lexical error that was explored (Bloch, 1986; Holes, 2004; Ryding, 2005). Compounds may be treated in a variety of ways, including by being combined into a single word, being kept apart with a hyphen, or remaining distinct. Translators frequently make mistakes while dealing with string compounds or noun formations, known as "idafaa" in Arabic (Emery, 1989). Idiomatic expressions, which are difficult for novice translators to understand since their meaning cannot be inferred from their component parts and they are frequently culturally specific, made up the final category of lexical errors that were evaluated (Newmark, 1982; Hawas, 1991; Abu-Ssaydeh, 2004).

According to certain criteria, including misuse, omission, addition, incorrect choice, and misplacement, grammatical faults in this study were evaluated and examined (Al-Kenai, 1985; Farghal and Al-Shorafat, 1996; Waddington, 2001; Al Ghussain, 2003; Deeb, 2005). Prepositions, agreement, and word order were the three main categories of grammatical errors that the study concentrated on. Prepositions have repeatedly been noted as an area where student translators struggle and frequently make mistakes (Zughoul, 1979; Hamdallah and Tushyeh, 1993). The information gathered for this study showed that grammatical mistakes can also arise in

other areas, including tense, passive voice, pronouns, word structure, case endings, and others. However, this study's analysis paid particular attention to the most common grammatical category connected to translation problems. For instance, the quantity and gender of the agreement errors evaluated in this study. The three number forms in standard Arabic are solitary, dual, and plural. According to variants based on animacy, humanity, singularity, duality, plurality, and marking, nouns in Standard Arabic can be either masculine or feminine (AL-Jarf, 2000). Translators who are not diligent may make mistakes due to the discrepancies in gender marking between the two languages (Shunnaq, 1993:98). The wrong word order was the last category of grammatical mistakes that were examined. There are mistakes made in sentence formation and ambiguity is introduced when words' functions are unclear. As a result, syntactic knowledge is seen as one of the sub-competencies required for translators, or a requirement for translation (Homeidi, 2000). The study's outcomes and conclusions are presented in the section that follows.

3. Results and findings

The findings indicate that Group 1 had a total of 41 errors in their translations, combining both lexical and grammatical errors, while Group 2 had a total of 24 errors. The distribution of these translation errors is presented in the following Table 3.1:

Table 3.1 Number of Translation errors

Translation Error	Total in Raw Numbers	
	Group 1	Group 2
Lexical Choice Errors		
Synonyms	10	6
Collocations	6	4
Grammatical Errors		
Prepositions	8	3
Agreement	9	5
Word Order	8	6

Table 3.2 Percentage of Errors in Group 1

Translation Error	Percentage %
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Lexical Choice Errors	
Synonyms	24,39%
Collocations	14,63
Grammatical Errors	
Prepositions	19,51%
Agreement	21,95%
Word Order	19,51

Table 3.3 Percentage of Errors in Group 2

Translation Error	Percentage %
Lexical Choice Errors	
Synonyms	25%
Collocations	16,66%
Grammatical Errors	
Prepositions	12,5%
Agreement	20,83%
Word Order	25%

3.1 Lexical Errors

Student translators often face challenges in making appropriate lexical choices when translating from Arabic to English due to several reasons:

Linguistic Differences: Arabic and English are linguistically distinct languages with differences in vocabulary, idiomatic expressions, collocations, and word order. Translating accurately requires understanding the nuances and cultural connotations of words and phrases in both languages.

Limited Vocabulary: Student translators may have a limited vocabulary in either the source language (Arabic) or the target language (English), which can hinder their ability to find the most suitable equivalent words or expressions. This limitation can lead to inaccurate or inappropriate lexical choices.

Cultural Context: Arabic and English belong to different cultural contexts, and certain terms, idioms, or cultural references may not have direct equivalents in the target language. Translating culturally specific concepts accurately poses a challenge for student translators.

Idiomatic Expressions: Idioms are phrases with figurative meanings that cannot be understood by interpreting the individual words. Translating idiomatic expressions from Arabic to English (or vice versa) requires a deep understanding of both languages' idiomatic expressions, cultural references, and their corresponding equivalents.

Collocations: Collocations are word combinations that frequently occur together and have established meanings. Student translators may struggle with identifying and using appropriate collocations in the target language, resulting in inaccurate or unnatural translations.

Technical Terminology: Translating technical texts or specialized domains requires proficiency in specific terminology. Lack of knowledge in specialized vocabulary can lead to errors or incorrect translations in technical or specialized fields.

Ambiguity: Arabic sentences sometimes exhibit structural ambiguity, making it challenging to choose the correct English equivalent. Ambiguity in the source text can result in uncertainty and difficulties in finding the appropriate lexical choices.

Fluency and Language Proficiency: Student translators may still be developing their fluency and language proficiency in the target language (English), which can impact their ability to make accurate lexical choices. Insufficient language skills can result in errors and inappropriate word choices.

Overcoming these challenges requires continuous language learning, exposure to both languages' cultural aspects, and extensive practice in translation to develop a better understanding of the languages and their lexical nuances.

3.1.1 Synonyms

Student translators often face challenges in making appropriate lexical choices when translating from Arabic to English due to several reasons:

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Overcoming these challenges requires continuous language learning, exposure to both languages' cultural aspects, and extensive practice in translation to develop a better understanding of the languages and their lexical nuances.

Student translators may struggle when translating from Arabic to English due to synonyms for several reasons:

Nuances and Connotations: Arabic and English synonyms may have different nuances and connotations, making it challenging to find the exact equivalent in the target language. Words that appear similar may carry different shades of meaning or cultural associations, requiring careful consideration to choose the most appropriate synonym.

Cultural Differences: Synonyms can vary between languages due to cultural differences. Arabic and English have distinct cultural contexts, and certain words or expressions may not have direct equivalents. Student translators must navigate these cultural differences to find synonyms that convey the intended meaning accurately.

Language Structure: Arabic and English have different sentence structures and grammatical patterns. Synonyms that work well in one language may not fit naturally or idiomatically in the other language. This structural disparity can make it challenging to identify suitable synonyms during the translation process.

Contextual Ambiguity: Synonyms can introduce ambiguity if the context is not taken into account. Depending on the context, a specific synonym may be more appropriate than others. Student translators need to understand the contextual usage of synonyms to choose the most accurate translation.

Language Proficiency: Student translators may still be developing their language proficiency in the target language (English). Inadequate vocabulary or a limited understanding of synonyms can hinder their ability to find the most suitable equivalent. Lack of exposure to a wide range of synonyms can contribute to the struggle in choosing the right word.

To overcome these challenges, student translators should enhance their language skills, broaden their vocabulary, and deepen their understanding of the cultural nuances and connotations associated with synonyms in both Arabic and English. Continuous practice, exposure to diverse texts, and consultation with language resources (such as dictionaries and

corpora) can aid in developing proficiency in selecting appropriate synonyms during the translation process. Some of these examples were found in group 1, as in: Explosion trembles the capital (trembles instead of (shakes).

Another example of incorrectly translated heading in terms of synonyms is the translation of: انتخابات محافظة مثيرة للجدل
"Controversial elections of the province" (incorrect) - While "controversial" is a synonym for "muhawala" (مثيرة للجدل), the word "elections" does not accurately convey the meaning of "intikhabat" (انتخابات). A more accurate translation would be "controversial province elections" or "controversial elections in the province."

"Provocative province elections" (incorrect) - Although "provocative" is a synonym for "muhawala" (مثيرة), it does not capture the specific meaning of "muhawala l-jadal" (مثيرة للجدل), which refers to controversy or debate. A better translation would be "controversial province elections" or "contentious province elections."

"Contentious governorate elections" (incorrect) - While "contentious" is a synonym for "muhawala" (مثيرة للجدل), the word "governorate" does not accurately convey the meaning of "muhafaza" (محافظة). A more suitable translation would be "controversial province elections" or "controversial elections in the province." "Debatable elections of the governorate" (incorrect) - While "debatable" is a synonym for "muhawala" (مثيرة للجدل), the word "governorate" does not accurately convey the meaning of "muhafaza" (محافظة). A more accurate translation would be "controversial province elections" or "controversial elections in the province."

3.1.2 Collocations

The difference between "Explosion shocks the capital" and "Explosion shakes the capital" lies in the connotation and intensity of the impact caused by the explosion. Here's a breakdown of their meanings:

"Explosion shocks the capital": This phrase implies that the explosion has a profound and surprising effect on the capital city. The word "shocks" suggests a strong emotional or psychological response, indicating that the explosion has caused fear, panic, or a significant disturbance in the capital. It implies that the event is unexpected and has had a major impact on the city and its inhabitants.

"Explosion shakes the capital": In this case, the phrase suggests that the explosion has physically jolted or vibrated the capital city. The word "shakes" indicates a physical movement or trembling caused by the explosion. It implies that buildings, structures, and the environment in the capital have experienced a noticeable shaking or vibration due to the force of the explosion. This phrase focuses more on the physical impact rather than the emotional response.

The correct use of collocations is crucial in translation for several reasons:

Naturalness: Collocations are word combinations that are commonly used together by native speakers. Using appropriate collocations in translation ensures that the target text sounds natural and idiomatic. It helps capture the linguistic and cultural nuances of the target language, making the translation more authentic and fluent.

Meaning and Clarity: Collocations carry specific meanings that may differ from the sum of their individual words. Choosing the correct collocation ensures that the intended meaning of the source text is accurately conveyed in the translation. It helps avoid ambiguity and confusion that might arise from using incorrect or mismatched word combinations.

Cultural and Contextual Relevance: Collocations often have cultural and contextual associations. They reflect the preferences, customs, and habits of a particular language community. One example of collocation mistake is from group 1. Five students mistranslated translated the sentence

“Explosion shakes the capital”. Some mistranslations were "Explosion shocks the capital" and “Explosion rocks the capital”

The difference between "Explosion shocks the capital" and "Explosion shakes the capital" lies in the connotation and intensity of the impact caused by the explosion. Here's a breakdown of their meanings:

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"Explosion shakes the capital": In this case, the phrase suggests that the explosion has physically jolted or vibrated the capital city. The word "shakes" indicates a physical movement or trembling caused by the explosion. It implies that buildings, structures, and the environment in the capital have experienced a noticeable shaking or vibration due to the force of the explosion. This phrase focuses more on the physical impact rather than the emotional response.

In summary, "Explosion shocks the capital" emphasizes the emotional or psychological impact of the explosion, while "Explosion shakes the capital" emphasizes the physical movement or vibration caused by the explosion.

Moreover, the difference between "Explosion rocks the capital" and "Explosion shakes the capital" lies in the intensity and impact conveyed by the verbs "rocks" and "shakes."

"Explosion rocks the capital": This phrase suggests a more severe and powerful impact caused by the explosion. The word "rocks" implies a violent shaking or disturbance, indicating a significant level of destruction and upheaval. It conveys a sense of chaos and disruption caused by the explosion.

"Explosion shakes the capital": In this phrase, the word "shakes" implies a lesser degree of impact compared to "rocks." It suggests a shaking or trembling motion, indicating some level of disturbance but potentially less severe consequences. It conveys a sense of the capital being affected by the explosion but without the same level of intensity or widespread damage.

In terms of translation, the choice between "rocks" and "shakes" depends on the intended impact and the degree of intensity conveyed in the source text. Translating it accurately requires considering the context, the specific message being conveyed, and the desired effect on the target audience. Both options can be valid translations, but they may differ in the level of impact and intensity conveyed in the target language.

Furthermore, there were also four mistranslations تصادم سيارتين يسفر عن إصابات in terms of collocations:

"Collision of two cars results in hurts" (incorrect) - The collocation "results in" is not used correctly here. The correct collocation would be "results in injuries" or "results in casualties" to convey the intended meaning.

"Crash of two cars leads to wounds" (incorrect) - The collocation "leads to wounds" is not commonly used in English. It would be more appropriate to use "leads to injuries" or "leads to harm" to convey the meaning accurately.

"Confrontation of two cars causes damages" (incorrect) - The collocation "confrontation of two cars" is not commonly used in English to describe a collision. Instead, "collision of two cars" or "car crash" would be more appropriate. Additionally, using "causes damages" is not idiomatic. It would be more accurate to say "causes injuries" or "causes damage."

"Clash of two cars results in harm" (incorrect) - The collocation "clash of two cars" does not accurately convey the meaning of a collision. It would be better to use "collision of two cars" or "car accident." Additionally, using "results in harm" is too general. It would be more specific to say "results in injuries" or "results in harm to individuals."

3.2 Grammatical Error

Based on the analysis presented in table 3.1, it can be observed that Group 2 exhibited significantly fewer grammatical errors (14) in their translations compared to Group 1 (25). Additionally, when considering the average number of errors related to prepositions, agreement, and word order, there is a noticeable difference between the two groups.

3.2.1 Prepositions

Based on the information depicted in figure 3.1, it is apparent that Group 1 had an average of 6 errors in the translation of prepositions, whereas Group 2 had 3 errors. The study revealed a clear tendency among students in Group 1 to utilize literal translations, resulting in the incorrect selection of prepositions. Additionally, instances of omission and occasional unnecessary repetition were also observed.

Some examples are: I enjoy reading at the garden, I enjoy reading on the garden. The sentences "I enjoy reading at the garden," "I enjoy reading on the garden," and "I enjoy reading in the garden" have slightly different meanings due to the use of different prepositions.

"I enjoy reading at the garden" suggests that the person enjoys reading in the general vicinity or location where the garden is situated. It implies that they might be near or close to the garden while reading, but not necessarily inside it.

"I enjoy reading on the garden" is not a natural or common phrase in English. It implies that the person is physically on top of the garden while reading, which is unlikely and doesn't convey a clear meaning.

"I enjoy reading in the garden" indicates that the person finds pleasure in reading while being inside the garden. It suggests that they are surrounded by the garden's environment and likely seated or positioned within it.

The impact of using incorrect prepositions on the meaning of a sentence in translation is that it can significantly alter the intended message. Prepositions play a crucial role in indicating location, direction, time, and

other relationships between words in a sentence. Choosing the wrong preposition can lead to confusion, ambiguity, or a distorted meaning in the target language. It is essential for translators to accurately convey the intended spatial relationships or other contextual nuances by using the appropriate prepositions in translation.

3.2.3 Agreement

The difficulty of establishing agreement in Arabic has been observed, leading to 9 translation errors in Group 1 and 5 errors in Group 2. The findings indicate that the majority of these errors stem from the lack of agreement between a numeral or numerical phrase and the main noun. In Arabic grammar, the general rule dictates that an indefinite countable noun necessitates reverse number and gender agreement. Consequently, this highlights gaps in the bilingual competence of the students.

Here are some mistranslations of the sentence "زيادة كبيرة في أسعار الوقود" (A significant increase in fuel prices) in terms of grammatical agreement:

1. "A significant increase in fuel price" (missing plural agreement with "prices").
2. "A significantly increase in fuel prices" (incorrect adverb form with "increase").
3. "A significant increase in fuels prices" (incorrect plural form of "fuel").
4. "A significantly increase in fuel price" (incorrect adverb form with "increase" and missing plural agreement with "prices").

These mistranslations demonstrate errors in grammatical agreement between nouns and modifiers, such as adjectives and articles. It is important to ensure that the agreement in number, gender, and case is maintained correctly in translation to accurately convey the intended meaning of the source sentence.

3.2.3 Word Order

The findings indicate that Group 1 had a higher total number of word order errors in their translations (6 errors) compared to Group 2, which had fewer errors (8 errors). Figure 3.1 above presents the average number of word order errors in Group 2, showing a higher level of bilingual and translational competence compared to Group 1. The results also highlight the prevalent use of literal translation, where the word order of the source text is directly transferred to the translation.

Some mistranslations of "اعتقال الشرطة للمشتبه به في الهجوم الإرهابي" in terms of grammatical word order could include:

- 1."The police arrest of the suspect in the terrorist attack"
- 2."Arrest the police of the suspect in the terrorist attack"
- 3."The suspect arrest by the police in the terrorist attack"
4. "The police arrest the suspect in the terrorist attack"

These translations demonstrate incorrect word order, which results in a deviation from the standard English sentence structure.

4. Discussion

The results of the investigation show that Group 2 students compared to Group 1 had less lexical and grammatical errors. This distinction can be due to the corpus tool's abundance of contextualized examples, which helped Group 1 translate equivalents correctly and properly with fewer errors. As shown in Figure 3.1, Group 1 produced an average of 10 lexical errors per paragraph, which is much more than Group 2's average of 6 errors. The outcomes also show that the use of corpus analysis helped Group 2 student translators locate diverse linguistic data required for their translation projects.

Words, terms, compounds, phrases, idioms, and linguistic pattern constructions that are similar in form, meaning, and usage between the source texts and the target texts were included as instances of "strong matching" lexical items in the corpus tool (Galan-Manas 2011). Additionally, the corpus contained instances of "approximate matching," where items with comparable meanings but various usages and forms were found (Dash and Basu 2010). The combined use of the corpus tool and conventional teaching techniques in Translation Course II is thought to have improved the translators in Group 2's ability to translate, as shown by the decline in the number of translation errors. It is significant to note that during the course of the semester, the researchers noticed a steady development in Group 2's translation abilities across the seven translation assignments. They made more development than Group 1 in their comprehension of translation practices, especially those used by professionals and demonstrated in the corpus tool.

The study's findings show that the bulk of lexical mistakes in the translations of Groups 1 and 2 were the consequence of unsuitable and inaccurate equivalence decisions, primarily resulting from the literal transfer of meaning or the incorrect selection of available lexical possibilities. According to Al-Najjar (1984), Mouakket (1986), and Al-Zubi (2001), this suggests that student translators had trouble conceptualizing lexical items and comprehending their semantic boundaries and restrictions, such as synonyms, collocations, compounds, idioms, and terms specific to politics and cultures. Additionally, the errors discovered showed the translators' poor understanding of the source language rather than only being the result of a lack of equivalency in the target language, as in the case of lexical gaps. This might be caused by looking up the wrong words in bilingual dictionaries or by not knowing how to translate synonyms and collocations properly. The literal interpretation of terms based on dictionary meanings is also responsible for many lexical errors, as shown by mistakes in compound

translations. Some errors were also a result of the inappropriate or absurd choice of non-contextual elements.

Additionally, the results show that word-for-word translations of the meanings of idioms from the original language had an impact on translation errors. It is clear that the usage of bilingual dictionaries falls short in solving translators' production and comprehension problems. For instance, Abu-Ssaydeh (2006) evaluated Al-Mawrid (2000), a widely used bilingual English-Arabic dictionary, and discovered that just one phrase out of every one tested was included in the dictionary. Taking into account the foregoing, the results show that the main causes of lexical errors at the student translators' level were their lack of bilingual competence (including incorrect word choices, improper synonyms, and collocations) and lack of extra-linguistic competence (including idioms, political terms, culture-specific terms, etc.). The results of the study, however, provide credence to the claim that any deficits in these abilities can be filled by well-developed instrumental competence, such as the use of dictionaries and research from other available resources, including parallel corpora.

Now that we have reached grammatical errors, it is clear from the findings shown in Table 3.1 that Group 1 committed comparatively more grammatical mistakes than Group 2. Grammar mistakes in some of the target texts show that Group 1 was less aware of proper prepositional usage, agreement, and word order. This reduced readability. It was evident that the student translators' failure to use their knowledge of grammar in their work was the main cause of many of the grammatical problems. This illustrates the lack of bilingual proficiency among student translators or, in the words of Chomsky (1965), even if the proficiency existed in terms of a certain structure, it was not realized in the actual performance of producing an Arabic text that is grammatically correct. To put it another way, Shreve

(2002) found that the majority of translation mistakes were caused by a lack of procedural knowledge rather than a lack of declarative knowledge (knowing what). By contrasting and comparing the challenging structures they encountered, Group 2 made use of the corpus tool, which improved their procedural knowledge or instrumental competence.

So, according to the analysis's conclusions, there are at least three primary causes of grammatical errors: There are three main reasons why students translate English structures into Arabic incorrectly: 1) they forget the rules; 2) they are not aware of alternative ways to express English structures, so they translate them into Arabic in the same way they would in English (for example, word order); and 3) they are aware of Arabic grammar rules but fail to put them into practice when translating the structure. Due to lexical and grammatical issues, the researchers also noticed that student translators appeared to have trouble understanding the context of the source text (Ronowicz, 2003).

Last but not least, the results show that Group 2 made much less lexical mistakes (24 errors in total) than did Group 1 (41 errors in total), which can be attributed to gaps in their multilingual, extra-linguistic, and instrumental ability. The use of a corpus tool in this study did not result in the ideal development of student translation competence, but it did show that students' translation performance had improved, which helped to strengthen their translation sub-competency. Consequently, it may be inferred that the greater the quality of their translations improved, the more training strategies they developed in employing the corpus.

5. Conclusion and recommendations

In conclusion, this study has offered a useful strategy for boosting student translation proficiency through the incorporation of a corpus tool. The

translations of a group of students who used the corpus tool were assessed, and they were contrasted with translations from a group of students who did not use the tool. As seen by the lower percentage of lexical and grammatical errors discovered in Group 2's translations, the corpus tool proved to be helpful in fostering student translation proficiency. Other lexical and grammatical categories that were not particularly included in this study should be considered when examining students' translation performance. The lexical and grammatical categories that were found to be most often employed were the focus of the analysis.

The researchers advise using a survey to get student opinions on the applicability of the corpus tool. These results advocate for the use of "blended learning" (Galan-Manas, 2011) with other translation tools and provide more support for the idea. The corpus tool has been shown to be a useful tool for tackling translation issues, which is another reason why this study emphasizes the need of using it in translation teaching courses.

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