*Institute of Literature and Languages*
*Department of Foreign Languages*
*Branch: English*

# Strategies Used by Students in Translating Idioms from English to Arabic

## The case of master 1 EFL students at Mila University

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in

**Didactics of Foreign Languages**

**Presented by:**                                    **Supervisor:**
                                                      Dr. Yamina BENNANE

1) Nessrine AZIEZ
2) khaoula BELMAHBOUL

**Board of Examiners:**
Chairman: Dr. Amina AGGOUNE
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**Dedication**

Above all, I thank Allah (the Almighty) for giving me the strength and patience to undertake and complete this work.

I would like to dedicate this work

To my dearest parents: to my beloved mother **Kalthoum** and my dear father

**Abd-Elkader** for their, interest, love, passion and support.

To my lovely brothers: **Walid** (mon frère) and **Oussama**

To my lovely sister: **Dounya**

Special thanks to **Hicham** for his help

To all my friends without exceptions

**Nessrine**

Every challenging work needs self-efforts as well as guidance of elders especially those who were very close to our heart, those who help you and keep encourage you to complete working those who when you need them they will help you for free.

I would like to thank **Allah**, for letting me, helping and be with me when facing all the difficulties.

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<div align="right">

**Khaoula**

</div>

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**Abstract**

The present study which is made up of two chapters attempt to investigate the strategies used by Master one students when translating Idioms from English (target language) to Arabic (source language). In this work, we intended to shed light on the different strategies used by EFL Master one at Mila University in translating idioms, as well as the difficulties that may face the students while doing so. In this research, it is hypothesized that if the language learners use appropriate strategies to translate idioms, they will be able to produce an efficient Translation of the target text. In order to confirm this hypothesis, this study use a quantitative method in data collection; a questionnaire and a test have been given to Master one students at Mila University to find out the main strategies used by them when translating idioms from English to Arabic. After the analysis of the data, the results show that the students use different strategies when translating idioms from English to Arabic; the most used strategies are paraphrasing and word for word translation, followed by translating by omission and cultural substitution. By using paraphrasing strategy, similar word and form, cultural substitution, the translator may produce an efficient translation. Whereas literal translation is not efficient in all cases.

*Key words:* Translation, Idioms, Strategies of Translating Idioms, Source Language, Target Language.

## List of Abbreviations

**SL:** Source Language

**TL:** Target Language

**EFL:** English as a Foreign Language

**TLT:** Target Language Text

**ST:** Source Text

**TT:** Target Text

**SLC:** Source Language Culture

**TLC:** Target Language Culture

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**General Introduction**

**1. Statement of the Problem**

Translation is a tool of communication that allows people from different cultures to communicate and exchange ideas, culture, science. It is as well helpful to lead students to become communicatively competent "linguistically and culturally". Translation is considered as a means of communication between different societies especially if there are two different languages like English and Arabic. So, learning the language of any society is essential. This includes knowing the grammar, vocabulary, culture, and how to translate from the target language (TL) to the source language (SL). The most difficult challenge that may encounter the translator in translation is translating idiomatic expression. Idioms are widely used in everyday language and are regarded as one of the most frequent forms of non-literal language. Many students face many problems and difficulties that prevent them from finding the correct translation when translating idioms, This made them use different strategies to facilitate translation process. Learner's strategies of translating idioms attract our attention to fulfil this study. According to Baker (1992) "in the original text, an idiom can be used in both its literal and idiomatic senses at the same time, the use of idiom cannot be successfully recreated in the TL unless the TL idiom conforms to the SL idiom both in forms and meaning" (p.69). In this work, we shed light on Master one student strategies in translating idioms from English to Arabic.

**2. Aim of Study**

Considering the importance of idioms in any language, the purpose of this study is to shed light on the strategies used in translating idioms from English to Arabic. Furthermore, it attempts to determine whether or not students apply those strategies

successfully in their process of translating idioms. This study was conducted at Mila University and involved Master one students from the English faculty.

## 3. Research Questions

This research is attempted to answer the following questions:

_ what are the strategies used by Master one students when translating idioms from English to Arabic?

_Are students able to translate English idioms from English to Arabic?

## 4. Hypothesis

Based on the previous questions, the hypothesis on which the present study is grounded run as follows. It is hypothesized that if Master one students are aware of the strategies for translating idioms and choosing the appropriate ones, they will be able to produce an effective translation.

## 5. Means of the Study

For the purpose of gathering information to verify the hypothesis, two research means are adopted. The first one is the questionnaire and the second is a test given to Master one students of English at Mila University, in which they were asked to answer some questions and translate a number of sentences containing idioms from English to Arabic. This helps to check out the strategies they use when translating idioms.

## 6. Structure of the Study

This dissertation is made up of two chapters; the first one is the theoretical part while the second is concerned with the field work. The first chapter consists of two sections; the first section entitled translation and equivalence. It provides background about the translation process, definitions with the focus on the notion of equivalence

and its approaches then the concept of culture in translation, cross cultural communication, also we highlighted the different problems and types of translation. The second section entitled idiomatic expression, this section deals with definitions of idioms according to different scholars, characteristics, types, classification and interpretation of idioms, also deals with both the difficulties and strategies of translating idiomatic expressions from English to Arabic.

The second chapter, "field work" is the practical work; it is concerned with the analysis and interpretation of the data that was collected from the Questionnaire and Test given to Master one students. It contains two sections; the first one deal with the analysis of student's questionnaire while the second deals with the analysis of the test. Finally, the chapter ends with the major limitations of the study in addition to the recommendations adding to the general conclusion.

**CHAPTER ONE**

**THEORITICAL FRAMEWORK**

**Introduction:**

In the recent decades, translation become an important topic. Since it helps people from different cultural background to communicate between each other and also because they live in an increasingly internationalized society were an ever-increasing number of people are exposed to different cultures and languages on daily basis, both at work and at home. The most challenge and difficult task that may face the translator when translating from one language to another is translating idioms since they are one of the most exciting and complex features of language.

This chapter consists of two sections; the first one gives different definitions of translation according to different scholars; these definitions based on the notion of equivalence, we highlighted the different problems encountered the translation process, last because both SL and TL are culturally distant it is important to discuss the aspect of culture, the cultural gaps and cross-cultural communication. The second section include many definitions of idioms, their characteristics and types, in addition to their interpretation. Finally, this section discusses the strategies of translating idioms from English to Arabic.

**Section One: Translation and Equivalence**

**1.1.    Definition of Translation**

Scholars and historians have long queried the history of translation, while most agree that it predates the bible. The bible describes various languages and the interaction between speakers from different areas. Translation has been needed since

the existence of human interaction, whether for emotional, commercial or survival reasons. The word translation came from the Latin concept that means" to bring or carry across". Another important term is "metaphrasis" which means "to speak across" in ancient Greek. From this, the term metaphrasis was born, which means "word for word translation". These terms have been at the center of the theories of translation throughout history, and they have provided insight into when and where translation has been applied and used (kwintessential,2017).

Translation has been proved to be more difficult and complex topic than is frequently believed. Various definitions of translation have been provided, but all share the same idea that translation is the transmission of a text from one language (SL) to another (TL).

Starting with Catford (1965, p.20), translation is defined as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." For him translation is not only changing the meaning from one language to another but also focusing on finding the equivalent between the two languages.

New Mark (1988, p.5) describes translation as the "rendering the meaning of a text into another language in the way that the author intended the text"; according to him translation is the transferring of the meaning from source language to the target language according to the author ideas.

For Nida and Taber (1982, p.12), the process of translation "consists in reducing the receptor language the closest material equivalent of the source language message, first in term of meaning and second in term of style." That is, when translating from one language to another, the focus must be on meaning, equivalent, form and style.

According to Ghazala (1995), "translation is generally used to refer to all the process and method used to convey the meaning of the source language to the target New language" (p.1). For Ghazala the aim of the translation process is to transfer the SL meaning into the TL one, focusing on grammar, vocabulary, style and phonology.

From the previous definitions, it can be said that all scholars agree that translation is all about transmitting the meaning and style of the message while taking into account the equivalence between the source and target languages.

## 1.2.    Translation as Equivalence

Equivalence is said to be the central issue in translating between the source and the target language. The word equivalence is the main important place to start when explaining the process of language translation, because it is a term used to describe the nature of the relation between the SL and the TL. According to Catford (1965.p.27) "equivalence is an empirical phenomenon, discovered by comparing SL and TL texts. And on the other hand, the underlying conditions or justification of translation equivalence." For him, equivalence occurs when comparing the SL and the TL, and this may lead to problems in finding the equivalent text in the process of translation.

## 1.3.    Approches of Equivalence

## 1.3.1.  Baker's Approaches

In her book "In Other Words", Mona Baker (1992) discusses the different types of equivalence at the word level, grammatical equivalence, textual equivalence, and pragmatic equivalence.

- **Equivalence at the word level:** According to Baker (1992), the word is the basic unit of any language and should be considered in the process of translation. So, when the translator begins to translate the (ST), he must take into consideration the

word as a single unit to find the direct equivalent in the (TT). For Baker, the word can express different meanings in different languages. Because of this, the translator should consider number, gender, and tenses when translating a word from the source language to the target language (1992, p.11.12).

- **Grammatical Equivalence:** According to Baker (1992), the grammatical equivalence refers to the diversity of grammatical categories across languages. So, the translator may find some problems when translating because of the variety of grammar rules from one language to another, she (1992) writes" a language can, of course express any kind of information, its speakers need to express, but the grammatical system of a given language will determine the ease with which certain notions such time, reference, or gender can be made explicit" (p.83). Therefore, the lack of particular grammatical devices in the TL such as number, gender, person, tense/aspect, voice, and reference will cause the translator to add or omit some information in the TL in order to carry out the message. For example, the Arabic word "أختان"in English is translated as "two sisters" because there is no duality in the English language.

- **Textual Equivalence:** It refers to equivalence between the SL and the TL in terms of cohesion, which means that cohesion is a very important element when translating a text, according to Baker (1992) texture is a key factor to consider when translating a text since it helps the translator to comprehend, analyse and produce a cohesive and coherent target text, so it is the translator decision to keep the cohesive ad well as coherence. The basic element that guide the translator to achieve textual equivalence is the target audience, the purpose of the translation and the text type.

- **Pragmatic Equivalence:** Baker (1992) defines it as "the study of language in use. It is the study of meaning" (p.217). This means that it studies how people use the language in communication situations and the way they can understand. For Baker, the

translator should focus on translating the intended meaning (implicit meaning) rather than what is explicitly said, taking into consideration the context of the utterance.

### 1.3.2. Nida's Approaches

According to Nida and Taber (1964), there are two different types of equivalence: Formal equivalence and Dynamic equivalence. The first type, Formal equivalence, is defined by Nida (1964) as the process of transferring the message while taking into consideration both the form and content. That is, translation is concerned with correspondences such as poetry to poetry, sentence to sentence, and concept to concept (p.159). The (TL) message should be as close to the (SL) message as possible in which the translator must reproduce literal and meaningful form and content of (SL). The second type is Dynamic equivalence. For Nida (1964), it is based on "the principle of equivalent effect", which means that the effect of the target language message on the receivers must be the same as the source language message (p.159). The aim of dynamic equivalence is to convey the SL message as naturally as possible in the TL message in order for the target reader to understand it. when the translator translates the message, he must also translate the thought that is expressed in the source text. As a result, the reaction of the response of the message receiver in the SL should be equivalent to the reaction of the response in the TL. The impact of the message in the source language and target language is very important. For Nida and Taber, the dynamic equivalence is preferable to the formal equivalence because dynamic equivalence clarifies the target message and reproduces it, taking into consideration the meaning rather than the form as formal equivalence does.

### 1.3.3. Jacobson's Approaches

Jacobson (1959) argues that there are three different types of translation: intra-lingual translation (which appears in the same language), intre-lingual translation (appears in different languages), and semiotic translation (appears in sign systems).

• Intra-lingual Translation: there is no full equivalent between code units, which means that the translator finds a difficult to achieve equivalence when translating a message from SL and TL. According to Jacobson (1959, p.233)" Translation involves two equivalent messages in two different codes" implying that the equivalent of the message should be obtained while translating between languages. The translator's task is to achieve equality in message, regardless of the gaps that exist across different languages.

• Intre-lingual Translation: this type of translation uses different words and synonyms to convey the message in the same linguistic code and language; the synonyms, however, are not exactly equivalent and there is no full equivalent between the units.

• Semiotic translation: which means the interpretation of the verbal sign by means of sign of non-verbal sign system, as Jackson (1959) puts it "no linguistic specimen may be interpreted by the science of language without a translation of its sign into other signs of the same system or into signs of another system" (p.234). This means the use of signs in order to communicate.

### 1.4. Context in Translation

Context is the most important factor that the translator should consider. It helps him to determine the meaning of the part of the discourse that surrounds a word or passage. Christiansen and Dahl (2005) define context as:

"the word context is used by different authors and communities for different but often    interrelated and dependent notion. The linguist often refers to the context of phrase or word as the text that surrounds it. Another everyday usage of context refers to a section of the real word in which some events or the discourse takes place, and is often inter wined and confused with another meaning manly knowledge about the same thing" (p.4).

The word context also defined by Ghadessy (1998, p.3)" as some sort of environment; it what is going on around, where language is somehow involved." For him when it comes to language exploration, context is useful concept to keep in mind.

New mark (1988) mentioned that are three types of context which are:

**1.4.1. Linguistic Context:** it is about the linguistic factors that impact the meaning of the text. It deals with the co-occurrence or collocation between one vocabulary item and another, it helps to determine the meaning of a word or item (p.193).

**1.4.2. Referential Context:** it has to do with the text's subject; frequently, just the content will nail the meaning of a thousand technical words about electronic data, one that is understandable only by relevant experts, for example, defilement (scrolling), fusionner(merge).

**1.4.3.  Cultural Context:** terms related to community-style, behavior, and way of thinking as well as cultural words such as tea, and coffee.

**1.5.  Types of Translation**

According to Ghazala (2008), there are two types of translation which are; literal translation and free translation.

### 1.5.1. Literal Translation

For Ghazala (2008) literal translation means to translate the text word for word translation. It consists of the following types which are:

### 1.5.1.1. Word for word translation or Literal translation

It is a type of translation in which the translator must find the equivalent of the words when translating from the source language to the target language. This method is based on translating each word independently; the translator must identify an Arabic equivalent for the English term, regardless of the differences in grammar, word order, context, and syntax between the two languages. Iinstead of the TL, the translator in this form of translation is interested in finding an equivalent of SL in the context or the correct meaning of the sentence by considering the SL's word order and syntax. This type of translation is dismembering the meaning and translation. Also, it neglected the context and word order, grammar and rely only on the SL. as an example;

 That   Child   is   intelligent

ذكي   يكون الطفل   ذاك

(ذاك الطفل يكون ذكي).

He   is Living from Hand to Mouth

فم   الى   يد   من   عائشا   يكون هو

(هو يكون عائشا من اليد الى الفم).

(P.4.5)

### 1.5.1.2. One- to -one literal translation

This type of translation is more common and habituated, it depends on translating each word and phrase into its identical word and expression, the word is

translated from the SL into the same order in the TL, which means that a noun is translated into a noun, a verb is translated to a verb, an idiom is translated to an idiom, an adjective into an adjective and proverb into a proverb. It takes into consider having the same type and quality of translation, number of words, considering the SL's syntax and word order, as an example:

My neighbors are good.     (جيراني يكونون طيبين)

He is young man, he is kind- hearted.  (هو يكون رجلا شابا، هو يكون طيب القلب)

Let us shake hands.   (دعنا نتصافح بالأيدي)

(P .8)

This type of translation is more acceptable then literal translation, but it still questionable because it takes into consideration the (SL) grammar and word order, rather than the (TL) grammar and order, as an example: starting all the Arabic sentences with a subject then a verb, each time ignoring the nominal sentences (الجمل الاسمية), and starting with the verb in verbal sentences (الجمل الفعلية). It focuses in having the same number and type of the SL words and lexical groups in the (TL). This type of translation ignores to find equivalent in the (TL), as an example: the metaphor "a can of worms" (حفنة مشاكل), in Arabic there is no such metaphor, there is an ordinary collocation (مشكلة عويصة) which is a good translation. When using this type when translating from English to Arabic or vice versa, it supposed to have the same number and type of (SL) linguistic items, but English and Arabic are two different languages which means that it is impossible to respect and use the same word order while translating. In Arabic sentence it starts with a verb, while in English it starts with a noun and pronoun, which means it is impossible to do that because it is possible to achieve the same grammar or word order, such as: the word " يصافح "it is not used here to translate the two-word collocation "shake hands" (p.8).

### 1.5.1.3. Literal Translation of Meaning: Direct Translation

Ghazala (2008) describe this type as "full translation of meaning"; it focuses on translating the real meaning directly and completely. It is based on the context, it takes into consideration the (TL) grammar, word order, context, and the metaphorical use. For him, it is considered to be the best method of Literal translation. In this category the literal meaning is viewed as the different meanings that the word refers and carries in different texts, contexts, such as the word "run" which means "يجري" in Arabic. The word "run" it carries a different meaning in different context and each meaning is considered to be literal meaning. As an example:

"To run in the race". (يجري/يركض)

"To run a company". (يدير شركة)

"In long run". (على المدى البعيد)

"To run round". (يطوف/يقوم بزيارة خاطفة)

"To run on". (يستمر)

" To run to fat". (يميل الى السمنة)

(p.9)

### 1.5.2. Free Translation

According to him (2008), free translation is concerned with translating the message and not the letters and form; which means there is no focus on the form, the focus is on the message. This type is divided into two types:

### 1.5.2.1. Bound Free Translation

This type is extracted from the context, in the form of exaggeration, expressivity and effective, rhetorical or formal language. For example;

He got nothing at the end عاد خالي الوفاض

She was sad deep down تفطر قلبها من الحزن/ اصبح فؤادها فارغا

**1.5.2.2. Loose Free Translation**

This method based on the translator's conclusion about what the speaker/the writer said or want to say, i.e. the intention of the translator. Example for this:

No bacon with my breakfast, please (انا مسلم)

I am frightened (ابق معنا)

The speaker in the first example wants to say that he is a Muslim and it is forbidden for him to eat the bacon, in the second example he wants to say he is afraid of being alone, so he asked the listener to stay with him but, indirectly (p.14).

**1.6.    Problems of Translation**

Translation is the process of converting something from one language to another; it is not an easy task to deal with. For example, there are significant differences in grammar rules and sentence structure between English and Arabic, therefore the translator may encounter numerous difficulties when trying to find the equivalent of a word or expression in another language. Translation problems are the difficulties that face the translator most of the time and these problems are related to the failure to achieve equivalence in the TL and the lack of knowledge of cultural expressions. According to Ghazala (2008), when the translator starts to translate from SL to TL, he may face different problems and these problems are due to sound, lexis, grammar, and style.

**1.6.1.   Grammatical Problems**

The reason behind this problem is the differences in grammar rules and sentence structure between two languages, such as English and Arabic. according to Ghazala (2008), there are three main sources of grammatical problems: complicated SL grammar, different TL grammar, and different TL word order.

**a. Complicated SL Grammar**

For example, "Of the three books you have recommended to me, I have chosen one"

"من بين الكتب التي نصحتني بها اخترت واحدا فقط"

Here in this example, the writer changes the structure of the sentence starting with "of" and following it with the clause "I have chosen". This sentence can be difficult to be translated for a non-native speaker just because it is complicated; whereas when changing the structure to the normal known form it will be easy, for example: "I have chosen only one of the tree books you have recommended to me".

" اخترت واحدا فقط من بين الكتب التي نصحتني بها"

(Ghazala. 2008, p.18)

Sometimes changing the structure of the sentence can change the meaning, since there are some words that have more than one meaning, so changing the position of the words leads to the changing of the meaning.

**b. Different TL Grammar**

The difference in tenses between the two languages (English and Arabic) is the source of this problem, as some English tenses do not exist in Arabic grammar. For example, the present perfect does not have an exact equivalent in the Arabic language. Also, in English language sentences are verbal, whereas in Arabic, sentences are both verbal and nominal (Gazala.,2008, p.18).

**c. Different TL Word Order**

What makes the translation process hard is that English and Arabic sentences are orderly different, usually English sentences order is (S+V+O). however; in Arabic the verbal sentence order is (S+V+O), and the nominal order is (N+N) or (N+Adj).

They also differ in that the adjective in Arabic comes after the noun, whereas the adjective in English comes before the noun (Ghazala.p18).

There are many verbs used commonly in English such as "to be, to have, to do". The translator may have problems in translating these verbs.

- **Translating the verb "to be"** (i.e. am, is, are, was/were, be, been):

The problem is the literal translation of the verb, such as the verb "am, is, are" when translating this verb into Arabic it is "يكون" which is a poor Translation, as an example:

"I am student".            (أنا أكون طالبا)

It is wrong Translation.

Where is the write Translation is:

"I am student".         (أنا طالب)

(P.28)

The verb "to be" when it is used in the present simple "am, is, are" doesn't have no equivalent tense in Arabic. Whereas, the past simple of "to be" is was/were translated into "كان"as example:

"The child was ill".          ( كان الطفل مريضا)

"To be" as an auxiliary: the past progressive as an example:

"Her mother was preparing lunch".        (كانت والدتها تعد الغذاء)

However, the translator must be aware of whether this verb used as auxiliary to form the past passive voice as example:

"the food was eaten".        (كان الطعام مأكولا/كان أكل الطعام)

(P.30)

• **Translating of verb "to do":**    The translator has to be aware whether "do" is used as a main verb or as an auxiliary does not have any equivalent in Arabic(meaning) but when it is used ad main verb it has meaning. As example:

"I will do my best".          (سأفعل ما بوسعي)

In this example the word "to do" is translated as " أفعل"or "أؤدي".

Sometimes the verb "do" can translated as "يكتب" as example:

"Some students do their homework quickly".          (يكتب/يعمل بعض الطلبة واجباتهم بسرعة)

Also, we use the verb "do", "does" or "did" in the negative form. Which are meaningless in Arabic, but what is translated is only "not" which means (لا/لم) as an example:

"he does not like coffee"     (إنه لا يحب القهوة)

We use "do" to form a question which means "هل"in Arabic as an example:

"Do you sleep early".          (هل تنام باكرا)

In other cases, the verb "do" is used as substituted verb which is difficult for the translator to translate it, and this verb is used to replace the whole clause, so that will help to avoid repetition and to answer a question. The verb "do" is translated into " يفعل" when it is used in interrogative as an example:

"Do you admit that?".          (هل تقر بذلك)

"yes, I do".          (نعم أفعل)

(p.33)

• **Translation of verb "to have"**

The verb "has" (i.e. have, has, had) can be used as an auxiliary and main verb, when it is used as an auxiliary it poses no problem, but when it is used as a main verb it poses Problem.

When it is used as an auxiliary it's meaningless as an example:

"The workers have left early today".          (غادر العمال باكرا اليوم)

But when it is used as a main verb, it has several meanings as an example:

"She has money".          (هي تملك نقودا/عندها نقود/في حوزتها نقود/لديها نقود/معها نقود)

The translator must be aware that verb "have" has a different meaning and he must be realized that after "have" it must be an object, so this will make it easy for him when translating and that will help him to find equivalent in Arabic as an example:

"she has the tablets on time".          (تأخد الحبوب في الوقت المحدد)

　　　　　　　　(P.35)

- **Translation of sentences: Nominal Vs Verbal sentences**

There are two types of sentences: nominal and verbal. English only has verbal sentences, whereas Arabic has both verbal and nominal sentences. The nominal sentences contain two nouns, topic/subject which is (المبتدأ/المسند اليه), and comment/predicate which is (الخبر/المسند) ، while the English sentence contains a noun(المبتدأ/الخبر) followed by a verb (الفعل)of the sentence and object or a complement.

- **Word Order**

The order of the sentence in English and Arabic is different from each other in the English it is (subject +verb +object/complement) while in Arabic there is two types:

1/Nominal word order: which is topic and comment/ subject and predicate ( مبتدأ أو خبر): two nouns, a noun and an adjective, or noun and a verb when the noun is emphasised.

2/ verbal word order: which is verb +subject/complement. Ghazala (2008, p.49) Sometimes the translator translates the sentence from English into Arabic literally and it possible, but sometimes it is not unless if the noun is emphasised as an example:

"The diplomat left Damascus for London".     (الدبلوماسي غادر دمشق الى لندن)   English

order.

"The diplomat left Damascus for London".     .(غادر الدبلوماسي دمشق الى لندن)

Arabic order

(p.49)

## 1.6.2. Stylistic Problems

According to Ghazala (2008), Style is a part of meaning and it is an important aspect that should take in consideration in translating from English to Arabic. There are different stylistic problems may face the translator such as:

### a.     Style of Formality and Informality

Language can be formal, informal or both the lack of awareness about formality and informality leads to some problems in the process of translation. Joos (1962) suggest a formality scale of the English language as follows:

1.     Frozen formal          (فصيح جدا)

2.     Formal                    (فصيح)

3.     Informal           (غير فصيح/شبه فصيح)

4.     Colloquial               (عامي)

5.     Vulgar (or slang)      (سوقي)

(Cited in Ghazala,2008, p.222)

Ghazala gives example:

1.     "be seated"                                      (اجلس)

2.      "have a seat"                             (تفضل بالجلوس)

3.     "sit down, please"                        (اجلس لو سمحت)

4.      "feel at home"                            (استرح/ارتاح)

5.     "seat bloody, down"     (اقعد مكانك/انقبر/ انضرب على قلبك)

(Ghazala,2008, p.225)

**b. Style of Fronting**

This style is used in both sentences and texts and it means to move a word, phrase or clause from its original place in the middle or at the end of the sentence to the beginning of that sentence (p.231). The declarative sentence has the following order (S+V+O). We say the sentence is fronted when it is started with the object. For example; "in my room he slept"(في غرفتي نام)  instead of "he slept in my room"(نام في غرفتي) . the fronting style is made to emphasize the fronted word to make the same function at the original language. It may cause problems for the translator because he is unfamiliar with such a style, so it will cause some problems in conveying the same style in Arabic. Because of this, the translator needs to be familiar with both languages.

**c. Style of Ambiguity**

Ambiguity denotes unclarity, and it can be a major issue in translation because it may cause misunderstanding, confusion and prevent the translator from getting the intended meaning (p.21).

**d. Parallelism**

Two clauses or sentences are parallel when they have the same structure. Parallelism has different meaning, it is depending on the context and balancing of the structure of ideas and phrases (balance of two or more ideas or arguments.) Ghazala (2008) state that such style of parallelism is difficult to be translated and may have problems when it is translated in Arabic (p.21).

**1.6. 3. Phonological Problems**

This type of problem is concerned with sounds and their relation to and impact on meaning. These problems are limited to literature and advertising (Ghazala, p.21).

It is a matter of face-to-face translation or live translation. Being a translator means paying attention not just to the words said but also being a careful listener, which means paying attention to the pronunciation, lips movement, and facial expressions in order to obtain the intended meaning and the correct message and avoid missing important factors. Being a bad listener can lead to misunderstandings and poor translation. Thus, to obtain a good interpretation/translation, the first thing the translator should do is to be careful not to miss anything.

### 1.6.4. Lexical Problems

According to Ghazala (1995) it is one of the problems that may face the translator, these problems occurs when a word, phrase or an expression is not understood clearly and directly, misunderstood, not known at all to students or not found in the standard dictionaries". It means that it occurs when there is a misunderstanding and a missing word or sentence. The translator may also find difficulty in finding the equivalence of some lexical items because of their several different meanings in one language, as a result, they will be confused in choosing the appropriate equivalent word. For Ghazala (1995) the main lexical problems that may face the translator are:

- **Literal Translation:** A word for word translation is inefficient, incomprehensible, and does not provide the correct meaning, as in" If you were in my shoes" which means « ولو كنت في مكاني "and which can be translated literally into كنت "لو في حدائي".

- **Synonymy:** it is a kind of semantic relation between the words that has the same or similar meaning. It is occurring when two or more linguistic forms are substituted for one another in any situation. Synonymy raises issues regarding the degree of

similarity or absolute identification of synonymous word's meaning in the same language as well as difference languages, as an example:

He is healthy انه بصحة جيدة

he is well انه بخير

It is huge انه ضخم

It is large انه كبير/واسع

- **Polysemy/Monosomy:** polysemy is a word with more than one meaning. While monosomy is a word with only one identical meaning. When a polysemous word is mistaken for a monosemous one, the translator uses only one meaning in all translations of the word. For example, the word "spring" is a polysemous word which has different meanings (فقر/ربيع/نابض/تلفاز), however "television" is a monosemous word that means (تلفاز).

- **Collocation:** collocation means two or more words that occur together in language, the issue arises when the translator ignores that some words are linked together, as an example we have the word "homework" which means "واجب منزلي".

- **Idioms:** are phrases that have unchangeable forms and special meanings that cannot be recognized from direct meaning, as an example: "Cost arm and legs" which can be translated wrongly into "كلفني يد وقدم" "while the correct meaning is باهض الثمن".

- **Metaphors:** they are indirect and non-literal language which means something else, as an example:

Heart of gold قلب كبير/نقي/طيب

- **Proverbs:** they are a part of culture. Mostly, using the literal translation may not lead to the efficient meaning, as an example:

An apple a day keeps the doctor away. تفاحة في النهار تغنيك عن الطبيب

### 1.6.5. Cultural Problems

According to Ghazala (2008) the most difficult and complex problem in Translation is culture. He defines culture as "what people have to learn as distinct from their biological heritage. Culture is the umbrella under which come many things in the society including language" (p.193). So, language is an integral part of culture. Ghazala sees language as a part of culture, so it is important for the translator to transfer both linguistic and cultural meaning from the SL to TL.

The biggest issue that may face the translator when translating between two languages is the cultural gap between the SL and TL, because what is appropriate in one culture may not be appropriate in another. What make the process of translation difficult is the difference between the language. The distinctive origins of both languages Arabic and English can cause some problems when translating from the (SL) to (TL), sometimes we can find a word that have multiple meaning in one culture, but in only one meaning in another culture for example: the word "lion" in English there is only one meaning (اسد), however in the Arabic culture "lion" has different names(الاسد، أسامة، شجاع، محارب ) (الليث، أسامة ). Also the word "brave" in Arabic has different meaning صنديد) while in English it has one reference "brave". The translation may face problems from one culture to another to bring the same idea and image as it is existing in the SL.

### 1.7. Translation and Culture

Translation is a transforming process which help people to interact and understand each other, it is very important because it help to communicate between people from different cultures. Translation does not only means translating words, sentences or articles from SL to TL, it also means transferring between cultures. According to Tylor (1871) culture is "complex whole which includes knowledge,

beliefs, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society" (p.1). According to Tylor's definition, culture is a way of living of a group of people, so it is a matter of behavior, beliefs, values and symbols that is accepted by them generally. New Mark (1988, p.94) has the same idea that culture refers to the way of life of human being, beliefs, knowledge, thoughts and feeling that is shared in the same community.

For Trosborg (2010) "culture is signifying how an individual think, acts and feels as a member of a group and in relation to other members of the same group. Thus, a circle of friends, a theatre ensemble or a business organization is defined by its own unique culture of attitude and relationship" (p.2). For him culture is all about way of thinking, acting and feeling as a member in the same group for example a group of friends, organization and theatre ensemble.

Kroeber and Kluckohn (1952, As cited by David Katan and Mustapha Taibi,2021) stated that:

> "culture consist of patterns, explicit and implicit of and for behavior
> acquired and transmitted by symbols constituting the distinctive
> achievement of human groups, including their embodiment in art facts;
> the essential core of culture consists of traditional ideas and especially
> their attached values" (p.181).

Culture has a great impact on the process of translation since translation is the transferring of SL text into the TL text in term of language and culture, as it is sated by Ghazala (2008) translation is transferring one culture to another from this definition translation is not only the transferring of words but also transferring beliefs, knowledge, values, customs of one culture to another.

Translation is necessary for exchanging information, knowledge and ideas, it is important for an effective communication between different cultures.

**1.7.1. Cross Cultural Communication**

The change of information between people from different cultural background is referred as cross-cultural communication, it is well researched field. Cross-cultural communication related to similar term intercultural communication with no differences in terms of the context communication, but with a notable difference between cross-cultural communication and intercultural research, the first one related to a comparison influence of two or more cultures on some intercultural variables (example contrasts between culture A and B in US emotional expressions). The second one is referring to the research interaction between people from different culture (example, cultural differences in how people behave.) (Matsumoto,2000).

Translation has traditionally been recognized as interlinguistic communication, but some theorists oppose this concept of translation as a matter of language alone, arguing that translation is cross-cultural or intercultural communication, as a result, this concept causes problems due to different definitions of culture; Taylor (1920) defines culture as the complex whole that includes knowledge, beliefs, art, morals and all things that the human required as a member of society. Other definitions of culture are directly related to translation, Nord (1997, as cited in Dayan Liu,2012) defines culture as a form of what people try to model, perceive, associate, and otherwise interpret. The translators most often need to have both bilingual and bicultural abilities because language and culture are linked, and translation is understood as both language-to-language communication and cultural transmission process. The translator may be too obsessed with his own cultural thinking and he may not be able to share other cultures. Therefore,

the difficulty and the quality of the translation are more related to the culture rather than the language itself (Liu,2012).

The study of cross-cultural communication examines how people from other cultures interact and communicate in order to minimize misinterpretations of language and culture. Cross-cultural communication is founded on the idea that people interact with one another through culture, and as a result, an Indian, a Chinese, or an American communicates in the same way as any other Indian, Chinese, or American.

Intercultural communication theory is based on the assumption that cultural differences act as a barrier to communication. When communicators recognize differences and their potential impact on communication, they become more sensitive to facts and take such differences into account; this means that communicators need something in the background to understand each other, something in common that allows them to perceive stimuli as well, because communication is linked to culture, and culture facilitates and promotes communication; thus, there is a strong correlation (Y. Suneetha and G. M. Sundaravali).

**1.7.2. Cultural Gaps**

The lack of cultural background of the SL and TL leads the translator to fall under the umbrella of what we called cultural gaps, simply because of the distinctive origins of both languages (SL &TL). Cultural gaps are any systematic differences between two different cultures (SLC and TLC), it can be understood in term of the difference of values, language, behaviour, customs, ideas and social classes. As Trudgill (2000) pointed out, differences in culture and community might lead to misunderstanding and miscommunication. Because of cultural differences, some cultural expressions are difficult to translate from SL to TL because what is culturally exactable in one society sounds strange in another, the translator should be conscious

of the cultural disparities, because There are several terms that cannot be translated from SL to TL due to differences in people's lifestyles, behaviour, and living styles; this difference can cause a lot of problems for the translator because it creates a gap. The translator's job can be tough, if not impossible, because English and Arabic have different roots.

Jianqing wu (2008), stats that cultural gaps be set up in different areas cultural background, non-equivalence, extension and intention, and derivation. For him the person could explain himself or convey his experience much more easily when interacting with someone from his own culture because he shares comparable thoughts with him, but when communicate with persons of various cultures on the other hand, is more difficult because it represents the author's attitude and beliefs. Also, the lack of cultural awareness has a negative impact on the person comprehension as an example: when a child grows up in the American cultural world learns the words "dog", he will normally learn the cultural meaning of the word: the dog is "man's best friend", while a child brought up in the Chinese cultural world will be taught that the dog is a dirty and dangerous animal (p.123). Language differs from one another in that they have various laws and rules that govern the creation of grammatical stretches of language, and these forms have different meanings, one thing is unique in one country and similar word in another country does not exist. As a result, there is a lack of word equivalency, which explicitly illustrates Cultural differences. Language differ in extension and intension while defining the same thing, which reflects Cultural gabs as well. Sometimes there are some terms share a basic meaning but have secondary or additional meaning may be vastly different from each other, there are some things and concepts that are expressed by one or two terms in one language but many more terms in other language (124).

**Section two:  Idiomatic Expression**

**2.1. Definition of Idioms**

Idioms are language-specific expressions that typically have non-literal meanings. Idiomatic expressions are found in all languages and are frequently employed in a variety of contexts, such as communication, written and spoken interaction, formal and informal contexts. The term idiom is used in different senses. According to Crystal (2008, p.236), an idiom is "A term used in grammar and lexicology to refer to a sequence of words which is semantically and often syntactically restricted, so that they function as a single unit, from a semantic view point, the meaning of the individual words cannot be summed to produce the meaning of idiomatic expressions as a whole. From a syntactic view point the words often do not permit the usual variability they display in other contexts". From this definition, it can be said that idioms are expressions composed of two or more words each of which does not give the semantic meaning of the idioms as a whole.

Richard and Schmidt (2002, p.246), state that idioms are "an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts" That is, the meaning of an idiom has nothing to do with the meaning of the separate words that compose the idioms.

Mc Carthy (2017) has the same point of view that idioms are expressions whose meaning is difficult to deduce from the individual words. Redman (2003, p.28) also agrees that sometimes the meaning of the idiom cannot be understood from the meaning of the constituent words, he defines idioms as a "a group of words with meaning that is different from the individual words. Sometimes the meaning is easy to understood; sometimes it is difficult to understood from the individual words". For Rawdon Wyatt

(2006, p.4)" an idiom is an expression where the meaning is different from the meaning of the individual words".

According to Ghazala (2008, p.128) "an idiom is a fixed phrase whose form is usually unchangeable and whose meaning is always the same, inflexible, metaphorical and indirect" So, it can be said that idioms are fixed, metaphorical and direct expressions that have a fixed form and meaning. Hurford (2007, p.328) writes "(idioms are) multi-word phrases whose overall meanings are idiosyncratic and largely unpredictable". Therefore, the meaning of an idiom is not usually deducible by the individual words that comprise it; instead, the meanings of idioms are usually determined by the context in which they are used.

According to the previous definition, it can be concluded that an idiomatic term is a phrase whose whole meaning is unclear and not understood by the meaning of its words but by the meaning of the phrase as a whole.

## 2.2. Characteristics of Idiom

An idiom is a group of words that is recognized as a unit of usage whose meaning cannot be figured from the meaning of the individual part. A number of scholars give some characteristics to English idioms:

According to Baker (1996), idioms have grammatical and syntactic restrictions, a speaker or a writer cannot generally do any of the following with an idiom:

a)      The speaker or the writer cannot add any word to the idiomatic expression because it will change its meaning or eliminates its idiomatic sense for instance (the very long and short of it).

b)      Deleting / omitting any word fan rom idiomatic expression will affect and change its meaning such as deleting the article "the" from "spill the beans" "spill beans" which will have no idiomatic sense.

c)      Idioms do not accept the replacement of the word with another, an example of this "the short and long of it" here, we cannot replace the adjective long with another even if they have the same meaning.

d)      The speaker or the writer cannot modify or change anything in the grammatical structure of an idiom.

M. El Batal (2000), states that there are three features that are shared by the main bulk of idioms, they are: institutionalization, compositeness, and semantic capacity. First, institutionalization; it means that idiomatic expressions must be conventionalized, well established and must be fixed. Second, compositeness; idioms are multi word expressions which have the same function as single words, idioms are composed of two or more words. Third, semantic capacity; idioms are non-literal, which explains why the meaning of various parts of an idiomatic statement cannot be used to determine the meaning of the idiom, and because they are used in a metaphorical and non-literal sense, the meaning of idiomatic expression cannot be understood from their components. Bell (1973), in the other hand, provides other characteristics that are significant in recognizing idioms:

a)      Idioms do not follow standard grammatical rules, but they have a set of structures and meanings that are established, recognized, and utilized by native speakers of the language. Example," it is time we went home "we use past but we mean a future action, another example is, "it is ages since we met" where the singular is used with a plural noun.

b)      Idioms in English do not respect the usual order like in "It may be well ahead of time" (normal order), they follow a special order like in "it may well be ahead of time" (idiomatic expression).

c)      Idioms are distinctive expressions that are universally understood and argued upon by all members of a specific community, for example, asking about someone's health using the expression "how are you doing"

d)      Idiomatic expressions are used metaphorically, which means they have a different meaning from the literal meaning. For example, "to bury hatchet" means to become friendly again after a disagreement, so the meaning of "to bury" and "hatchet" are different from the meaning of the whole expression.

e)      Idioms are common phrases with ready- made expressions that are used by native speaker in order to make the conversation strong

f)      Phrasal verbs are type of idioms, which have idiomatic meaning that can
 only comprehended if the phrase has been heard before.

     According to Berman, Belak and Rimmer (2011) idioms have different characteristics:

1.      Idioms are fixed expressions; you cannot modify the words, their sequence/order or their grammatical structures.

2.      The meaning of the idioms can sometimes be derived from the meaning of the words, but it is not always working because the meaning is different.

3.      When writing idioms, keep in mind that many of them are used in informal conversation, but there are some idioms that are unsuitable for usage in ordinary English.

## 2.3. Types of Idioms

An idiom is a kind of lexical unit, it is divided into different type by different scholars. Ghazala (2003), categorized idioms into the following main types:

a)      **Full/Pure idioms:** they are perfect idioms that are developed through times; they are non-literal expressions that cannot be comprehended by adding up the meaning of the entire phrase, such as "kick the bucket", i.e. the meaning in this example has nothing to do with the phrase's meaning.

b)      **Semi-idioms:** they are usually consisting of two words combination; one has a figurative meaning while the other has a literal meaning such as "jog one's memory" (jog is figurative, while memory is not) which means to refresh one's memory or help one to remember.

c)      **phrasal verbs:**  they are the very common type of idioms, the more specific and the most spoken type. They are a combination of v+adv or v/an adv +preposition.

d)      **proverbs and popular saying:**  Baldick (2008) define proverb as "a short popular saying of unknown authorship, expressing some general truth or superstition: too many cooks spoil the broth. Proverbs are found in most cultures and are often very ancient" (p.274). i.e. proverbs are widely used in vernacular language by the elderly people to covey wisdom, morality or general truth. Proverbs are the most culturally distinctive items, making them the most difficult to translate.

 Seidl and Mc Mordie (1988, p.13), state that there are three type of idioms:

a)      **Idioms with Irregular form and Clear Meaning:** idioms that do not have a regular form and have clear meaning such as" give someone to understand", "do the dirty one someone".

b)      **Idioms with Regular form and Unclear Meaning:** idioms that have regular form but the meaning is unclear as in: "have a bee in one's bonnet"," cut no ice."

**c)** **Idioms with Irregular form and Unclear Meaning:** idioms that have irregular form and the meaning is unclear as in:" be a large", "go great guns."

Makkei (1972) classifies idioms into two types, which are idioms of encoding and idioms of decoding.

**a)** **Idioms of Encoding:** it is a lexical combination that has transparent meaning, in other words, they are idioms whose meanings can be figure even if the speaker is unfamiliar with them. This type can be best known by comparing between different languages.

**b)** **Idioms of Decoding:** refers to a phrase whose meaning cannot be figured out by someone who uses independently learned linguistic conventions, this type is divided into two types: lexemic and Semitic.

- **Lexemic Idioms:** are divided into six sub-classes which are:

- Phrasal verb; such as give in i.e. to agree to do something against one's will.

- Tournure idioms: consisting of minimum of three lexicons such as, have it out and have it for.

- Irreversible binomials: parts A and B are linked as in dollars and cents.

- Incorporating verb Idioms: like in 'baby-sit' i.e. to look after someone's children.

- Pseudo-idioms: include all lexemic idioms as in 'kick and kin' i.e. somebody relative.

- **Semitic Idiom:** they express pragmatic meaning, they include:

- Base idioms originate in Cultural institution; such as, never to get to first base.

- Idiom of institutionalized politeness; such as may, would you mind.

- Idioms of institutionalized detachment or indirectness; such as seems that.

- Idiom of proposals encoded as questions; such as how do you do?

- Idioms of institutionalized greeting, such as how do you do?

- Proverbial idioms with a moral are relatively self-explanatory; for example, do not count your chickens before they're hatched.

- Familiar quotations; such as, not a mouse stirring.

- Institutionalized understatement; such as, I was not too crazy about it.

- Institutionalized hyperbole idioms; such as, he wants even lift a figure to describe laziness.

(p.172.173)

Fernando (1996) states three sub-group of idiomatic expressions, they are:

**a)** **Pure Idioms:** are non-literal multi-word expressions that have been conventionalized. It is impossible to understand the meaning of idioms by combining their component parts; they are considered to be opaque like in the example "spill the beans" which means tell somebody something that should be secret; here there is no relation to the meaning of beans.

**b)** **Semi-idioms:** one component of this Idiomatic expression has literal meaning and one has figurative meaning, it is considered as particularly opaque such as "jog one's memory" i.e. refresh one's memory.

**c)** **Literal Idioms:** These types of Idioms are less semantically complex than the others and are easier to understand; they are considered to be transparent, such as of course, or in any case.

According to Fernando and Flavel (1981, as cited in Okta Maya Filter,2019) Idiomatic expression can be classified into different type:

- **Transparent Idioms:** the meaning of this expression is almost a literal meaning, the meaning of idioms can be deducted from its constuents, and you can get

the meaning of the idiom from the component of it, as an example" to see the light" which means to understand.

- **Semi-transparent Idioms:** this type of idioms has a metaphoric or literal meaning. As an example," break the ice" it has two different meaning metaphoric and Literal (to make other people comfortable) or تكسر الجليد

- **Semi-opaque phrase/idioms:** this type is separated into two parts: the first part is Literal meaning and the second part is figurative meaning; the figurative meaning is not related to the meaning of the words that make up the phrase, and the literal meaning is not clear

- **Opaque phrase/idioms:** the meaning of this idiom is not related to the meaning of its constituents, and it is important to guess the meaning because it has a cultural reference.

## 2.4. Function of Idiom

Idioms are expressions that have figurative meaning which is different from their literal meaning. According to Fernando (1996) there are three functions of idiom; ideational idioms, interpersonal idioms and relational idioms.

**2.4.1. Ideational Idioms:** are evaluative, sensory and affective expressions that describe the nature of the message. It may express an action (spill the beans), events and situations (sick as a dog), people and things (a red herring), emotions (down in the dumps), or evaluation (a watched pot never boils).

**2.4.2. Interpersonal Idioms:** perform an interaction function or characterize the nature of the message; it may express interaction and relation between people, this expression includes:

- Greeting and farewells (good afternoon)

- Directives (let's face it)

- Agreement (say no more)

- Eliciting opinions (what do you think?)

- Rejections (come off it)

**2.4.3. Relational Idioms:** used to serve connectivity function, in other words, it contributes to both cohesion and coherence in the context, such as: 'in addition to', and 'on the other hand'

**2.5. Interpretation of Idiom**

The most difficult task for translators is translating idioms, it entails far more than the exchange of lexical and grammatical items between languages. Because there are so many different types of idioms, it might be difficult for a translator to recognize that he or she is working with one, some idioms are easy to be identified than others. For Baker (1992, p.65), the ability to recognize idioms is the most difficult task because there are various types of idioms, those which are easily recognizable include expressions that violate truth condition; such as "it's raining cats and dogs" and "throw caution to the winds." An expression which seems ill-formed didn't follow a grammatical rule of language, for example" trip the light fantastic, put paid to". Expressions that start with "like" (smile like structures), for instance, "like a bit out of hell" and "like water off a duck." Baker (1992) argues that idioms do not make sense if they are translated/interpreted literally. She stated that the more difficult an expression is to understand and the less sense it makes in a given context, the more likely a translator will recognize it as an idiom.

**2.6. Difficulties in Translating Idiom**

Translating idioms is a major challenge that faces the translator and foreign language learners. There are some difficulties that may face the translator when translating from SL to TL. According to Wright (2002), translating is not an easy task, and translating idioms is even more difficult because they cannot be translated word for word; you must understand the meaning. Larson (1998), argues that idioms should be translated with great care, he writes "the translator must first be of the meaning of the idiom and then look for the natural equivalent way to express the meaning of an idiom as a whole" (p.158).

According to Baker (1992), the main problems that idiomatic and fixed expression pose in translation relate to two main areas: the ability to recognize and interpret an idiom correctly and the difficulties involved in rendering the various aspects of meaning that an idiom or fixed expression conveys into TL.

a)      The main difficulty that face the translator is recognizing the idioms from ordering expressions because some expressions are easily recognized while others are not, such as 'it raining cats and dogs;' انها تمطر قططا وكلابا which is a literal expression whereas the correct one is انها تمطر بغزارة

b)      A difficulty that the translator may face while translating is that there is no equivalent in TL, he may find various meanings; one language may have one meaning whereas others may have various meanings, this means that different cultures have different ways of understanding and translating concepts in their languages. As result, the meaning of a single word in one language can be expressed through an idiom and this expression may or may not exist at all, because each language has its own idiom.

c)      Another difficulty that the translator may face is that when translating an idiom, he will have two meanings, a literal meaning and an idiomatic meaning. Sometimes the translator will translate the idiom literally without understanding the meaning and sometimes he will translate depending on the meaning. For example, "a slap on the face" means to hit someone by your hand " تضرب شخصا بكفك". while the correct one is "رفض غير متوقع a sudden and unexcepted rejection, defeat or disappointment. In the target language, an idiom may have an adequate counterpart, but with a different meaning and context in use; another challenge arises when an idiom has a similar surface structure in TL but a different meaning. As an example, the English idiom, "to sing a different song" indicates saying something that contradicts what one has previously said or done (p.69).

d)      Baker (1992) also mentioned that in the SL, an idiom can be used in both literal and idiomatic senses at the same time unless the TL and SL idioms are identical in both form and meaning.

e)       According to Baker in the original text an idiom can be used in both its literal and Idiomatic senses at the same time. The use of idiom cannot be successfully recreated in the TL unless the TL idiom conforms to the SL idioms both in forms and meaning (p.69).

f)      The SL and TL have a different use of idiom in written discourse. The contexts in which they can be used and their frequency of use may be different (p.70).

Awwad (1990) stated that when translating an idiom there are two major difficulties; the first one is the misinterpreting of the writer's or the speaker's intent while the second one is understanding the cultural distinction among languages in terms of both traditional and modern expressions. Furthermore Mollanzar (2004) stat that the translator must first recognize the idiom before translating it. However; the translator

often makes the mistake of translating idioms literally; the literal translation of idioms is frequently non-sense and even humorous.

**2.7. Strategies in Translating Idiom**

Many elements influence how an idiom is translated into a different language, the main element is that an idiom's meaning in the TL may or may not be the same. So, when translating idioms, the translator must choose the appropriate Strategy for translating from the SL to the TL.

Baker (1992) suggests some strategies that may help the translator to translate idioms, they are:

**2.7.1. Translation by using an Idiom of Similar Meaning and Form**

This strategy involves using an idiom in the TL that conveys similar meaning and form in the SL, for example" The fayeds have turned the pre-bid house of Fraser strategy on its head " وبذا يكون الاخوة فايد قد قلبوا استراتيجية هاوس أوف فريزر السابقة على عرض الامتلاك رأسا على عقب

<div align="center">Baker (1992, p.73)</div>

**2.7.2. Translation by Using an Idiom of Similar Meaning but Dissimilar Form**

Which means to find an idiom or fixed expression in TL which has the same meaning in the SL, but consists of different lexical items.

**2.7.3. Translation by paraphrase**

It is the most common strategy and probably the safest technique for translating idioms. The translator tries to give a brief explanation to the meaning of idioms. For Baker this strategy used when the translator cannot find the equivalent or match in TL.

Such as: "The suspension system has been fully uprated to take rough terrain in its

stride." وقد رفعت طاقة نظام التحليق بحيث يتغلب على وعورة الارض.

Baker (1992, p.75)

**2.7.4. Translation by Omission**

The idiom may be omitted if it cannot be paraphrased and does not have a

close counterpart in the target language, or for stylistic reasons.

**2.7.5.  Translation by Compensation**

This strategy is used when there is a loss of meaning, emotional force, or

stylistic effect. Baker don't illustrate this strategy, because it will tack amount of time

so the translator may either omit or play down the idiom.

**2.7.6. Translation by a Cultural Substitution**

This involves replacing a culture-specific item or expression with a TL item

which is likely to have the same impact on the target reader. This strategy gives the

reader a concept with which he can identify something familiar and appealing.

**2.7.7. Translating by a More General Word(superordinate)**

Because the hierarchical structure of the semantic field is not language-specific,

this strategy **is** used to deal with many types of non-equivalence in all languages in the

area of propositional meaning.

**2.7.8. Translation by more Neutral/Less Expressive Words**

This strategy is used to deal with expressive meaning differences. Some SL

words have no direct equivalent in TL; hence, the translator may use a near equivalent

item in both less expressive and more formal contexts. As an example, the term "home"

has no direct equivalent in Chinese; it is difficult to translate; therefore, it can be replaced by a Chinese near-equivalent that is both less expressive and more formal.

**2.7.9. Translating Using a Loan Word or Loan Word plus Explanation**

This strategy is common to deal with culture-specific items, modern concepts, and buzz words. It is useful to follow the loan word with an explanation when it is repeated many times in the text.

**2.7.10. Translating by Paraphrasing Using a Related Word**

This strategy is used when the concept expressed by the source item is lexicalized in the TL but they are different in the form and the frequency of use in SL is higher than in TL.

**2.7.11. Translation by Paraphrase Using Unrelated Word**

It used when the concept expressed by the source item is not lexicalized at all in the TL, instead the paraphrase may be based on modifying superordinate or on unpacking the meaning of source item.

**2.7.12. Translation by Illustration**

This strategy is used when the target equivalent item does not cover some aspect of the source item and refers to a physical entity that can be illustrated. This method might be effective to avoid over-explanation and to be brief and to the point.

**Conclusion**

To sum up, translation plays an important role in communication between different culture. It is a necessary means that helps people to communicate and interact with each other. Translating idioms is the most difficult task that may face the

translators in the process of translation since idioms are considered as culturally specific. This chapter was divided into two sections. The first one has shown some concepts related to the study, it introduces the concept of translation and some aspects related to it, some problems that may face the translator when translating from the SL to TL considering cultural differences. While the second section has dealt with different definitions of idioms, their type and characteristics, also the difficulties that face the translator when translating idioms. In order to deal with such difficulties, the translator use different strategies that can help them in the process of translation.

**CHAPTER TWO**

**PRACTICAL PART**

**Introduction**

This chapter represents the practical part of the dissertation. It aimed to introduce an overview of the research methods, the sample, the description of research tools, data collection, and analysis. The main purpose of this study is to shed light on the main strategies used by student in the proses of translating Idioms from English into Arabic, and the appropriate way to apply them.

This study is based on analyzing and discussing of the data that are gathered from different tools. The first one is a questionnaire which is submitted to Master One student to investigate the knowledge about translating idioms and the strategies that they use to translating them. The second one is a test which is used to analyze the student Strategies of Translating and their efficiency.

**1. The Aim of the Research**

The main aim of this study is to investigate the main strategies that the students use when translating from English to Arabic, and how they apply them. It sets out to explore whether or not the strategies they use are helpful for them to understand and give the appropriate translation for the idioms. In addition, this study attempts to answer the research questions.

**2. Description of the Population and Sample**

The research population is Master one Students at Mila University. The questionnaire and the test are submitted to 50 students which have been chosen randomly at the Foreign Languages Department. This choice was based on the fact that

Master one students have a good level and knowledge of English. In addition, they have been studying idioms and translation for more than three years.

**3. Data Collection Tools**

To achieve the aims of the study, two main tools are used; a questionnaire and a test that administered to Master One students.

**4. Administration of the Data Tools**

Since the students' study two weeks and two weeks off, the Questionnaire and the Test was sent by email to Master One student. The data collection process has taken two weeks to reach 50 students.

**Section One: Students' Questionnaire**

**1.1. Description of the Questionnaire**

The students' questionnaire aimed at evaluating the students' knowledge about translating idioms from English into Arabic and to find out the main strategies that they used to translate them. The questionnaire is made up of seventeen questions, which are arranged in three sections.

The first section is about general information; it contains three questions which are about gender, student level of proficiency in English, and years of studying English. These questions are designed to open the way for them to answer the others questions.

The second section is about Translation and idioms; it consists of nine questions which include questions about the main difficulties that may face them when translating idioms, the benefits of using them, and if culture effects translating idioms.

The third section, about strategies of Translating idioms, consists of 5 questions. It aimed at shedding the light on how the students understand idioms; they

are asked to choose the main strategies they use when translating idioms from English to Arabic, and the main problems that may face them when doing that.

**1.2. Analysis of the Questionnaire**

**Section one: General Information**

This section consists of three questions that deal with general information. The purpose behind them is to get an idea about student's levels.

**Question 1: Gender**
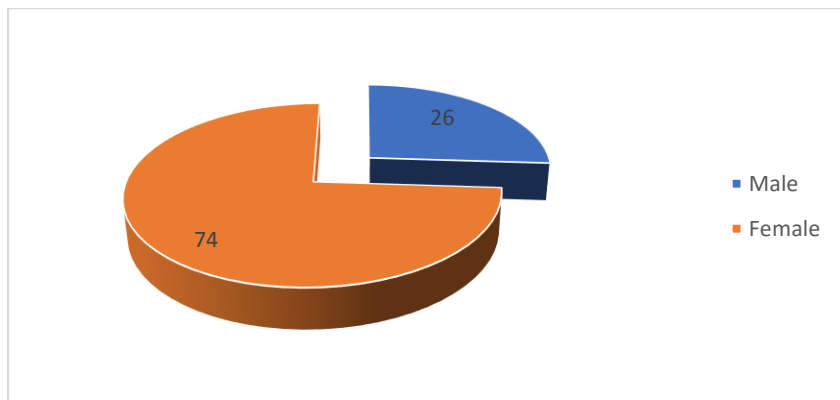


**Figure1:** *Student's Gender*

The figure (01) shows the student's gender, it indicates that the majority of the participant are female 74%, and the rest 26% were male.

**Question 2: How would you Evaluate your English Level**
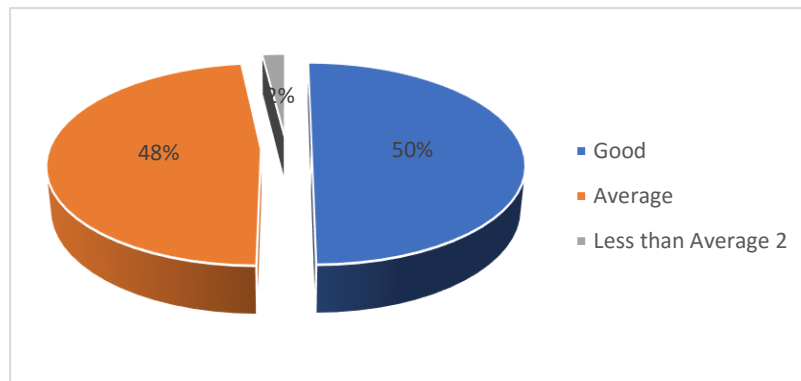


**Figure 2:** *Student's Evaluation Level of English*

This question aim is exploring the student's level of English. The figure (02) shows the student's responses to the question of how they evaluate their level of proficiency in English. 50% of the participants describe their level as good, this means that they have experienced English for a long period of time. 40% answers that their level is average, the rest (2%) chose the option three less than average, this means that they have some problems in learning English.

**Question 3: How long have you been Studying English?**
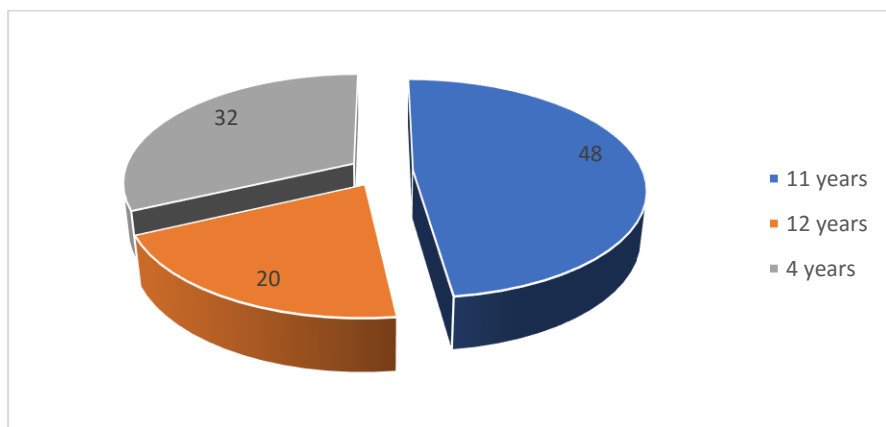


**Figure 3:** *Student's Years of Studying English*

The figure (03) shows that the majority of the students (45%)  studying English for 11 years, while 32% of them study English for 4 years, and the rest of them 20% studied it for 12 years.

**Section Two**

This section concerned with translation and idioms, it contains 9 questions which has been analyzed as follows:

**Question 1. How do you Define Translation?**

The aim of this question is to collect information about student's awareness about translation; the majority of students know the definition of the word and only few students answer that it is quite difficult. According to the answers given by the students, most of them share the idea that translation is the transferring and transmission of the information from SL to TL. Some of their answers were:

- Translation is the process of transmission information from SL to TL.

- Translation is the process of transferring texts from SL to TL.

- Translation is transforming ideas, words and meaning from SL to TL.

**Question2. How Often do you Practice Translation?**
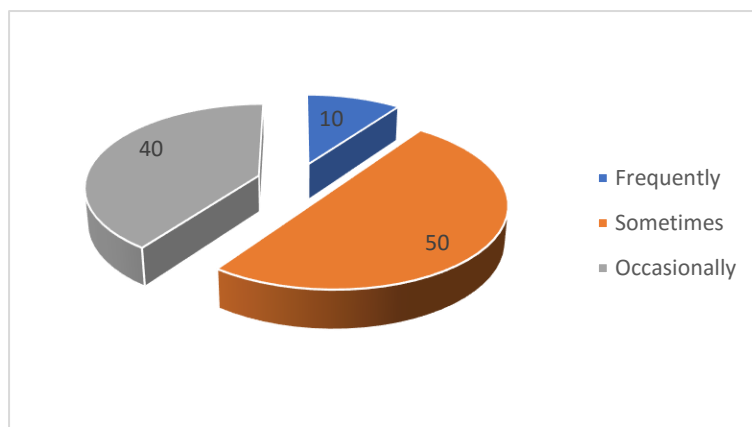


**Figure 4:** *Student's Practice of Translation*

This question aims to show how often master one students practice the process of translation in their daily life. The table shows that the majority of student which are 50% practice translation sometimes, 40% practice it occasionaly, the rest practice it frequently (10%).

**Question3. Do you know the Meaning of the word Idiom?**
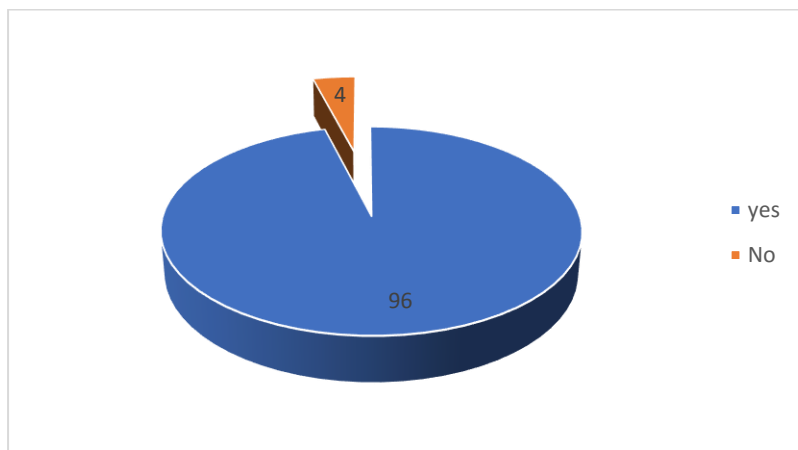


**Figure 5:** *Student Knowledge of the Meaning of the word Idiom*

The goal of this question is to show whether students know the meaning of the word idiom or not. From the table above, the majority of them (96%) have said yes, this means that they have an idea about what an idiom is. However, 4% of the students said no, this means that they are unfamiliar with the idiom. The students who have answered yes, gave definition to the word idiom as follows:

- Idioms are expressions used by native speakers that have figurative meaning rather than their literal one.

- Are expressions that has a particular meaning that is different from the meaning of the individual words.

**Question4. Are you Familiar with English Idioms?**
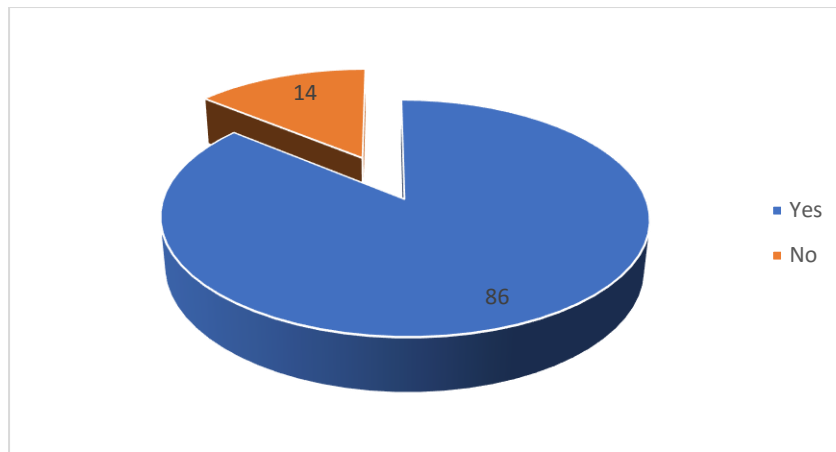


**Figure 6:** *Student's Familiarity with English Idiom*

This question aims to show the familiarity of students with the English idioms. As the table shows, the majority 86% of students have said yes, this means that they are familiar with some English idioms. The rest 17% have said No, this means that they have no idea about English idioms. Students who have said yes gave some example, it's raining cats and dogs, when pigs fly, piece of cake, break a leg, under the weather, break the ice, do not judge the book from its cover.

**Question5.  Do you use Idioms in your Discussion and Daily Life?**
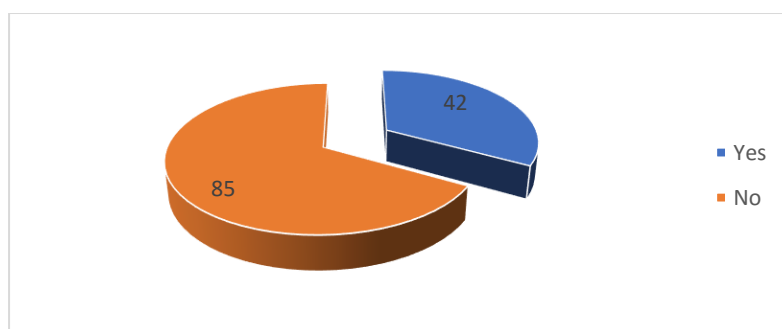


**Figure 7:** *Student's Use of Idiom in Discussion and Daily Life*

The purpose behind raising this question is to know whether students use idioms in their discussion and daily life or not, 85% of them said No; they do not use idioms

in their daily discussion, while 42% said Yes; they use idioms, which means that they are familiar with some idioms and use them in their discussion.

**Question6. How do you find the Translation of Idioms?**
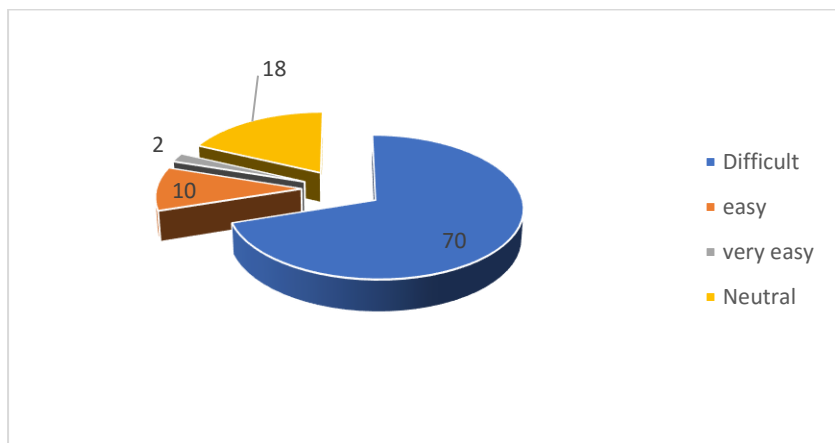


**Figure 8:** *Student's Translation of Idioms*

The purpose of this question is to know how students find the translation of idioms. The result was that (70% )of them find it difficult, (18%) find translation of idiom neutral, (10% )find it easy, while the rest find translating idiom very easy (2%).

**Question 7.  What are the Benefits of Using Idioms?**

The aim of this question is to find out what are the benefits of using idioms. The majority of students respond that idioms are important to act as a native speaker, to give the vibes of fluency, saying many things with just few words, they help to enrich our language, and add more creativity in writing.

**Question8. Do you think that it is important to take Culture into consideration when Translating Idioms?**
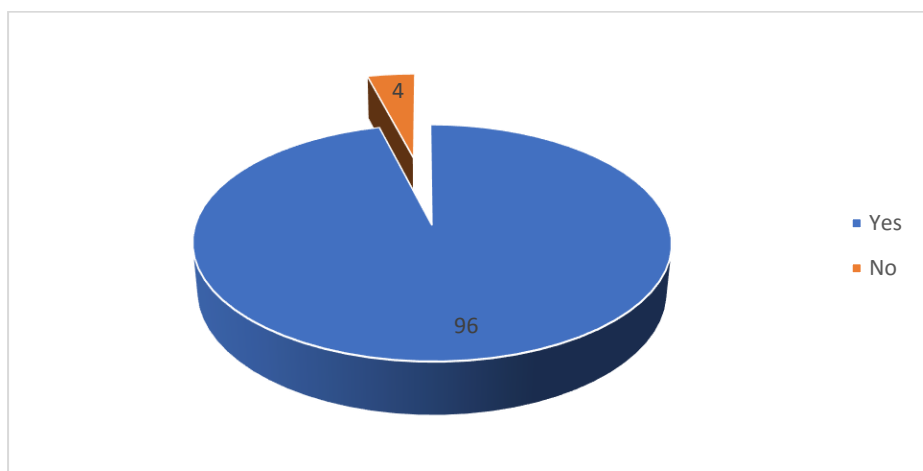


**Figure 9:** *Student's View of the importance of Culture in Translating Idiom*

The question aimed on getting the students view if it is important to take culture into consideration when translating idiom. The table (9) shows that the majority of students (96 %) agree that it is important to take culture into consideration, whereas the other said No (4%).

**Question 9. what makes the English Idioms difficult for you to be Translated?**

The goal of this question is to find out what makes the English idioms difficult to be translated. The majority of students answers that every language has its own idioms and what is sounds good in one country cannot be suitable in another, also they have difficulties in finding the exact equivalent in TL, others can understand it since different contexts means different cultures, the cultural background is very important, also the lack of vocabulary.

**Section Three:** Student's strategies of translating idioms

This section aims to determine the strategies used by master one students in translating idioms from English into Arabic.

**Question 1. How do you get the meaning of idioms?**
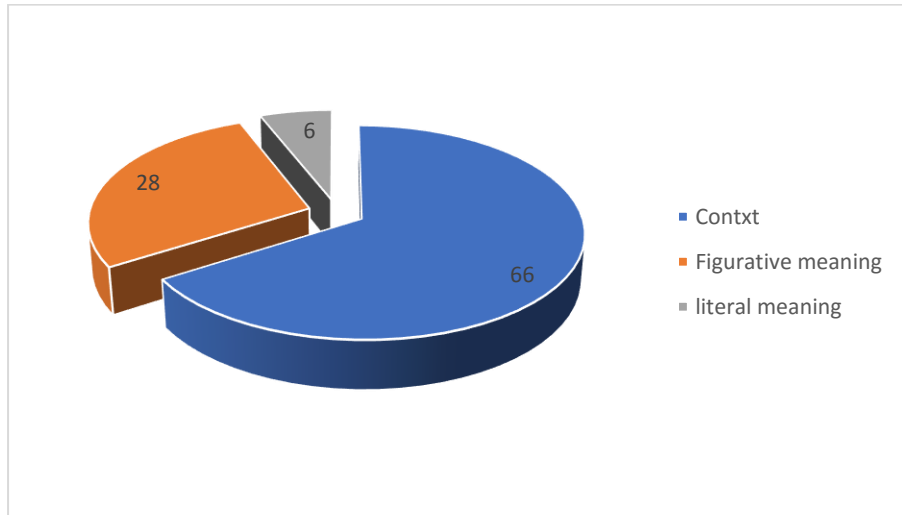


**Figure 10:** *Student's view of getting the Meaning of Idioms*

This question aimed to discuss how students get the meaning of idioms. The figure (10) shows that the majority of the participant 66% get the meaning from the context; they understood the idiom from the context. However; 28% claims that they get the meaning from the figurative meaning, which means that they are familiar with English idioms and understand them. While 6% get the meaning from the literal meaning which can be totally different from the exact meaning of the idiom.

**Question 2. Which type of Meaning should focused on when you Translate Idiom?**
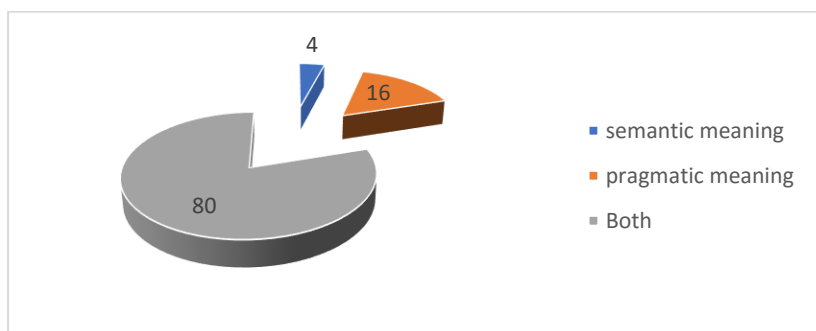


**Figure 11:** *Which type of Meaning should be focused on when Translating Idiom*

The question aimed to show which type of meaning should be focused on when translating idioms, 4% claimed that it should be focused on the semantic meaning, while 16% claimed that the focus should be on the pragmatic meaning. However; 80% said that we should focused on both pragmatic and semantic meaning.

**Question 3. What are the problems that you face in Translating Idioms?**
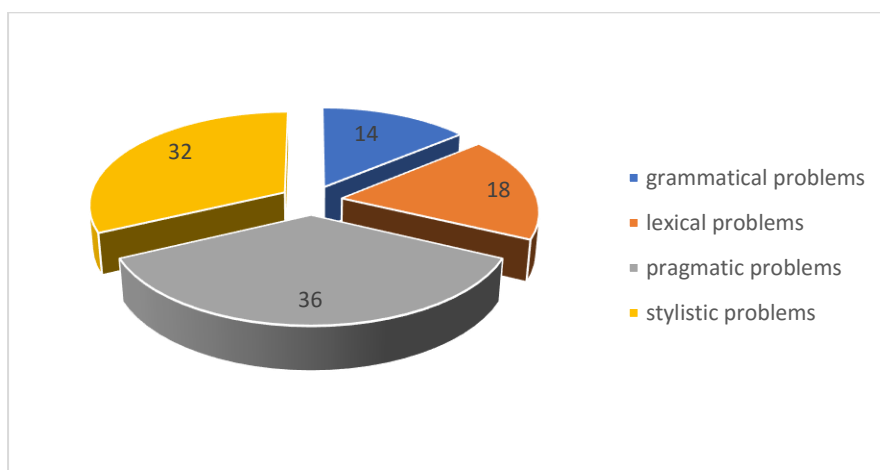


**Figure 12:** *Student's Problems in Translating Idioms*

The aim of this question is to find out the problems that face students when translating idioms, 36% faced pragmatic problems while others (32%) face stylistic

problems, 18% claimed that they face lexical problems and the minority of them face grammatical problems.

**Question 4. Which is the easiest task for you; to Translate Idioms from English to Arabic or from Arabic to English?**
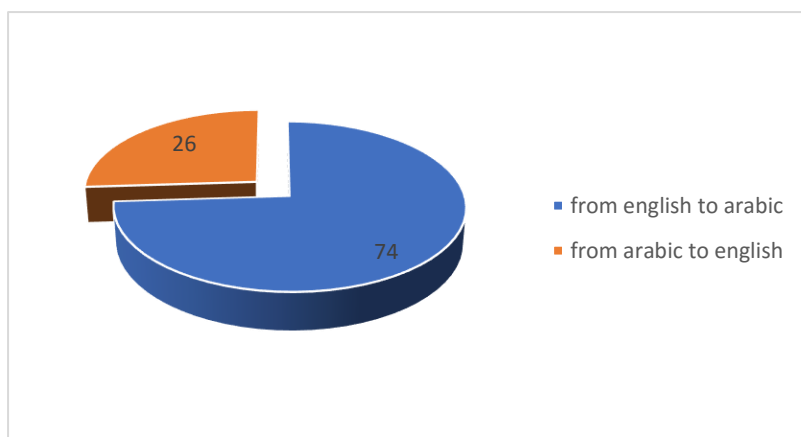


**Figure 13:** *The student's Easiest Task*

The question aims to determine whether the students find it easy to translate idioms from English to Arabic or verse versa, the table above show that the majority of the participants 74% find it easy to translate idioms from English to Arabic, while 26% find translating from Arabic to English easier.

**Question 5. Which Strategy do you use when Translating Idioms?**
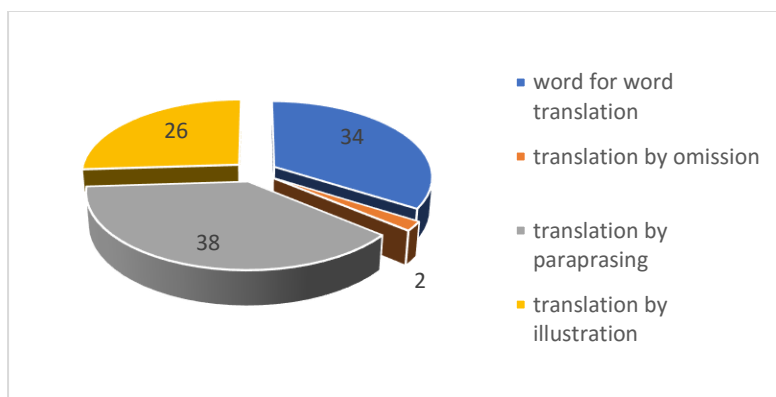


**Figure 14:** *Student's strategy in Translating Idioms*

The question aims to find out strategies used by master one students in translating idioms from English to Arabic. The table above shows that the majority of them 38% translate idioms by paraphrasing, 26% translate using illustration, i.e. they translate idiom by giving examples, 34% use word for word translation and the rest 2% use translation by omission, i.e. they omit the idiom completely.

**1.3. Discussion of the Student's Questionnaire:**

The result of the student's questionnaire shows that most of the students have knowledge about translation and idioms, this means that they have experienced the English language for a long time, this helps them to improve their level. The second section of the questionnaire concerned with translation and idioms; the results show that in the first question the majority of the student have knowledge of the word translation and most of them practice it. Concerning the second question which is about the meaning of the term idiom most of student give the exact meaning, this mean they are familiar with some English idioms which help them to improve their English level, when moved to their use of idioms the result shows that most of the students did not use idioms because sometimes it is difficult to be understood. The next question is concerned with the benefits of using idioms; the results indicate that using them help in developing the level of students' proficiency, help them to communicate successfully, enrich their English language, and add more creativity to their writing and speaking. When it comes to culture, student's answers confirm that it is important to take it into consideration when translating idioms from English into Arabic. The last point in the second section related to the main difficulties that may face the students in translating idioms, most of students answered that the main difficulty that face them when translating idioms is in finding the exact equivalent from one culture to another. The last section concerned with the student's strategies of translating idioms. Concerning

the first question related to getting the meaning of idioms, the majority of the student state that they get the meaning from the context, focusing on both pragmatic and semantic meaning, when translating idioms, they find different problems; pragmatic and stylistic. Moving to the next point most of the student find it easy to translate from English to Arabic. Finally, the questionnaire ends with the most important point in this study which is the main strategies used by Master one students in translating idioms to Arabic; the strategy that students prefer to use the most is paraphrasing, then using word for word.

**Section two: Students' Test**

**2.1. Description of the students' test:**

The test aimed at verifying and discussing the students' understanding and translation of idioms. It consists of 13 English sentences, each of which includes an Idiomatic expression to be translated into Arabic. We tried to select some familiar idioms that would be easy for the students to translate; these idioms were chosen particularly to meet the aim of the study. The main aim of this test is to investigate the major strategies used by master one students in translating idioms from English into Arabic, as well as the student's difficulties in translating them. Fifty students were selected randomly to take the test, in which they were asked to translate the sentences from English to Arabic. They were given the full time to complete the translation task. After the data was gathered, the answers were analyzed.

The idioms were extracted from" English Idioms in Use" by Michael McCarthy and Felicity O'Dell", and from "Idiomacity between Evasion and Invasion in Translation: Stylistic, aesthetic and connotative considerations".

**2.2. Analysis of the student's test:**

**Table 01**

*Student's Correct and Incorrect Translations*

| Statements | Correct translation | | Incorrect translation | |
|---|---|---|---|---|
| | N | % | N | % |
| 1 | 28 | 56% | 22 | 44% |
| 2 | 35 | 70% | 15 | 30% |
| 3 | 28 | 56% | 22 | 44% |
| 4 | 36 | 72% | 14 | 28% |
| 5 | 39 | 78% | 11 | 22% |
| 6 | 32 | 64% | 18 | 36% |
| 7 | 47 | 94% | 3 | 6% |
| 8 | 16 | 32% | 34 | 68% |
| 9 | 25 | 50% | 25 | 50% |
| 10 | 36 | 72% | 14 | 28% |
| 11 | 25 | 50% | 25 | 50% |
| 12 | 32 | 64% | 18 | 36% |
| 13 | 18 | 36% | 32 | 64% |
| Total | 393 | | 253 | |
| Total translations | 650 | | 650 | |
| General percentage | 61% | | 39% | |

The table above shows that, from 650 translations there are 39 correct answers, while the rest of them 253 gave incorrect translation. So, from 50 students, 61% gave correct translation.

**Statement 01: This tin opener driving me round the bend, I think I will throw it away and get a new one next time I'm in town.**

فتاحة علب الصفيح هده تقودني الى الجنون اعتقد انني سأرميها بعيدا واحصل على واحدة جديدة في المرة القادمة التي اكون فيها في المدينة.

As indicated in table (01), (56%) of the respondents gave the correct Translation of the English idiom (driving me round the bend) they provide the exact equivalent in Arabic. They write:

تدفعني للجنون، تقودني للجنون، تصيبني للجنون

However, (44%) of them give incorrect Translation by using literal translation:
تقودني الى المنعطف، تقودني للانعطاف حولها.

**Statement 02: I decide I was going to get place at university by hook or crook. It had always been my dream to study for a degree in history.**

قررت ان احصل على مكان في الجامعة باي وسيلة. لقد كان حلمي دائما ان ادرس للحصول على شهادة في التاريخ.

The table (01) above shows that (70%) of the participants provide correct Translations by giving the exact equivalent of the idiom (by hook or by crook) in Arabic.

باي طريقة، لا محالة، باي وسيلة ممكنة، بالعاطل او بالباطل، طوعا او كرها، مهما كان الثمن.

While (30%) of them give incorrect Translation by using the omission strategy.

قررت ان ادخل الجامعة، قررت ان التحق بالجامعة.

**Statement 03: It is the person in the street who picks up the bill for the government's mistakes.**

انه الشخص الموجود في الشارع الدي يدفع ثمن أخطاء الحكومة.

The idiom is translated correctly by (56%) of the respondents who give equivalents in Arabic by paraphrasing the meaning of the idiom (picks up the bill).

يدفع الثمن، يقع عليه اللوم

However, (44%) of the rest of them gave incorrect Translation by using literal translation.

يدفع الفواتير،الذي يجمع الفواتير

**Statement 04: He is feeling very miserable, so there is no need for you to stick the knife in too.**

انه يشعر بالضيق الشديد لدلك ليس هناك داعي ان تزيد عليه.

Table (01) shows that (72%) of the respondents translated the idiom (to stick the knife in too) correctly using similar meanings and forms to find the equivalent in Arabic.

ان تزيد الطين بلة، ان تزيد عليه، اضافة الزيت للنار

While only (28%) provide an incorrect Translation to the English idiom.

لاترد عليه، إشهار السكين في وجهه

**Statement 05: That book title has a familiar ring to it, I think I read it a long time ago.**

عنوان هدا الكتاب يبدو مألوفا اعتقد انني قراته مند وقت طويل.

Table (01) indicates that (78%) of the respondents provide correct Translation to idiom (a familiar ring to) by giving the equivalent in Arabic by supplying paraphrasing.

يبدو مألوفا، رأيته من قبل

(22%) of the respondents, however, provide incorrect Translation by getting the meaning from the context or giving literal translation.

له حلقة مؤلوفة، عصابة مؤلوفة لها

**Statement 06: The teacher will give you a rough time if you don't finish the book.**

سيمنحك الاستاد وقتا عصيبا ادا لم تنهي الكتاب.

In translating this idiom (a rough time) (64%) of the respondents provide the correct Translation by giving the right equivalent in Arabic.

سيعاقبك الاستاد، سيعطيك وقتا عصيبا

Whereas (36%) of them gave incorrect Translation.

سيعطيك وقتا اضافيا، سيكافئك

**Statement 07: I do not have a clue how to use this camera.**

ليست لدي أي فكرة حول كيفية استخدام هده الكاميرا.

It has been shown in table (01) that (94%) of the respondents translated this idiom (have a clue) correctly by using a similar meaning and form to give the equivalent in Arabic.

ليس لدي أي فكرة، لا أعرف طريقة

While only (6%) of the respondents gave incorrect Translation and translated

it literally as

ليس لدي مفتاح

**Statement 08: Her spoken English leaves a lot to be desired.**

لغتها الانجليزية ليست بالمستوى المرغوب.

This idiom (a lot to be desired) is translated correctly by (32%) of the

respondents by using paraphrasing and providing equivalent in Arabic.

كانت خيبة أمل، ليست بالمستوى المرغوب، ليست جيدة

However, (68%) of the respondents provide incorrect Translations.

تترك الكثير مما هو مرغوب به، تجعلني متشوقة لسماعها، لغتها مشوقة

**Statement 09: She was tickled pink by the good news.**

كانت مسرورة بالأخبار الجيدة.

According to table (01), this idiom (tickled pink) is translated correctly by

(50%) of the respondents by using an idiom of similar meaning and form.

كانت مسرورة، كانت فرحة جدا

While (50%) of the sample provide incorrect Translation to the idiom by giving

literal translation.

لقد احمرت خجلا، لقد احمر وجهها

**Statement 10: I feel sick as a dog.**

اشعر بالمرض الشديد.

As shown in table (01), this idiom (sick as a dog) is translated correctly by (72%) of the respondents by supplying paraphrasing.

أنا مريضة جدا، أنا مريض للغاية، إني في حالة يرثى لها

However, (28%) of the respondents gave incorrect Translation by using word for word Translation.

أنا مرض كالكلب، أنا مريض كالحيوان

**Statement 11: He was been down in the dumps lately.**

كان حزينا جدا مؤخرا.

Table (01) reveals that (50%) of the sample Translated the English idiom (was been down in the dumps) into Arabic correctly by using the paraphrasing strategy

كان مكتئبا مؤخرا، كان حزينا مؤخرا، كان عابسا مؤخرا

While the other (50%) gave incorrect Translation of the idiom by using word for word translation.

كان في أسفل النفايات مؤخرا، كان في مقالب النفايات مؤخرا

**Statement 12: I could play outside till the cows come home.**

يمكنني اللعب بالخارج لوقت متأخر.

The table shows that (64%) of the respondents gave the correct Translation of the idiom (till the cows come home) finding the equivalent in Arabic.

لوقت متأخر، لفترة طويلة، حتى غروب الشمس

However, the rest of them (36%) provide incorrect Translation by using a literal translation

حتى تعود الابقار الى المنزل

**Statement 13: my car is second hand.**

سيارتي مستعملة.

According to table (01), (36%) of the respondents give a correct translation of the idiom (second hand), they find the exact equivalent in Arabic.

سيارتي مستعملة، سيارتي ليست جيدة

Whereas, more than half (64%) gave incorrect Translation using word for word translation.

سيارتي هي دراعي الايمن، سيارتي هي يدي الثانية

**2.3. Analysis of Students' Strategies:**

**Table 02**

*Student's Strategies in Translating Idioms*

| Statements | Translation by paraphrasing | Word for word translation | Translation by omission | Translation by culture substitution | Translation using similar word and form | Translation by illustration | Translation by compensation |
|---|---|---|---|---|---|---|---|
| 1 | 29 | 10 | 8 | 00 | 03 | 00 | 00 |
| 2 | 31 | 07 | 09 | 01 | 02 | 00 | 00 |
| 3 | 26 | 13 | 06 | 00 | 05 | 00 | 00 |

| 4 | 21 | 09 | 04 | 14 | 02 | 00 | 00 |
|---|---|---|---|---|---|---|---|
| 5 | 39 | 07 | 04 | 00 | 00 | 00 | 00 |
| 6 | 33 | 17 | 00 | 00 | 00 | 00 | 00 |
| 7 | 45 | 5 | 00 | 00 | 00 | 00 | 00 |
| 8 | 21 | 29 | 00 | 00 | 00 | 00 | 00 |
| 9 | 24 | 21 | 01 | 04 | 00 | 00 | 00 |
| 10 | 35 | 10 | 01 | 04 | 00 | 00 | 00 |
| 11 | 29 | 21 | 00 | 00 | 00 | 00 | 00 |
| 12 | 37 | 13 | 00 | 00 | 00 | 00 | 00 |
| 13 | 20 | 30 | 00 | 00 | 00 | 00 | 00 |
| Total | 390 | 192 | 33 | 00 | 12 | 00 | 00 |
| Total translations | 650 | | | | | | |
| Percentages | 60% | 30% | 5% | 4% | 1% | 00 | 00 |

The table above shows that the most used strategy by Master one students when translating idiom is paraphrasing (60%), then followed by word for word translation (30%), and then translation by omission (5%). Again, the figure depicts that only a few of them use both culture substitution (4%) and translation using similar meaning and form (1%).

**1). This tin opener driving me round the bend, I think I will throw it away and get a new one next time I 'am in town.**

فتاحة علب الصفيح هده تقودني الى الجنون اعتقد انني سأرميها واشتري واحدة جديدة عندما اذهب الى المدينة في المرة القادمة.

**Translation by Paraphrasing :**

تدفعني للجنون، تصيبيني بالجنون، تجعلني اصاب بالجنون.

**Word for Word Translation :**

تقودني الى المنعطف، تقودني للانعطاف حولها، تجعلني اطوف في الاجواء.

**Translation by Omission :**

اعتقد انني يجب ان ارمي فتاحة العلب هذه واشتري واحدة جديدة، سأتخلص من فتاحة العلب هذه.

**Translation by Similar Meaning and Form:**

تثير اعصابي.

From this answer we can notice that when the students use paraphrasing and similar meaning and form they get an efficient translation, and give a brief explanation to the meaning behind the idiom, but when they use word for word and omission they didn't get the right meaning and do the opposite and destroy the exact meaning.

**2). I decide I was going to get place at university by hook or crook. It had always been my dream to study for a degree in history.**

قررت الحصول على مكان في الجامعة بالعاطل او بالباطل. لقد كان حلمي ان احصل على شهادة في التاريخ.

**Translation by Paraphrasing:**

بأي طريقة ممكنة، طوعا او كرها.

**Translation by Similar Meaning and Form:**

عاجلا ام آجلا، بالجهد او بالحيلة.

**Translation by Literal Translation :**

عن طريق الخطاف او الاحتيال.

**Translation by Omission :**

لقد قررت ان آخد مكانا في الجامعة فلقد كان حلمي ان احصل على شهادة في التاريخ.

It can also be seen that paraphrasing is the best way to translate this idiom; students prefer to use this strategy because it is the most efficient and appropriate one that gives the most effective meaning. when they use word for word translation or omission, the meaning of the idiom is lost and so others don't understand it and find it unusual.

**3). It is the person in the street who picks up the bill for the government's mistakes.**

انه المواطن الذي يدفع ثمن اخطاء الحكومة.

**Translation by Paraphrasing :**

الذي تقع على عاتقه.

**Translation by Similar Meaning and Form:**

الذي يتحمل، الذي يقع عليه اللوم

**Translation by Omission :**

انه المواطن الذي يقوم باخطاء الحكومة.

**Translation by Word for Word:**

انه المواطن الذي يجمع اخطاء الحكومة.

It can be noticed again that the students use the paraphrasing strategy since it is the most appropriate one that helps them to achieve an acceptable and efficient translation.

**4). He is feeling very miserable, so there is no need for you to stick the knife in too.**

انه في حالة مزرية، لذا لاداعي ان تزيد عليه.

**Translation by Paraphrasing:**

ان تجعل الامر اسوء عليه.

**Translation by Similar Meaning and Form:**

لا داعي ان تزيد على حالته،ان تشعره بالسوء.

**Translation by Cultural Substitution :**

ان تزيد الطين بلة، اشهار السكين في وجهه.

**Translation by Omission.**

انه يشعر بالسوء الشديد.

**Translation by Word for Word.**

ان تغرس السكين فيه

It can be noticed that paraphrasing is the most appropriate strategy in translating this idiom because it is the most efficient strategy that gives an acceptable meaning. Students also use other strategies that are similar to paraphrasing in which they use similar meaning and form to provide an appropriate and acceptable meaning. This latter cannot be achieved using word for word translation or the omission strategy. We also

notice that the students use another strategy which is Cultural substitution, in which they give the meaning according to their native language.

**5). That book title has a familiar ring to it, I think I read it a long time ago.**

عنوان هذا الكتاب يبدو مؤلوفا، اظنني قرأته منذ مدة.

**Translation by Paraphrasing:**

رأيته من قبل،مر علي من قبل.

**Translation by Omission :**

لقد قرأت هذا الكتاب من قبل.

**Translation by Word for Word :**

يملك خاتما.

When using paraphrasing, students were able to produce acceptable and appropriate translations of the idiom; but when they use word for word translation or omission, they translate the idiom without even understanding the intended meaning and therefore without transmitting the correct meaning of the idiom.

**6). The teacher will give you a rough time if you don't finish the book**.

سيعاقبك الاستاذ ان لم تنهي قراءة الكتاب.

**Translation by Paraphrasing:**

سيعطيك وقتا سيئا.

**Translation by Word for Word :**

وقتا عصيبا.

In this idiom, the paraphrasing technique appears to be effective since it keeps the English idiom's meaning; however, the word for word strategy does not work because it destroys the phrase's meaning, ignores it and gives it as it is.

**7). I do not have the clue how to use this camera.**

ليس لدي فكرة عن كيفية استعمال هذه الكاميرا.

**Translation by Paraphrasing :**

ليس لدي خبرة، ليس لدي معرفة.

**Translation by Word for Word :**

ليس لدي مفتاح.

Again, paraphrasing is an effective strategy for translation This idiom to some extent, whereas Word for Word translation Is not. Students have interpreted the idiom without considering the indirect meaning.

**8). Her spoken English leaves a lot to be desired.**

لغتها الانجليزيه ليست بالمستوى المطلوب، ليست جيدة بما فيه الكفاية، ذات جودة متواضعة.

**Translation by Paraphrasing:**

ليست جيدة، كانت خيبة أمل.

**Word for Word Translation**

لغتها الانجليزيه المنطوقة تترك الكثير من ماهو مرغوب فيه

The students' answers show that they use paraphrasing to get the correct translation. On the contrary, using word for word translation results in a wrong translation and a meaning change.

**9). She was tickled pink by the good news.**

لقد فرحت كثيرا لسماع الاخبار الجيدة

**Translation by Paraphrasing :**

كانت مسرورة، شعرت بالفرح الشديد

**Word for Word Translation**

لقد احمرت خجلا، احمر وجهها الاخبار الجيدة جعلتها متوهجة بالوردي.

**Translation by Omission :**

سمعت أخبارا جيدة.

**Translation by Cultural Substitution :**

كادت أن تطير فرحا، لقد طارت فرحا غمرتها الفرحة.

Using paraphrasing helps students to produce an acceptable translation, whereas word for word translation give a wrong one. Others omit it directly and others use their own language.

**10). I feel sick as a dog.**

أشعر بالمرض الشديد.

**Translation by Paraphrasing :**

مريض جدا، أنا مريض جدا.

**Word for Word Translation :**

أنا مريض كالكلب، أنا مرض كالحيوان.

**Translation by Omission :**

أشعر بالتعب.

**Translation by Cultural Substitution :**

أنا في حالة يرثى لها.

The students' answers show that using paraphrasing help them to get an acceptable translation, whereas word for word does not. some students omit the idiom totally, others use expressions used in their native language.

**11). He was been down in the dumps lately.**

كان مكتأبا مؤخرا، كان حزينا مؤخرا، كان عابسا مؤخرا.

**Translation by Paraphrasing :**

كان مكتأبا مؤخرا، كان شديد الكآبة مؤخرا.

**Word for Word Translation :**

كان في مقالب النفايات مؤخرا، كان في أسفل النفايات مؤخرا.

From the translation of this sentence, it is noticed that using the paraphrasing help the students to achieve the acceptable answers. However, the word for word translation does not.

**12. I could play outside till the cows come home.**

أستطيع اللعب خارجا لوقت طويل.

**Translation by Paraphrasing:**

لفترة طويلة، حتى الغروب.

**Word for Word Translation :**

أستطيع اللعب خارجا حتى تعود الأبقار إلى المنزل.

Paraphrasing helps the students to reach the acceptable translation, while word for word does not.

**13). My car is second hand**

سيارتي مستعملة.

**Translation by Paraphrasing:**

سيارتي قديمة، سيارتي ليست جديدة

**Word for Word Translation :**

سيارتي هي يدي الثانية، سيارتي، سيارتي هي ذراعي الأيمن.

Here, the students who used the paraphrasing strategy reached the correct answers, however those who used word for word translation did not give the right answer.

**2.4. The Discussion of the result of the Test:**

As mentioned before, the main aim of this study is to find out the main strategies used by Master one students when translating idioms from English to Arabic, as well as whether they are successful.

According to the data analysis, the most commonly used strategy is paraphrasing; the majority of students tried to express the meaning of the idiom using their own words depending on the context of the sentence. The results show that this strategy was efficient since it helped them to get the correct translation. Students, on the other hand, use word for word translation strategy (literal translation) which

depends on the lexical meaning; some of them use this strategy because it is not always possible to find the exact equivalent and because it is easy to be applied; however, this strategy is not always useful because the meaning of some idioms will be changed totally when translated literally. The results show again that some students use the strategy of translation by omission; they prefer to translate the meaning of the sentence while ignoring the idiom. Another strategy adopted by a few students was the culture substitution, in which they translate idioms metaphorically because it is difficult to translate them since idioms are culturally specific. The last strategy is translating using similar word and meaning and form; few students use this strategy giving the similar meaning and form of the source language idiom.

## 5. Limitations and Pedagogical Recommendations

## 5.1. Limitations of the Study

When conducting this research, there were some difficulties and limitation that faces the researchers, they are:

1.     The Difficulty of getting in touch with students, because of study time (the timetable was two weeks studying and two weeks off).

2.     The Difficulty of collecting data, despite the large number of master one students, still they did not answer the questionnaire or the test, just a few of them help us.

3.     The lack of printed books in the library in relation to the topic.

**5.2. Pedagogical Recommendations**

This study shed light on the different strategies used by master one students when translating idioms from English to Arabic, the following are some pedagogical implications that result from the current study addressed to students and teachers.

**5.2.1. Recommendation for students**

Learning idioms help students in developing their level in English, so it is important for students to follow the following recommendations;

- Students should know and be aware of the differences between the two languages.

- They should find the equivalent when translating from one language to another taking into account cultures.

- Students should be familiar with idioms by reading and memorizing them.

- Students should be aware of the translation strategies, so that it will be easy to them to translate using the exact strategy.

- They should avoid word for word translation, because it destroys the meaning of the idioms, and it is not always helpful in producing a good translation.

- In the translation process, the students must consider idiom as one unit, to get the exact meaning.

- Watching English series, contacting with English people and reading books can help students to enhance their understanding of idioms

**5.2.2. Recommendation for teachers**

When reading this research, teachers will have an idea about the students' difficulties in translating idioms from English to Arabic, so they will try to help them to decrease these difficulties;

-      Teachers should include idioms in their teaching content.

-      Teachers should give different idioms with explanation, so that the students can learn and memorize them.

-      Teachers should explain the different strategies, so that the students will have an idea about how and when to use the appropriate strategy when translating.

-      Teachers should give time for learners to practice the translation process and it is needed to provide tasks containing idiomatic expressions.

**Conclusion**

This chapter is concerned with the practical part of the study which aims to investigate the strategies that are used by Master one students when translating idioms from English to Arabic. In order to achieve this goal, two means of research have been used; a questionnaire and a test were submitted to students. The questionnaire aimed to find out the student's level, their familiarity with translation and idioms, and the problems that may face them when translating idioms. Second a test concerned with the student's strategies of translating idioms from English to Arabic and if they apply them correctly. The analysis of the students' questionnaire and test reveals that students use different strategies in translating idioms; they use paraphrasing, word for word translation, translation by omission, cultural substitution, and using similar form and meaning. They found many difficulties in applying these strategies, this because of their unawareness of the meaning of the idiom and the different between the two cultures.

**General Conclusion**

This research tried to shed light on a fundamental difficulty in translation which is translating idioms. Idioms are considered among the most important element in any language; they are used frequently by all native speakers. The main aim of this study is to investigate the main strategies used by Master One students at Mila University when translating idioms from English to Arabic. Besides, it seeks to know whether they apply these strategies appropriately to find equivalence between the two languages (SL and TL).

It must be noted that translation is an important means for communication across different cultures, including the notion of equivalent that has been discussed at length since it is considered as the essential issue of the translation process. The research also discussed the relation between translation and culture because cultural differences may cause gaps. So, during the process of the translation, the translator should take into consideration the cultural differences between the SL and TL otherwise different problems may face him. In the translation process idioms are cultural-specific element, which are considered as the most difficult and challengeable task when searching for the equivalent in the target language; it has always been a problem in terms of comprehension and production because translating idioms differ from one culture to another. In order to decrease the difficulties that may face the translator in translating idioms, this study aims is to shed light on the strategies used in translating idioms from English to Arabic. Furthermore, it tries to determine whether or not students apply those strategies successfully in their process of translating idiom.

In order for us to achieve the previous mentioned aim, a questionnaire and a test are submitted to 50 EFL Master One students at the department of foreign languages, Mila University.

From the result obtained through the administration of the questionnaire and the test and the analysis of the previous data, it is indicated that Master one students have knowledge about translating idioms from English to Arabic. It is noted that Master one students used different strategies when translating idioms; they have used paraphrasing, word for word, similar meaning and form, cultural substitution, and omission. Paraphrasing is the most used and prominent strategy that the student use because it helps them to get an appropriate and close meaning. These strategies, however, are sometimes appropriate to use and sometimes not; some students use them without knowing whether they are appropriate or not.

The finding of the present research suggested that the students must know the importance of learning idioms in order to use them in communicating or in writing. Teachers must provide students with different idioms with explanations so that they can learn and memorize them, and in order for them to produce a good translation, the teacher must provide students with effective strategies so that the students understand how and when to use the appropriate strategy when translating. The result of the analysis confirms the hypothesis which stated that if Master one students are aware of the strategies for translating idioms and choosing the most appropriate one, they will be able to produce an effective translation.

The future researchers should not be limited themselves by the present study because, it for sure has its limitations but it can be basis for other researches.

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# Appendices

## Appendix A

## The Students' Questionnaire

Dear student,

Thank you for accepting undertake the present questionnaire. Which is carried out for the purpose of research the questionnaire will not be marked and is anonymous. 6Your contribution is very important for the present research that is why we are expecting you to be sincere and objective. Thank you for your help we appreciate it.

❖ Please put (×) in the box corresponding to your answers.

### Section One : General Information

1. Gender: Male ☐ Female ☐

2. How would you evaluate your English level?

Good ☐ Average ☐ Less than Average ☐

3. How long have you been studying English?................................................

### Section two: Translation and Idioms

1. How do you define Translation?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

………………

2. How often do you Practice Translation?

• Frequently ☐

- Sometimes       ☐

- Occasionally      ☐

3.     Do you know what is the meaning of the word Idioms?

    Yes      ☐      No      ☐

If, yes could you Define it please

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………

4.     Are you familiar with English idioms?

    Yes      ☐      No      ☐

If, yes mention some of the English idioms that you know

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

5.     Do you use idioms in your discussion and daily life?

     Yes      ☐      No      ☐

6.     How do you find the translation of idioms?

- Difficult      ☐

- Easy      ☐

- Very easy      ☐

- Neutral      ☐

7.     What are the benefits of using idioms?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

………………………………………….

8.  Do you think that it is important to take culture in consideration when translate

idioms?

     Yes       ☐        No       ☐

9.  What make the English idioms difficult for you to translate into Arabic?

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………………..

**Section Three: Student's Strategies in Translating Idioms**

1.  How do you get the meaning of idioms?

- Context       ☐

- Figurative meaning       ☐

- Literal meaning       ☐

2.  Which type of meaning should be focused on when you translate idioms?

- Semantic meaning       ☐

- Pragmatic meaning       ☐

- Both       ☐

3.  What are the problems that you faced you when translating idioms?

- Grammatical problems       ☐

- Lexical problems       ☐

- Pragmatic problems       ☐

- Stylistic problems ☐

4. Which is the easiest task for you; to translate idioms:

a) From English to Arabic ☐

b) From Arabic to English ☐

5. Which strategies do you use when translating idioms from English to Arabic

- Word for word translation ☐

- Translation by omission ☐

- Translation by paraphrasing ☐

- Translation by illustration ☐

**Thank you for your collaboration**

# Appendix B

## Students' test

Dear students,

Thank you for accepting to take the present test, which is carried for the purpose of research, this test will not be marked, so you have to worked individually in order to have reliable results…thank you in advance.

❖ Please read the following sentences then translate them into Arabic:

1. This tin opener driving me round the bend, I think I will throw it away and get a new one next time I'm in town.

………………………………………………………………………………………

…………………………………………………………………………….

2. I decided I was going to get place at university by hook or crook. It had always been my dream to study for a degree in history.

………………………………………………………………………………………

………………………………………………………………………………………

………………………

3. It is the person in the street who picks up the bill for the government's mistakes.

………………………………………………………………………………………

…………………………………………………………………………

4. He is feeling very miserable, so there is no need for you to stick the knife in too.

………………………………………………………………………………………

…………………………………………………………………………

5.      That book title has a familiar ring to it, I think I read it a long time ago.

……………………………………………………………………………………………………

…………………………………………………………………………….

6.      The teacher will give you a rough time if you don't finish the book.

……………………………………………………………………………………………………

…………………………………………………………………………………

7.      I do not have the clue how to use this camera.

……………………………………………………………………………………………………

………………………………………………..

8.      Her spoken English leaves a lot to be desired.

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9.      She was tickled pink by the good news.

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10.     I feel sick as a dog.

………………………………………………………………………………………

11.     He was been down in the dumps lately.

……………………………………………………………………………………………………

………………..

12.     I could play outside till the cows come home.

……………………………………………………………………………………………………

……………………………………………

13.     My car is second hand.

…………………………………………………………………………………………………

…………………………………………………………………….

**Thank you for your collaboration**

**Résumé**

La présente étude, composée de deux chapitres, tente d'étudier les stratégies utilisées par les étudiants en Master 1 pour traduire les expressions idiomatiques de l'anglais (langue cible) à l'arabe (langue source). Dans ce travail, nous avons voulu faire la lumière sur les différentes stratégies utilisées par EFL Master un à l'Université de Mila dans la traduction des expressions idiomatiques, ainsi que les difficultés auxquelles les étudiants peuvent faire face tout en le faisant. Dans ce travail de recherche, il est supposé que si les apprenants utilisent des stratégies exactes pour traduire les idiomes, ils seront en mesure de produire une traduction efficace du texte cible. Afin de confirmer cette hypothèse, cette étude utilise une méthode qualitative dans la collecte de données ; un questionnaire et un test ont été remis aux étudiants de 1er Master à l'Université Mila pour découvrir les principales stratégies utilisées par eux lors de la traduction des expressions idiomatiques de l'anglais à l'arabe. Après l'analyse des données, les résultats montrent que les élèves utilisent différentes stratégies pour traduire les expressions idiomatiques de l'anglais à l'arabe ; les stratégies les plus utilisées sont la paraphrase et la traduction mot à mot, suivie par la traduction par omission et substitution culturelle. En utilisant la stratégie de paraphrase, mot et forme similaires, substitution culturelle le traducteur peut produire une traduction efficace. Alors que la traduction littérale n'est pas efficace dans tous les cas.

Mots clés : Traduction, Idiomes, stratégies de traduction, Langue source, Langue cible

**ملخص**

تحاول هذه الدراسة المكونة من فصلين التحقيق في الاستراتيجيات التي يستخدمها طلاب السنة اولى ماسترلغة انجليزية عند ترجمة التعابير الاصطلاحية من اللغة الإنجليزية (اللغة المستهدفة) إلى العربية (لغة المصدر). في هدا العمل، كنا نعتزم الى إلقاء الضوء على الاستراتيجيات المختلفة التي يستخدمها طلاب الاولى ماستر في جامعة ميلة في ترجمة المصطلحات، بالإضافة إلى الصعوبات التي قد تواجه الطلاب أثناء القيام بذلك. في هذا البحث، يُفترض أنه إذا استخدم متعلمو اللغة استراتيجيات دقيقة لترجمة المصطلحات، فسيكونون قادرين على إنشاء ترجمة فعالة للنص المستهدف. ولتأكيد هذه الفرضية، تستخدم هذه الدراسة طريقة نوعية في جمع البيانات؛ تم إعطاء استبيان واختبار لطلاب الاولى الماستر في جامعة ميلة لمعرفة الاستراتيجيات الرئيسية التي يستخدمونها عند ترجمة المصطلحات من الإنجليزية إلى العربية. بعد تحليل البيانات، تظهر النتائج أن الطلاب يستخدمون استراتيجيات مختلفة عند ترجمة المصطلحات من الإنجليزية إلى العربية؛ والاستراتيجيات الأكثر استخداما هي إعادة الصياغة تليها الترجمة الحرفية وترجمة المصطلح بمصطلح اخر بنفس المعنى والشكل، يليها الترجمة بالحذف والاستبدال الثقافي. باستخدام استراتيجية اعادة الصياغة واستراتيجية الترجمة المصطلح بمصطلح اخر او الاستبدال الثقافي قد ينتج المترجم ترجمة فعالة. في حين ان الترجمة الحرفية ليست فعالة في جميع الحالات.

الكلمات الرئيسية: الترجمة، التعابير، استراتيجيات الترجمة، لغة المصدر، لغة الهدف