



الجمهورية الجزائرية الديمقراطية الشعبية
People's Democratic Republic of Algeria
وزارة التعليم العالي والبحث العلمي
Ministry of Higher Education and Scientific Research
جامعة عباس لغرور خنشلة
University of Abbes Laghrou – Khenchela
كلية الآداب واللغات
Faculty of Letters and Languages
قسم الأدب واللغة الإنجليزية
Department of Letters and English Language

IDIOMS IN STUDENTS' TRANSLATION: PROBLEMS AND STRATEGIES

Case Study: 3rd Year Students of English
at Abbes Laghrou university of Khenchela

**Dissertation Submitted to the Department
of English in Partial Fulfillment of the Requirements for the Degree of Master
in Language and Culture**

Candidates

Belghazi Oumaima
Bedghiou Khadija

Supervisor:

Hichem FELLAH

Board of Examiners

President:

Dr. Fayçal SAOUDI

University of Khenchela

Supervisor:

Mr. Hichem FELLAH

University of Khenchela

Examiner:

Ms. Wafa AIDOU

University of Khenchela

September: 2020

Dedication

We dedicate this work to:
Our dear parents who
always help us in tough times
by their precious advice and constant
encouragement,
thank you for your patience and steadfast .
“Without your prayer,
we would have neither the confidence
nor the will to complete this work”
To our sisters and brothers
for their assistance, support and love.

Belghazi Oumaima
BedghiouKhadija

Acknowledgement

First of all, praise is due to Almighty ALLAH for giving us strength and ability to complete this study.

Our deepest thanks go to our supervisor, Mr Felleh Hicham who was a source of guidance, help and support through this process.

Special thanks should be expressed to all teachers, in general, staff and library of the English Department, Thanks to our families for their patient.

Finally, we are most thankful to every person who helped us to fulfil this work.

ABSTRACT

Translation has become increasingly important on both national and global levels; it is a subject worth a closer study. There is a wide range of topics that could be investigated in terms of translational aspects. The purpose of this study is to investigate the translation problems that Third-year students encounter when translating idioms and the strategies adopted to overcome those challenges. To achieve the goal of this study, a qualitative investigation was carried out so that the research can accomplish its objectives and develop the measuring. An online translation test was designed and administered to a sample of 30 students of the 3rd year BA program at the Department of English in the Faculty of Foreign Languages, University of Abbes Laghrour Khenchela. The results of the study show that there are potential problems in the process of translating idioms from English into Arabic. These challenges are mostly related to the inability to find a target language equivalent as well as the students' unawareness of the cultural differences between English and Arabic and idioms' categorization, which confirms the hypothesis of this research.

Keywords: *Translation, idiom, strategy, methods*

List of abbreviations

SL. Source Language

TL. Target Language

SC. Source Culture

TC. Target Culture

Table of content

Abstract

General Introduction

1 - Statement of the problem.....	1
2-Literature Review	1
3- Research Questions and Hypotheses.....	3
4-Tools of research.....	3
5- Objectives of the Study.....	4
6- Structure of the study.....	4
Chapter I: Idioms in Translation.....	5
Introduction.....	6
1. The Concept and the Nature of Idioms.....	6
1.1. Definition of Idioms.....	6
1.2. Idoms and Idiomaticity.....	7
1.3. Characteristics of Idioms.....	8
1.3.1. According to Bell.....	8
1.3.2. According to Nunberg.....	9
1.3.3. According to Fernando.....	9
1.4. Taxonomy of Idioms.....	10
1.4.1. Makkai Classification.....	10
1.4.2. Fraser Classification.....	11
1.4.3. Nunberg Classification.....	12
1.4.4. Gibbs Classification.....	13
1.4.5. Irujo Classification.....	14

1.5. Idioms as Cultural Language Units.....	15
2. A brief Overview about translation Studies.....	17
2.1. Definition of translation.....	17
2.2. Main Issues in Translation Studies.....	19
2.2.1. Source-Oriented Translation Approaches.....	20
2.2.2. Target-Oriented Translation Approaches.....	20
2.3. The Question of equivalence in Translation.....	21
2.3.1. Nida’s Equivalence.....	22
2.3.2. Baker’s Equivalence.....	23
2.3.3. Pym’s Equivalence.....	25
3. Translating Idioms.....	26
3.1. Difficulties in translating idioms.....	26
3.2. Possible Strategies for Translating Idioms.....	27
3.2.1. Using an idiom of similar meaning and form or Total Equivalence.	27
3.2.2. Using an idiom of similar meaning but dissimilar form or Partial Equivalence.....	28
3.2.3. Translation by paraphrasing.....	28
3.2.4. Translation by Omission.....	29
Conclusion.....	30
Chapter II: Data analysis and interpretation.....	31
Introduction.....	32
2.1. Research Methodology.....	32
2.2. Data Collection and Sampling.....	32
2.3. Description of the Test.....	33
2.4. Data Analysis.....	33

2.4.1. Translation of De-Contextualized Idioms into Arabic.....	33
2.4.1.1. Results.....	35
2.4.1.2. Analysis.....	35
2.4.2. Translation of English Idioms into Arabic within the Context of Use.....	36
2.4.2.1. Results and Analysis.....	38
2.5. Students' Strategies While Translating Idioms.....	41
2.5.1. Translation of English Idioms into Arabic.....	41
2.5.1.1. Analysis.....	41
Conclusion.....	42
Recommendations.....	43
General Conclusion	44
Appendix.....	46
Bibliography.....	48
Summary.....	50

List of Tables

Table 1: Samples of English idioms and their Arabic translation.....	19
Table 2: Translation of partial equivalence English idioms into Arabic	20
Table: Samples of Paraphrasing English idioms and their Arabic translation.....	22
Table 04: Frequency of Student’s Familiarity and unfamiliarity with de-contextualized English Idioms.....	29
Table 05: Frequency of Student’s Familiarity with the Four Categories of English.....	32
Table 06: Students’ Strategies in Translating English.....	38

List of Figures

Figure 01: Familiarity and unfamiliarity with de-contextualized English idioms.....	34
Figure 02: Percentage of Students' Answers within the context.....	38
Figure 03: Students' Strategies from English into Arabic.....	41

General Introduction

1 - Statement of the problem

Translation is an activity that aims to facilitate the communication process by interpreting the information received in one language (L1) into another language (L2), and vice versa. The basic function of translation is to transmit the appropriate meaning of a word or a sentence linguistically, semantically, and pragmatically. Nevertheless, translation is not as an easy task particularly translating idioms requires knowledge of both languages, their culture, and knowledge of strategies that are appropriate for rendering and conveying the intended meaning (Dweik & Thalji, 2016)

A lot of students find difficulties when translating idioms, so the easiest thing for them to do is to directly translate them from one language into another. However, the problem we are confronted with this research is the strategies used by students when translating idioms, because despite recent development in the field of translation idioms still pose a serious challenge for foreign learners.

2-Literature Review

Since idioms are considered to be figurative expressions that do not mean what they literally state, and since they are so frequent in spoken and written discourse, understanding and being able to produce them present L2 learners, with a special challenge concerning learning vocabulary. The scarcity of well-conducted empirical L2 studies on topics related to idioms in the language-learning process illustrates the profoundly limited amount of research interest that this area has received so far. It is obvious that L2 learners have some difficulties in becoming more fluent in the target language, and that they apply different strategies to overcome these difficulties and comprehend the meanings of idioms.

Irujo (1986) demonstrated different types of difficulties in learning idioms appropriately in a language-learning context. Generally, students often do not know whether to consider the idiomatic or the literal meaning of idioms in specific contexts. Such confusion might be caused by the fact that idioms generally differ in their level of formality, and most idioms have literal counterparts. For instance, the absence of exact counterparts between Arabic and English pose a high level of difficulty for Arab EFL learners; the idioms in Arabic and English are different. McPartland (2000) argued that the easiest idioms to learn are those that have exact counterparts in the learner's mother tongue, and the most difficult idioms are those that have no analogue in L1 and whose meaning cannot be derived from the combined meaning of their constituent words. Further, Mantyla (2004) argued that L2 learners face difficulty recognizing unfamiliar idioms. Another problem is the lack of exposure to idioms, which ranges from the omission of idioms in speech addressed particularly to those learners so as not to confuse to the omission of idiomatic expressions in the target language materials and syllabi (in addition to the shortage of exercises designed to teach idioms).

According to Hussein, Khanji, & Makhzoomy (2011), the difficulty of learning idioms comes from the fact that idioms are arbitrary and nonliteral. The arbitrariness of idioms makes them incomprehensible based on the meaning of their constituents, and hence they cannot be taught systematically. Pimenova (2011, pp. 117-119) pointed out that the difficulty of learning idioms could be related to five major challenges: (a) unknown vocabulary and unfamiliar idioms; (b) no analogous idioms in L1; (c) cultural differences; (d) lack of experience dealing with idioms; e) lack of the broad context for a given idiom.

Moreover, L2 learners apply different strategies while processing idioms despite of the lack of sufficient input in the classroom setting and the lack of language contact. Hence,

in the literature, different hypotheses have been presented in to explain how idioms are processed.

Researchers differ in how they view the strategies through which idioms are processed, stored, and retrieved. Nelson (1992) argued that language learners directly access the figurative denotation of idioms, whereas Liontas (2002) claimed that language learners understand idiomatic expressions primarily by processing them literally, and only subsequently by retrieving the figurative explanation. This means that the literal processing of idioms must precede accessing their figurative meanings.

3- Research Questions and Hypotheses

Our research work is directed by the following questions:

1. What are the difficulties that 3rd -year students may face while translating idioms and proverbs?
2. What are the adopted strategies to overcome these difficulties?

To answer these questions, the research hypothesis could be stated as follows:

If students of English use accurate strategies, like paraphrasing while translating idioms, then they would be able to translate them correctly.

4-Tools of research

Investigating the problems of translating idioms can be best realized through a qualitative method. This method helps to identify the problems students face in translating idioms.

The present study is based on an online questionnaire as a means of research. This questionnaire aims at investigating:

- First, the problems learners face when translating idioms.

- Second, the different strategies used by them when translating idioms, then we would consider their translations and see whether those strategies are efficient or not.

5- Objectives of the Study

The present study intends to investigate difficulties faced by Algerian undergraduate students majoring in English language and literature when translating idioms, and the strategies that they use to overcome and handle these problems.

6- Structure of the study

The present study is made up of two chapters; the first chapter is a theoretical part, while the second one is empirical.

The first chapter provides a theoretical background about the translation process and the different types, characteristics, and categories of idioms and their problems and strategies in translation. The second chapter, which stands as a practical framework, is devoted to the analysis of data by applying the findings of the first chapter.

CHAPTER ONE

Idioms in Translation

Chapter 1: Idioms in Translation

Introduction

Translating idioms is one of the most difficult tasks for learners. The main problems consist in understanding an idiom and distinguishing idiomatic from non- idiomatic usage. The purpose of this chapter is to theoretically investigate the problem of recognition and comprehension of idioms. It is divided into three main sections; the first one gives detailed theoretical background about idioms, the second provides brief overview about translation and translation studies, and the third one is devoted to discuss the relationship between translation and idiom in the sense that it highlights the difficulties of translating idiom as well as the accurate strategies that may help students to solve these problems.

1. The Concept and the Nature of Idioms

C.F. Hockett explains, “There are certain matters which are relevant both in understanding how a language works at a given time and also in connection with linguistic change. One clear example of this is idiom-formation.”(Hockett, 1970, p 303) It is agreed that Idioms vary in terms of special features in linguistic shapes from one language to another. Idioms are functional in reflecting languages’ cultural specificities and a pertinent model of figurative speeches in linguistics. Every community, region or nation has its own world vision, formulation and use of idioms whether for spoken and written purposes informally and formally. Yet, definition of idiom is still a subject of controversy among scholars which needs precise and limited conceptual framework.

1.1. Definition of Idioms

Many definitions had been coined by different scholars and sources to the word "idiom". McCarthy (2008:26), for instance, points out that when a metaphor loses its original force of the comparison it turns into an" idiom". For example, the idiom "*I'm*

snowed under with work at the moment." was originally a metaphor based on the idea of a great deal of work similar to "snow" in its specificity of heavily covers things and hinder activities around. However, the frequent usage of this expression has blunted the sharpness of its meaning in people's mental pictures and imagination.

For Redman (2003:28), an idiom is not just the combination of the individual words; it is a group of word's meanings. In other words, the meaning of an idiom cannot be worked out from the meaning of the constituent words. Hurford (2007) considers idiomatic expressions as "multi-word phrases whose overall meanings are idiosyncratic and largely unpredictable" (328). Idiom's meanings are not derivable by combining the literal senses of the individual words; their meanings usually depend on the context in which the expression is used. A writer or a translator cannot change the order of words in an idiom (eg: "the short and the long of it"), cannot delete a word from it (eg: " spill beans"), cannot add a word to it (eg: " the very long and short of it"), cannot replace a word with another(eg: "the tall and the short of it"), also cannot change its grammatical structure (eg: "the music was faced"), because they are fixed expressions. (Baker, 1992: 63) As Redman (1997:40) says, idioms are important but using them correctly may be difficult, because with many idioms, if we make a small change or mistake, the idiom can sound strange, funny or wrong. For example: a small talk - put an eye on- of hands.

1.2. Idioms and Idiomaticity

Macmillan dictionary defines idiomaticity as "the extent to which a learner's language resembles that of a native speaker" saying that "idiomaticity is sometimes regarded as the icing on the language learning cake." A priori and from this definition one can deduce that idiomaticity is the degree of resemblance to native speakers' language

usage, and therefore the degree of naturalness in using language structures and connotations.

Another definition propose that idiomaticity is the knowledge which one has to acquire over and above rules and words (Fillmore et al, 1988)

Again, this definition stands against the traditional view which claims that mastering a language implicates two types of knowledge: rules and lexical items. Although it is generally agreed that language knowledge is broadly represented by dictionary items and syntax, there is more than language knowledge to be mastered in terms of culture-bound terms and expression. Nevertheless, Fillmore's suggestion represents a innovation in linguistic theory. Surprisingly, the fact is that it is only in the last few decades that we have we seen this insight empirically demonstrated and theoretically accounted for.

In this respect, we must distinguish between the study of idiomaticity and the study of idioms. Idioms which are "opaque invariant word combinations" have been given much attention by theoretical linguists, but these idioms do not contribute to the idiomaticity of a text in any important way. Presence of such idioms in a text does not necessarily make it idiomatic; nor does their absence make it unidiomatic. (Warren, 2005)

1.3. Characteristics of Idioms

As far as the characteristics that set idioms apart from other segments of speech are concerned, there are different views on what exactly characterizes idioms.

1.3.1. According to Bell

Bell (1991) lists four essential properties of idioms:

- Alteration of grammatical rules: idiomatic expressions are not always grammatical.

- Conventional phrases: idioms are special expressions that well known and agreed upon by all the members of a particular speech community.
- Alteration of word order: idiomatic expressions do not usually follow word order.
- Figurativeness: the words in an idiomatic expression are used metaphorically.

1.3.2. According to Nunberg

Further, Nunberg et al. (1994), mention six properties of idioms:

- Conventionality: idioms are conventionalized.
- Inflexibility: idioms are fixed phrases.
- Figuration: idioms are used figuratively through some figures of speech such as metaphors, metonymy, and hyperboles.
- Proverbiality: idioms are used to describe and explain a repeated situation of particular social interest.
- Informality: idioms are typically associated with relatively informal or colloquial language, popular speech and oral culture.
- Affect: Idioms are typically used to indicate a certain evaluation or affective stance toward the things they denote.

1.3.3. According to Fernando

Moreover, Fernando (1996, 3), proposes three essential features of an idiom as follows:

- Compositeness: idioms are commonly accepted as a type of multiword expression. That is, idioms consist of two or more lexical constituents.

- Institutionalization: idioms are conventionalized expressions. That is, idioms first begin temporarily, and then become part of society and normal cultural use through consistent use.
- Semantic opacity: the meaning of an idiom is not the sum of its constituents (an idiom is often non-literal), i.e. an idiom cannot be understood literally.

In addition to the above lists of characteristic of idioms, there are many other lists of features of idioms presented by many other scholars inter alia; Makkai (1972); Cowie et al, (1983); and Wright, (2002).

1.4. Taxonomy of Idioms

Before starting discussing different types and categories of idioms, it is worth highlighting that many classifications have been proposed by numerous searchers and scholars in an attempt to provide a clear idea about their linguistic and cultural framework. These classifications are quite varied; each one of them was elaborated on the basis of a specific vision or point of view. The following are some of the most frequent ones in the academic spheres.

1.4.1. Makkai Classification

According to Makkai (1972), (cited in Fernando, 1996:3), idioms can be classified into two main types; those which are easily detectable or identifiable, and those which are undetectable or non-identifiable. He calls them idioms of encoding and those of decoding.

1.4.1.1. Idioms of Encoding (Identifiable)

Idioms of encoding are words combinations with transparent meanings. One can identify them by making a comparison between different languages. Taking the use of proper prepositions, for instance, the preposition “at” is used in the English expression “drive at 70km.p.h” instead of “in/à” in the French translation “rouler à 70 km/h.

1.4.1.2. Idioms of Decoding (Non-Identifiable)

Idioms of decoding refer to those undetectable or non-identifiable and misleading lexical expressions whose interpretation could not be figured out by using only independently learned linguistic conventions. They include expressions like “beat around the bush” and “fly off the handle”.

This type of idioms could be classified into lexemic and sememic.

A. Lexemic idioms include

- a. Phrasal verbs: e.g. “to come up with”, “to turn off”, “to take part in”.
- b. Phrasal compounds: e.g. “black ice”, “black board”.
- c. Incorporating Verbs: e.g. “man-handle”.
- d. Pseudo-Idioms: e.g. “spick and span”, “kit and kin”.

B. Sememic Idioms

On the other hand, Sememic Idioms usually, convey pragmatic meanings related to a particular culture. They include:

- a. Proverbs: e.g. “Chew of something over”, “A bird in hand is worth two in the bush.”
- b. Familiar Quotations: e.g. “Not a mouse stirring”.

1.4.2. Fraser Classification

Fraser (1970) classifies idioms into three categories: transparent, semi-transparent and opaque idioms.

1.4.2.1. Transparent Idioms

Transparent idioms are idioms in which there is a close relationship between figurative and literal meanings. For instance, in show/have green/red light, there is a direct

translation equivalent in Persian. Moreover, lexical and syntactical variability can be seen in the above example.

1.4.2.2. Semi-Transparent Idioms

In semi-transparent idioms, literal and figurative meanings are linked by one of their components. But the relationship between literal and figurative meanings is not as obvious as in transparent idioms. For instance, pull faces meaning face twisting does not link figurative and literal meanings directly. This idiom is flexible both semantically and syntactically (make/pull faces/face).

1.4.2.3. Opaque Idioms

Opaque idioms are idioms whose literal meaning is completely different from their figurative meaning. In other words, there is no link between literal meaning and figurative meaning. For instance, in face the music meaning to accept criticism for something you have done, there is no link between the figurative and literal meanings. It is worth noting that opaque idioms have minimal variability in comparison with transparent and semi-transparent idioms.

However, it is remarkable that a number of classifications similar to Fraser's typology of idioms could be found in many scholars' works, especially those who belong to the same stream of researches. For instance, Cacciari and Glucksberg (1991) following in the theoretical footsteps of Fraser, propose an idioms' typology regarding the degree of compositionality and transparency. This typology is divided into three categories: Transparent idioms, quasi-metaphorical idioms, and opaque idioms.

1.4.3. Nunberg Classification

According to Nunberg (1978), idiomatic expressions are classified into normally decomposable, abnormally decomposable, and semantically non-decomposable idioms.

1.4.3.1. Normally Decomposable

Normally decomposable idioms are idioms in which a part of meaning is used literally (e.g. buck in pass the buck).

1.4.3.2. Abnormally Decomposable Idioms

Abnormally decomposable idioms are expressions in which the reference of an idiom's parts can be identified metaphorically (e.g. the question in pop the question).

1.4.3.3. Semantically Non-Compositional Idioms

The third category of idioms is semantically non-compositional idioms (opaque idioms), in which there is no relationship between the idiomatic meaning and the figurative meaning of its constituents. This class of idioms fits the traditional approach to idiomatic expressions. One example of semantically non-compositional idioms is chew the fat meaning to have a chat with someone, the meaning of which cannot be inferred from the meaning of its individual components.

1.4.4. Gibbs Classification

According to Gibbs (1987) idioms can be classified basing on their syntactical flexibility and degree of idiomaticity into four groups: syntactically frozen idioms, syntactically flexible idioms, transparent idioms, and opaque idioms.

1.4.4.1. Syntactically Frozen Idioms

Syntactically frozen type includes idioms that cannot be syntactically changed into the passive and preserve their figurative meaning permanently (e.g. drive someone up the wall).

1.4.4.2. Syntactically Flexible Idioms

Syntactically flexible type includes idioms that do not change their figurative meaning when transformed into the passive form (Roger kept the tabs on them or Tabs were kept on them (by Roger)).

1.4.4.3. Transparent idioms and opaque idioms

These two types are similar to those already discussed above within the section of Fraser's classification.

1.4.5. Irujo Classification

On the basis of the three most common strategies used for translating idioms amongst translators and scholars, Irujo (1986) built his work and classifies idioms into three groups: identical idioms, similar idioms, different idioms; each one of them corresponds to the extent of equivalence in its translation.

1.4.5.1. Identical idioms

Identical idioms could be translated word-for-word or literally into the learners' native language (the target language). This means that an identical counterpart in both meaning and form could be found in the target language, which is the total equivalence strategy in translating idioms.

1.4.5.2. Similar idioms

Similar idioms are that category of idioms which share similarity with their other languages equivalents only in meaning, which means that established equivalents between SL and TL idioms doesn't include the form as criterion. This kind of similarity in translation is called the partial equivalence.

1.4.5.3. Different idioms

Different idioms are those which are used to express the same idea in the same situation as in the native language, but are semantically and syntactically different from the first language idioms. In this case, and since a target counterpart doesn't exist, all the translator have to do is to resort to paraphrasing.

1.5. Idioms as Cultural Language Units

According to the Merriam-Webster dictionary, an idiom is an expression that can't be understood from the meanings of its separate words but that incorporates a separate meaning of its own. In other words, idioms are composed of words that ought to not be taken literally. To know idioms you have got to understand the culture that's behind them or a minimum of their origin, for example, the English idiom the fox is not taken in the same snare twice is equivalent to the Arabic one **لا يلدغ المؤمن من الجحر مرتين**. However, both languages differ in their choice of the items which make up the idiom; while English uses the name of an animal fox, Arabic prefers the religious term **المؤمن**.

In this regard, linguistic scientist, in his studies with Benjamin Lee Whorf, recognizes the close relationship between language and culture, concluding that “it wasn't possible to grasp or appreciate one without knowledge of the other” (cited in Wardhaugh, 2002, p.220)

According to Sapir (1970) “Language doesn't exist except culture that is; from the socially inherited assemblage of practices and beliefs that determine In other words, language and culture are inseparable and that they affect one another.

Idioms are highly interactive items. They are strong and vibrant samples of cross-cultural relations. The source of their origin is usually difficult to see. They are firmly assimilated in various languages and have become part and so the full of these cultures. The

foremost difficulty is whether or not or not or not or not an idiom is suitable within the given context when a non-native speaker tries to translate an idiom from his language into English. It is visiting confuse a listener. The matter is usually one in every of collocation, which can be a central characteristic of the language in use. The way native speakers use English within the world is actually idiomatic and it assumes that a fluent non-native speaker should be similarly idiomatic. When even superb learners of the language speak or write English, the effect is slightly odd. Since idioms evaluate the whole narrative summarizing the foremost events or opinion, a native speakers' unconscious knowledge of collocation could also be a vital component of their idiomatic and fluent language use and is, therefore, an important a component of their communicative competence. An oversized number of idioms are of individual's origin; however, there are huge numbers of the biblical, mythological and author-specific idioms. Knowing culture, literature and traditions of assorted nationalities will help the language learner to talk with an utterer adequately. During this fashion, an idiom is commonly a key, which enables people to open the gate of the national culture, history, traditions and beliefs of assorted people.

Luke Prodromou marks that the love of wordplay, often supported idiomatic sayings, maybe a customary feature of a native speaker: "What is striking about informal uses of English isn't only how common the idiom principle is, but just how common creativity with idioms is among native-speakers" (L. Prodromou, 2003, 42). Indeed, the requirement for greater idiomatic competence is precisely what linguists propose for the non-native speaker.

The differences among cultures can be seen in various lexical items such as words, idioms, collocations, proverbs and so forth. Speaking of these differences do not ignore the fact that in one way or another languages still share universal concepts, notions and so on.

2. A Brief Overview about Translation Studies

2.1. Definition of Translation

The term translation can be seen from three different angles. It may refer to the field (the discipline), the product (the translated text) or the process (the act of translation).

If we check a general dictionary on the word translation, we would find definitions like: "translation n. 1 the act or an instance of translating. 2 a written or spoken expression of the meaning of a word, speech, book, etc. in another language." (The Concise Oxford English Dictionary)

The first of these two senses relates to translation as a process, the second to the product. This immediately means that the term translation encompasses very distinct perspectives. The first sense focuses on the role of the translator in taking the original or source text (ST) and turning it into a text in another language (the target text, TT). The second sense centres on the concrete translation product produced by the translator.

This kind of distinctions could be found in more details, if the same term is checked in specialised dictionaries. For example, Dictionary of Translation Studies (Shuttleworth and Cowie 1997:181) defines translation as follows:

"Translation is an incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a process or a product, and identify such sub-types as literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting."

This definition introduces further variables which include not only written products such as literary and technical translations, but also translation forms that have been created

in recent decades, such as audio-visual translation, when translation is associated to images on screen (cinema, television, DVD or computer game).

Moreover, the reference to machine translation shows that translation is not restricted only to humans, but it can them to machines when programmed to imitate human's ability to analyse sense and determine appropriate forms in the other language. The final line of Shuttleworth and Cowie's definition also illustrates the potential confusion of translation with interpreting, which is oral translation of a spoken message or text. Because of the rapid growth in the area, particularly over the last decade, difficult decisions have had to be taken regarding the selection of material. It has been decided, for reasons of space and consistency of approach, to focus on written translation rather than oral translation.

Many formal definitions have been offered, each of which reflects a particular theoretical model. The linguistic aspects of the translation process have been gathered in a large number of definitions, mostly dating from the 1960s or earlier.

Thus Catford (1965, p41), for example, defines translation as “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”. However, older definitions of this type insist on the importance of establishing certain equivalence between ST and TT.

An approach based on the importance of preserving the effect of the original is reflected in Nida's definition: “translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style”. (Nida, 1964, p96)

Other definitions tend to state not only what translation is, but also what it is supposed to be. Toury's (1978) target text-oriented definition, which states that a

translation is “taken to be any target language utterance which is presented or regarded as such within the target culture, on whatever grounds”. (p 198)

Hans Vermeer, a German translation theorist, rejecting notions of translation as a two-stage process of decoding and recoding, offers a similar definition of translation as “‘information’ about a source text in another language”. This approach engenders a view of translation in which the way a TT functions in a specific cultural context is paramount: “translation is the production of a functional target text maintaining a relationship with a given source text that is specified according to the intended or demanded function of the target text” (Cited in Nord, 1988, p 91).

Finally, and whatever influences or visions behind any definition are, one can retain the basic elements that constitute an act of translation which are:

- Translation is a linguistic activity that requires two different languages.
- Translation is a process of transferring messages, thoughts, ideas, meaning or information using language as a support.
- The main point in translation is that both the meaning and the form of the original text message should be preserved as closely as possible.

2.2. Main trends in Translation Studies

Up until the second half of the twentieth century, almost all translation studies seemed to turn around the ‘triad’ of ‘literal’, ‘free’ and ‘faithful’ translation. Although the distinction between literal and free translation dating back to ancient times and forms the basis of key writings on translation, this triad is still forming a solid foundation on which almost all the modern studies rely on in the elaboration of their theories and approaches. Therefore, all studies in translation are oriented whether towards the source or the target culture and language. (Toury, 1978)

2.2.1. Source-Oriented Translation Approaches

The term “source-oriented” cover a large number of studies including theories and approaches of translation that share the same point of focus which is the source language and culture. This turn of studies tend to be as faithful as possible in preserve specificities of source text; by giving much more importance to elements such as the author style, the language forms, and cultural elements. Thus, for a “source-oriented translator,” every source text is an original that cannot be altered in any way. The words chosen by the author were not selected at random. Too much freedom would destroy the hard work of the mind behind the text. Such treason was worrying for these purists and their main point was that translation cannot allow the dynamic equivalence at the expense of the basic meaning. Newmark (1988) call the followers of this stream of thought “the sourceres”, from the French term originally coined by Berman (1984) “sourciers”.

2.2.2. Target-Oriented Translation Approaches

Conversely, the term “target-oriented” refer to those who, instead of focusing on the author and his environment, give more importance to the receiver of the target message and the act of communication (Munday, 2001). Beyond the absolutes of the source barriers to broad sense interpretation, they started to focus on a more personal and a more comprehensive approach to translation to find new ways to exploit their overwhelming imagination.

Distancing themselves from the source text, these revolutionaries called “targeteers” (Newmark, 1988), from the French term originally coined by Berman (1984) “Ciblistes” enjoy all the freedom allowed in the world of translation.

Far from trying to betray the originals, target-oriented translators remodel the meaning in their mind to convey emotions, understanding and satisfaction.

2.3. The Question of Equivalence in Translation

After the centuries of circular debates around literal and free translation, theoreticians in the 1950s and 1960s began to attempt more systematic analyses of translation. The new debate revolved around certain key linguistic issues. The most prominent of these issues were those of meaning and 'equivalence'. Over the following twenty years many further attempts were made to define the nature of equivalence. In this chapter, we will provide a brief overview about the question equivalence as seen in the domain of translation studies as well as present three of the major works of the time.

2.3.1. Definition of Equivalence

The act of balancing between two texts in different languages necessarily calls for a theory of equivalence. Thus, equivalence can be said to be the central issue in translation studies. Even though its definition, relevance, and applicability within the field of translation studies have caused scholarly controversy, many different theories about the concept of equivalence have been elaborated within this field during the last five decades.

Vinay and Darbelnet (1958) use the term "Equivalence" to refer to cases where languages describe the same situation by different stylistic or structural means. They claim that Equivalence is particularly useful in translating idioms and proverbs where the importance is given to the sense and the thought not the image.

Delisle & al (1998, p137) define translational equivalence as "The relation of identity established by a (translator) between two (translation units) whose discourse function is identical or almost identical in their respective languages." They add that "Equivalences always result from an (interpretation) with the goal of extracting the (sense) of the specific (source text) in the context of the specific purpose that has been defined for that text. They are established using a combination of language knowledge and (world

knowledge) with reference to the source text, taking all communication parameters into account” (Ibid, p137).

Based on the definitions above, one can have a lucid idea about what could the term equivalence refer to in the field of translation studies. Equivalence is, then, that existing logical relationship of equality between languages in terms of identicalness and discourse function, where same situations are described by different stylistic or structural means

2.3.2. Nida’s Notion of Equivalence

In his book “Toward a Science of Translating”, Nida (1964) regards the identity of the receiver’s (reader or listener) reaction/response as the main criterion for equivalence. Thus, the old terms such as ‘literal’, ‘free’ and ‘faithful’ translation are discarded by Nida in favour of ‘two basic ‘orientations’ or ‘types of equivalence; formal and dynamic equivalence.

2.3.2.1. Formal equivalence

This type of equivalence focuses attention on the message itself, in both form and content. This would mean faithfulness to the SL text as closely as possible in terms of language and. Nida points out that this translation can also be called ‘gloss translation’, because it would need additional explanatory notes. The text would be translated literally, making it awkward at times.

These texts are mainly academic in nature, which are dealt with in order to introduce the culture of the SL text, as also its structural and semantic peculiarities. Therefore, due to natural usage of language this kind of texts would require explanatory notes.

2.3.2.2. Dynamic equivalence

This type of equivalence is based upon “the principle of equivalent effect”. In this case the focus is on the “dynamic relationship” between message and receptor, and care is taken that “the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message” (Nida 1964: 159). Here the SL and TL texts are not compared for correspondence and the translator is under no obligation to reproduce the cultural substructures of the original. What the translator tries to do is to reproduce the text similar to that the TL reader can relate to it in a different cultural context. This does give considerable freedom to the translator as he is given a wider range of choices. Nida points out that there are a “number of intervening grades” between these two poles of translation. Recent trends in translation, however, seem to be inclined towards dynamic rather than formal equivalence.

2.3.3. Baker’s Types of Equivalence

In her well-known and influential book “In Other Words”, Baker (1992) addresses the question of equivalence by adopting a neutral approach explaining that equivalence is a relative notion because it is influenced by a variety of linguistic and cultural factors. She built her whole work upon four main kinds of equivalence, which are, at the level of word, phrase, grammar, text and pragmatics.

2.3.3.1. Equivalence at Word Level and Above Word Level

Baker (1992) made a clear distinction between word-level and above-world-level equivalence. Starting from the bottom, Baker demonstrates the importance of individual words during the translation process, since the translator looks firstly at the words as single units in order to find their equivalent in the TL. She points out to the complex nature of the term “Word”, since a single word can sometimes be assigned different meanings in

different languages. Consequently, parameters such as number, gender and tense should be taken into consideration when translating a word.

On the other hand, Baker explains that after the word level, comes the above word level; the second level at which equivalence should be sought. It is the level of phraseology where combinations of words are taken as units of translation and therefore units of meaning. It includes, inter alia; phrasal verbs, idioms, proverbs, fixed expressions...etc.

2.3.3.2. Grammatical equivalence

It refers to the diversity of grammatical categories across languages and the difficulty of finding an equivalent term in the TT due to the variety of grammatical rules across languages. In fact, she stresses that differences in grammatical structures may significantly change the way the information or message is carried across. As a consequence, the translator may be forced to add or delete information in the TT because of the lack of specific grammatical categories. Some of the major categories that often pose problems for translators are number, voice, person, gender, tense and aspect.

2.3.3.3. Textual Equivalence

It refers to equivalence that may be achieved between a ST and TT in terms of cohesion and information. Baker argues that the feature of texture is of a paramount importance for the translators since it facilitates their comprehension and analysis of the ST and helps them to produce a cohesive and coherent text in the TL. The translators' decision to maintain (or not) the cohesive ties as well as the coherence of the SL text mainly rests on three main factors; the target audience, the purpose of the translation and the text type.

2.3.3.4. Pragmatic Equivalence

This type deals mainly with implicature. Baker argues that the term implicature is used to refer to what is implied and not to literal meaning. In other words, the focus of interest is not on what is explicitly said but what is intended or implied in a given context. The role of the translator is to work out the meaning of implicatures if these exist in the ST and transfer them to the extent that this is possible. The primary aim of the translator should be to recreate the intended message of the SL in such a way so that it becomes accessible and comprehensible to the target audience.

2.4. Pym's Equivalence

Pym's (2010) contribution in the concept of equivalence consists in pointing out that there is nothing that could be qualified as perfect equivalence between languages and equivalence is always as soothing assumed. For Pym (2010), equivalence is a relation of "equal value" between an ST segment and a TT segment and can be established on any linguistic level from form to function. He distinguishes between major categories of equivalence, namely, natural and directional equivalence.

2.4.1. Natural Equivalence

Pym (2010) claims that Natural equivalence exists between languages prior to the act of translating, and, secondly, it is not affected by directionality.

2.4.2. Directional Equivalence

On the other hand, he adds that theories of directional equivalence give the translator more freedom in choosing appropriate translation strategy which is not dictated by the ST. even though there many ways of translating exist, the strategies for directional equivalence are reduced into two opposing orientations; one following the SL norms and the other the TL norms. Perhaps, the most important assumption of directional equivalence

is that it involves some kind of asymmetry since when translating one way and creating an equivalent does not imply the creation of the same equivalent when translating another way.

3. Translating Idioms

3.1. Difficulties in translating idioms

When the translator detects or recognizes an idiom within the translated text, he starts seeking for an adequate strategy or solution as to decide how to translate it into the target language. Thus, translating an idiom and interpreting it are two things totally different. That is why scholars claim that the difficulties regarding idioms should be divided into two types. The first type concerns the question of how to know that we are dealing with an idiom in a given sentence; and the second concerns the question of what the obstacles are in translating them.

Baker observes that “The main problems that idiomatic and fixed expressions 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 the target language.”(Baker, 1992, p65)

The main difficulties in translating idioms according to Baker should be seen in light of these two problems cited. Consequently, they could be summarized as follows:

- An idiom may have no equivalence in the target language. Each language has its particular way to express meanings the thing that makes possibility of matching the way another language expresses the same meanings so thin; what makes, also, the process of finding an equivalent counterpart always a hard task.

- An idiom has a similar counterpart in the target language, but its context of usage may be different, the two expressions may have different connotations or they may not be pragmatically transferrable.

- An idiom may be used in the source text (language) in both its literal and idiomatic senses at the same time and unless the target language idiom corresponds to the source language idiom, both in form and in meaning, the play on idiom cannot be successfully reproduced in the target text (language).

- The very convention of using idioms in written discourse, the contexts in which they can be used and their frequency of use may be different in the source and target languages.

3.2. Possible Strategies for Translating Idioms

3.2.1. Using an idiom of similar meaning and form or Total Equivalence.

This strategy involves using an idiom in the target language which conveys roughly the same meaning as that of the linguistic communication idiom and, additionally, consists of equivalent lexical items. This type of match can only occasionally be achieved. Inani (1998:32) argues that almost all English and Arabic idioms have appeared as metaphors which began to be used, bit by bit, unchanged until they need been recognized as established sorts of a given language. Now is further emphasized by Al- Haddad (1994:217), when he argued that " The meaning of the many idioms results from the figurative extension of the first situation which is commonly unknown to the bulk of speakers.

Examples:

Crux of the matter صلب الموضوع

A necessary evil شر لابد منه

A stumbling block حجر عثرة

3.2.2. Using an idiom of similar meaning but dissimilar form or Partial Equivalence.

It's finding an idiom or fixed expression within the target language which includes a meaning just like that of the source idiom or expression, but which consists of different lexical items.

For example:

To add fuel to injury زاد الطين بلة

On pins and needles على احر من الجمر

Forbidden fruit is sweetest كل ممنوع مرغوب

3.2.3. Translation by paraphrasing

This can be out and away the most common way of translating idioms when a match can't be found within the target language or when it seems inappropriate to use idiomatic language within the target text thanks to differences in stylistic preferences of the source and target languages.

Paraphrasing may be considered the most common way of translating idioms when a match cannot be found in the TL or when it seems inappropriate to use idiomatic language in the TT because of differences in stylistic preferences of the SL and the TL. It might be suggested, however, that the translator is advised to apply this strategy only when he is left with no option but to paraphrase.

It is to be noted that this strategy is best applied to such idioms which are less culture- specific than others. Otherwise, the cultural flavour will be lost.

Examples

To walk on air يشعر بسعادة غامرة

To go to the ends of earth يفعل ما بوسعها

Wrong end of the stick نقيض المراد

3.2.4. Translation by Omission

An idiom may sometimes be omitted altogether within the target text and this omission is also because it's no close match within the target language, its meaning cannot be easily paraphrased, or for stylistic reasons. Baker (1992) exemplified this strategy in the following extract from the play of Hero from Zero (p:vi):

The Source Text: “it was bitter, but funny, to see Professor Smith had doubled his own salary before recommending the offer from Fayed and added pre-dated bonus for good measure”.(p.77)

The Target Text: وكان من المؤسف بل ومن المضحك ان يتمكن بروفيسور سميث من مضاعفة راتبه مرتين قبل ان يتقدم بتوصية لقبول عرض فايد وان يضيف الى ذلك مكافاة يتحدد سلفا موعد حصوله عليه

Ingo (as cited in Helleklev, 2006, p. 27) mentions four ways of handling idioms. Unlike many scholars, one of the methods he proposes is a word for word rendering of idioms:

1. By translating an idiom with an equivalent idiom.
2. Word for word.
3. with an explanatory everyday expression.
4. An everyday expression is translated by using an idiom.

Conclusion

Idioms often put the learners of a foreign language in several problems. In general, students find it difficult to interpret an expression as idiomatic or not and then understand its exact meaning. This is mainly due to the contrast between the SL and the TL, and the variability between their cultures makes the translation process of a real challenge. This chapter reveals that using the experience of the learner of a specific culture will help to understand the meaning of the idiom in many situations. Hence, a deeper understanding and usage of idioms include both comprehensions of historical background and familiarity with both the SL and the TL cultures and having a clear idea about their different situational context may contribute in the process of understanding them. Some strategies such as using a parallel idiom in the TL, using similar meaning but a dissimilar form, paraphrase...etc. are discussed depending on the context in which an idiom is to be translated. These strategies, however, may offer some solutions and guidelines to a translator in such cases.

Chapter Two

Data Analysis and Interpretation

Chapter Two: Data Analysis and Interpretation

Introduction

The point of this chapter is to examine the challenges college students face during the process of translating idioms. It also focuses on recognizing learner's strategies in interpreting both familiar and unfamiliar idioms, from English into Arabic, particularly when they do not locate a direct equivalence in the TL. This chapter gives likewise details around the investigate strategy adopted to check the hypothesis together with the methods used to gather information for analyzing it. The section finishes up with proposals and recommendations for future research.

1. Research Methodology

This study aims to examine the students' knowledge when dealing with English idioms, that is to say, to what extent Algerian students of English are familiar with idioms. Also to check the pitfalls they face while translating idioms from English into Arabic. A test is used in our study as the tool of research because it is the appropriate technique for better answering the research questions and to collecting the suitable data to analyze them as well as, justifying the hypothesis.

2.2. Data Collection and Sampling

Our research is based on a case study of students from the Department of English. Several students are picked randomly from this department to be tested to achieve our study goal. For this reason, third-year students are chosen as a sample for this study primarily because we believe that these learners have adequate language skills in both English and Arabic along with some knowledge of English culture. These students have been studying translation for four semesters and have some understanding of idioms. The test is given to

thirty (30) students randomly taken out of all third-year students, and will be the tool through which we analyse students' translations of idioms.

2.3. Description of the Test

The test includes two main sections, each section consists of two parts. The first section is divided into two parts; in which the first one is a test of knowledge made up of ten (10) de-contextualized idioms selected based on their frequency in English. The second part deals with the students' procedures while translating those idioms from English into Arabic.

The second section is related to the first one. It consists of the same ten (10) previous idioms, but they are taken in their different contexts of use to make a comparison between the results in part one and two. However, deals with the learners' strategies while translating English idioms into Arabic. All the selected English idioms are taken from the "Dictionary of English Idioms in Use, Exercises on idioms".

2.4. Data Analysis

2.4.1. Translation of De-Contextualized Idioms into Arabic

The students test aims at evaluating the comprehension of English idioms and the degree of understanding these idioms. It seeks to investigate the level of their use in the learning process of English as a foreign language. The test, as mentioned earlier, consists of ten English idioms; each group of two idioms represents one category, randomly selected from the four classifications of idioms (transparent, semi-transparent, opaque and semi-opaque), in which they vary in their difficulty. The bellow table demonstrates the degree of familiarity and unfamiliarity of students of English with English idioms:

Types of Idioms	Suggested Idioms	Familiar	%	Unfamiliar	%
Transparent Idioms	1. As quick as a flash	10	33,33%	20	66,66%
	2. To turn a blind eye to	24	80%	6	20%
Semi-Transparent Idioms	3. As steady as a rock	27	90%	3	10%
	4. As clear as day	10	33,33%	20	66,66%
Opaque Idioms	5. Butterflies in my stomach	12	40%	18	60%
	6. Please don't spill the beans	17	56,66%	13	43,33%
Semi-opaque Idioms	7. Flogging a dead horse	8	26,66%	22	73,33%
	8. Raining cats and dogs	28	93,33%	2	6,33%
Total		136		104	
Percentage		57%		43%	

Table 4: Frequency of Students' Familiarity and unfamiliarity with de-contextualized English Idioms

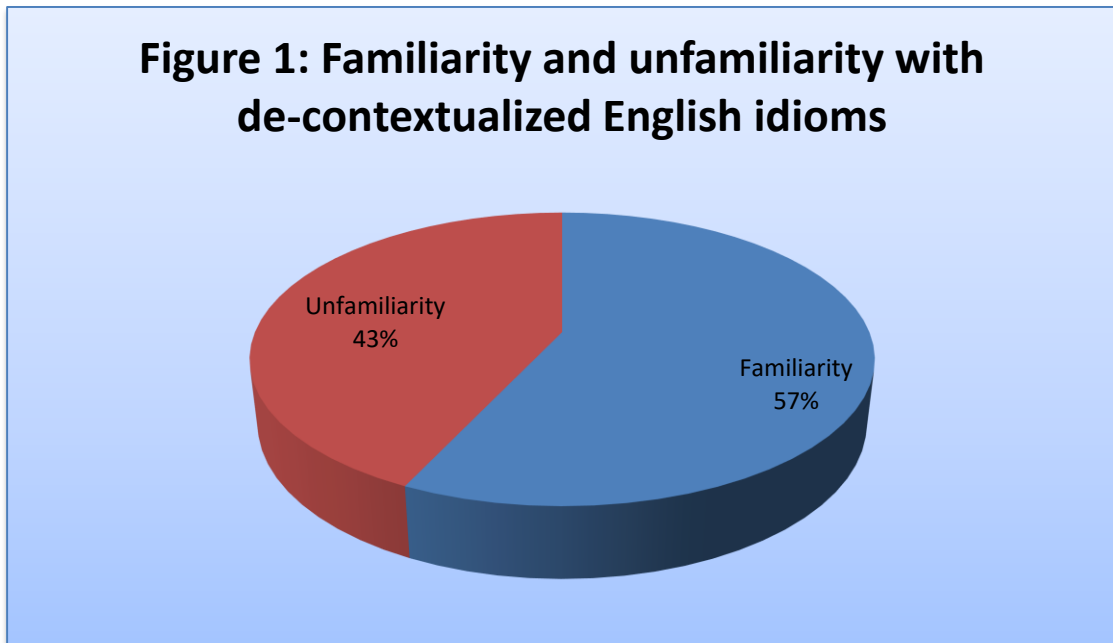


Figure 1: Familiarity and unfamiliarity with de-contextualized English idioms

2.4.1.1. Results

The analysis of the test of knowledge shows that:

1: The degree of idiomaticity has a significant impact on the familiarity of the students with English idioms since their familiarity with fixed expressions varies from one sentence to another. Some students, for example, sometimes provided the correct answer and in other circumstances, he/she provided the wrong answer.

2: The highest score recorded is for transparent idioms for familiar idioms. Also, semi-transparent idioms recorded a high score and came in the second position after transparent. These two categories can be easily understood (lexical meaning), in which it's easier for students to select the right answer since they can infer the meaning from the constituent parts of the idiom, such as:” as quick as a flash” “very fast in physical actions or in one’s thinking”.

3: Semi-opaque and opaque idioms get low scores and therefore, they come in the last positions.

4: The percentage of students' familiarity with English idioms is (57%) and (43%) for unfamiliarity with them as can be shown table (11). The gap between the two levels is not very high, but this indicates that the students who are familiar with English idioms are more than those who are not.

5: Some idioms are easily understood by most students on the basis of their acquired knowledge, for example:”To turn a blind eye to” “Raining cats and dogs”.

2.4.1.2. Analysis

Transparent idioms recorded the highest score because they are easy to interpret by most students because of the high degree of closeness between their literal and figurative meanings, and their simple structure those results in a clear and simple translation into

Arabic. The high degree of transparency of idioms belonging to this category has also facilitated the use of their literal meanings to extract the figurative meanings. This can be applied to idiom two in the first category "turn a blind eye to" which is composed of simple and clear words that help students to create a clear metaphorical image leading to an understanding of the idiomatic significance. Unlike the first idiom "As quick as a flash" which, although belonging to the transparent group, is difficult to interpret acceptably because it has the meaning "incredibly quickly or speedily on the surface". Most students, therefore, translated it as "بلمح البصر , بشكل سريع". Semi-transparent idioms are still hard to understand in comparison to transparent ones. It is primarily because the expression is generally split into two main parts; one part has a literal meaning while the other part has an idiomatic significance that cannot be known from the constituent terms. Semi-opaque idioms, complexity level and unfamiliarity allow this group almost in the same place as opaque idioms. So in opaque idioms, the degree of complexity and indirectness increases to the highest level like "Flogging a dead horse", which leads to an opaque and ambiguous combination that English students cannot comprehend unless it is already learned.

2.4.2. Translation of English Idioms into Arabic within the Context of Use

Part two of the test consists of the same previous ten idioms, but in this case, they are used with their meaning to see how it helps students to quickly and accurately interpret the idioms. The results of that part's test are shown in the table below:

Types of Idioms	Suggested Idioms	Familiar	%	Unfamiliar	%
Transparent Idioms	1. As quick as a flash , faster than a speeding bullet (almost), the prime minister is back in Downing Street.	21	70%	9	30%
	2. You should not really drink here, but I'm willing to turn a blind eye to .	30	100%	0	0
Semi-Transparent Idioms	3. I was surprised by the penalty to try because I felt we'd been as steady as a rock all match.	28	93,33%	2	6,66%
	4. Although it is written on the door as clear as day , people still don't realize that this room is private.	18	60%	12	40%
Opaque Idioms	5. He keeps trying to get it published, but I think he is flogging a dead horse .	15	50%	15	50%
	6. There's no way they'll be playing at the park, it's raining cats and dogs out there!	30	100%	0	0
Semi-opaque Idioms	7. I used to get butterflies in my stomach before the school tests.	16	53,33%	14	46,66%
	8. There is a surprise party for James on Wednesday. Please don't spill the beans .	20	66,66%	10	33,33%
	Total	178		62	
	Percentage	74%		26%	

Table 5: Frequency of Student's Familiarity with the Four Categories of English Idioms

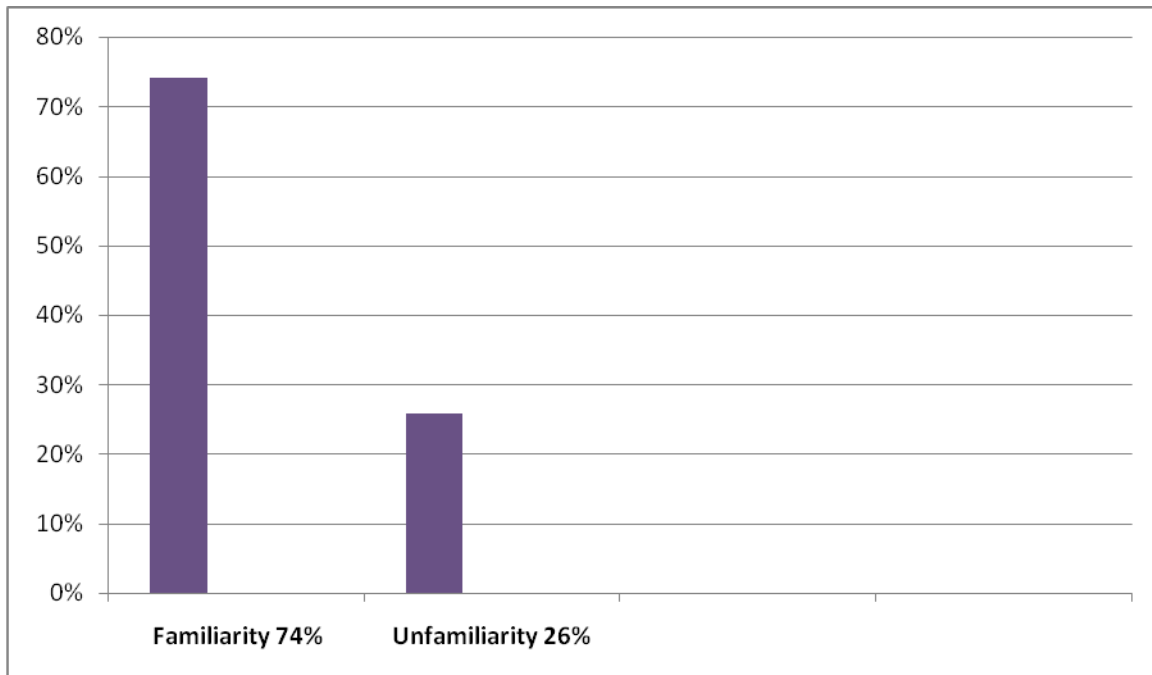


Figure 2: Percentage of Students' Answers within the context

2.4.2.1. Results and Analysis

The results show that from a total of 240 translations, there are 178 acceptable translations and 62 unacceptable ones. Among the inappropriate translations, few students didn't translate any sentences because they didn't know how to do that. And those blanks dedicated themselves to inappropriate translations. By comparing the results in part one and part two, we can see that the number together with the percentage of correct answers increases. The general percentage of familiarity with English idioms is 57% in the first section, where idioms are taken in isolation. However, in the second part when these idioms are used in their context of a situation, the rate of appropriate translations increases to 74%. The findings demonstrate that the context of use is of considerable significance in the translation of any piece of discourse. This significantly allows the interpreter to infer the exact meaning of the idiom, and thereby provides the correct responses. The situational

meaning often eliminates any confusion in both the SL and TL and lets the translator provide clear interpretations. The fact that the percentage of acceptable translations of English languages into Arabic is higher than the unacceptable ones shows that many students resolve the difficulties of using certain methods to translate English languages. Use such strategies may help students obtain appropriate or reasonable translations, or may not. The table below contains the Students used strategies

2.5. Students' Strategies While Translating Idioms

Strategy	Idioms	Score of appropriate guesses	Total answers	Percentage of each category
Using parallel idioms in the target language (TL)	1 .As quick as a flash	2	21	10.32%
	2. To turn a blind eye to	3		
	3 .As steady as a rock	2		
	4 .As clear as day	4		
	5 .Butterflies in my stomach	1		
	6 .Please don't spill the beans	2		
	7.Flogging a dead horse	00		
	8.Raining cats and dogs	7		
Paraphrasing translation	1 .As quick as a flash	6	61	52.46%
	2. To turn a blind eye to	2		
	3.As steady as a rock	21		
	4 .As clear as day	23		
	5 .Butterflies in my stomach	3		
	6 .Please don't spill the beans	1		
	7 .Flogging a dead horse	5		
	8.Raining cats and dogs	00		
Literal Translation	1.As quick as a flash	10	44	37.84%
	2. To turn a blind eye to	7		
	3 .As steady as a rock	3		
	4 .As clear as day	10		
	5 .Butterflies in my stomach	5		
	6 .Please don't spill the beans	7		
	7 .Flogging a dead horse	1		
	8.Raining cats and dogs	1		
Using an idiom of similar meaning but dissimilar form	1.As quick as a flash	6	35	30.1%
	2. To turn a blind eye to	3		
	3. .As steady as a rock	5		
	4.As clear as day	4		
	5.Butterflies in my stomach	3		
	6.Please don't spill the beans	2		
	7 .Flogging a dead horse	3		
	8.Raining cats and dogs	9		
Using an idiom of similar meaning and form	1 .As quick as a flash	2	33	28.38%
	2. To turn a blind eye to	3		
	3 .As steady as a rock	3		
	4 .As clear as day	7		
	5 .Butterflies in my stomach	00		
	6 .Please don't spill the beans	5		
	7 .Flogging a dead horse	3		
	8.Raining cats and dogs	10		
Translating by omission	00	00	00	00

Table 6: Students' Strategies in Translating English idioms into Arabic

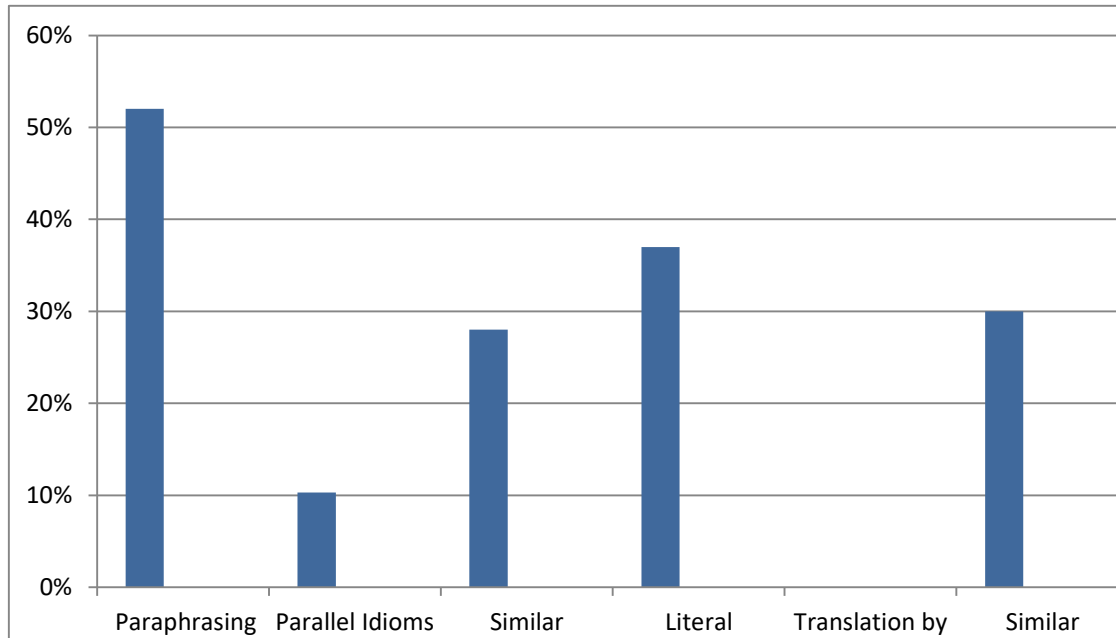


Figure 3: Students' Strategies from English into Arabic

2.5.1. Translation of English Idioms into Arabic

2.5.1.1. Analysis

The table shows that the most frequent strategy used by 3rd-year students during the process of translating idioms is paraphrasing (52.46%), followed by word-for-word translation (literal translation) (37.84%), while the other strategies ranked as the following: translation of similar meaning but dissimilar form and (30.10%), translation of similar meaning and form (28.38%) and parallel translation in the target language (10.32%). Paraphrasing and word-for-word strategies are highly used by students as they generally think it's the best strategy to correctly, efficiently and effectively translate idioms. The use of other strategies may, according to them, distort or remove the figurative meaning of the idiom and thus distort the message. Word-for-word and paraphrasing strategies are highly used by students as they generally think it's the best strategy to correctly, efficiently and effectively translate idioms. The use of other strategies may, according to them, distort or

remove the figurative meaning of the idiom and thus distort the message. For example "as steady as a rock" in this idiom respondents provided acceptable translations by paraphrasing it i.e. ثابتا كاصخر or يتسم بالحزم والثبات, واثقين من انفسنا.

Conclusion

In this chapter, we tried to answer the question of the strategies students used while translating English into Arabic. We also tried to highlight the productivity in the translation process of those idioms. In short, translating idioms is one of the most problematic issues for ESL/EFL learners. The chapter also revealed the percentage of students' familiarity with English idioms is higher than those who are not. We observed that students use certain strategies in their translations. They use paraphrasing, and word for word translation strategies. These strategies are not always helpful to students because they lead them very frequently to the distortion of meaning, in addition to the use of inappropriate choice strategies during the process of translation. It is necessary to find a target language idiom rather than translating such an idiom by paraphrase. Moreover, being familiar with the adopted strategies may enhance students' abilities to translate more properly.

Recommendations

This research sheds light on some of the difficulties that third year students faced in translating idioms from English into Arabic. Based on the findings of the study, the followings are recommended:

- 1: Students should be careful in reaching the target equivalent of the same meaning and maintaining the cultural form as much as possible.
- 2: Strategies adopted in translating idioms should be emphasized/ taught.
- 3: The practical use and linguistic errors of both languages should be known to the learners.
- 4: Highly academic dictionaries should be used by students when interpreting this i.e Cambridge Advanced Learner's dictionary (CALD)
- 5: Students should deal with idioms as one unit, not with every single word.
- 6: Learners should avoid the literal translation which makes the translation meaningless.
- 7: Students should read more books and magazines, watching English series and films, and maintain contact with English native speakers.

General Conclusion

In this study, we investigated the strategies that students used when translating English into Arabic and answered the question posed by this research about the efficiency of these strategies in the translation process. Source data analysis reveals that English students often have major difficulties in guessing the correct meaning of idiomatic expressions.

The social context plays an essential role in promoting the figurative comprehension of idiomatic expressions and thus providing precise answers. Decontextualized idiom interpretations by students typically result in unsatisfactory results simply because an idiom is largely related to the condition that gives it a special meaning. Students should also consider the situation because it is necessary to make.

Furthermore, the results confirm that students use certain strategies to help themselves solve the challenges they face when translating English idioms. They used translation by word-for-word and paraphrasing. These methods are only applicable in certain situations, and they do not work with all idioms successfully. Besides students generally succeed in translating transparent and semi-transparent idioms, but they are confused when it comes to opaque and semi-opaque categories, because this type of idiom has to be taken as a single unit to provide acceptable translations.

In light of these findings, it is suggested that students must build a strong foundation in the field of translation as future teachers during their academic acquisition of translation. It is effective in teaching the English language to students and in providing them with various opportunities to practice and use them in different ways. Teachers also need to

equip students with effective strategies to get a successful translation. Besides that, students must have a solid understanding of the different aspects of both languages.

Appendix

The Translation Test

Dear Students

This test intends to investigate the difficulties that Algerian undergraduate students majoring in English often encounter when translating some idiomatic and proverbs expressions from English into Arabic, and the strategies they use to handle these challenges. You are kindly requested to answer the questions in this questionnaire to the best of your knowledge and ability and to provide the researcher with useful ideas and suggestions to overcome such difficulties and improve students' translation strategies and skills. You may use resources such as internet and dictionaries if needed.

Thank you very much for your cooperation!

No	English Idiom		Types Of Idioms
	De-Context Idioms	Context Idioms	
1	As quick as a flash	As quick as a flash , faster than a speeding bullet (almost), the prime minister is back in Downing Street.	Transparent Idioms
2	To turn a blind eye to.	You should not really drink here, but I'm willing to turn a blind eye to.	
3	As steady as a rock.	I was surprised by the penalty to try because I felt we'd been as steady as a rock all match.	Semi-Transparent Idioms
4	As clear as day,	Although it is written on the door as clear as day , people still don't realize that this room is private.	
5	Flogging a dead horse.	He keeps trying to get it published, but I think he is flogging a dead horse.	Semi-Opaque Idioms

6	Raining cats and dogs out there!	There's no way they'll be playing at the park, it's raining cats and dogs out there!	
7	Butterflies in my stomach	I used to get butterflies in my stomach before the school tests.	Opaque Idioms
8	Please don't spill the beans.	There is a surprise party for James on Wednesday. Please don't spill the beans.	

Part Two: Which of the Following Strategies Did You Use to Translate These Idiomatic Expressions?

NO	Translation Strategies Used	Put them in Order
1.	Using an idiom of similar meaning but dissimilar form	
2.	Using an idiom of similar meaning and form	
3.	Paraphrasing the idiom	
4.	Word-for-word translation	
5.	Using parallel idioms in the target language (TL)	
6.	Translating by omission	
7.	Literal translation	
8.	Google Translator	
9.	Using notes	
10.	Others please specify.....	

Bibliography

Al-Haddad, K. (1994). Investigating Difficulties Faced by Advanced Iraqi Students of English in Understanding and Using English Idioms. Unpublished M.A. Thesis, College of Arts, University of Baghdad.

Al-Kadi, A. (2015). Towards idiomatic competence of Yemeni EFL undergraduates. *Journal of Language Teaching and Research*, 6(3), 513-523.

Al-Khawaldeh, N., Jaradat, A., Al-momani, H., Bani-Khair, B. (2016) Figurative Idiomatic Language: Strategies and Difficulties of Understanding English Idioms. *International Journal of Applied Linguistics and English Language*, vol. 5, no. 6, pp. 119-133.

Baker, M (1992). In *Other Words: A Course Book on Translation*. London: Routledge.

Baker, M. (1992). In *Other Words. A Coursebook on Translation*. London: Routledge.

Beatrice Cecilia Warren, A Model of Idiomaticity, Article in *Nordic Journal of English Studies* • January 2005

Bell, R.T. (1991). *Translation and translating: theory and practice*. London: Longman Group

Catford, J.C. (1965). *A linguistic theory of translation*. London: Oxford University Press.

Cowie, A., Mackin, R., & McCaig, I. (1983). *Oxford dictionary of current idiomatic English: Phrase, clause and sentence idioms (2)*. Oxford: Oxford University Press.

Dixon, R. (1994). *Essential idioms in English*. New Jersey: Prentice Hall Regents.

Fernando, C. (1996). *Idioms and idiomaticity*. Oxford: Oxford University Press.

Fernando, C. and R. Flavell (1981) *On Idiom: Critical Reviews and Perspectives*. (Exeter Linguistic Studies, 5). Exeter: University of Exeter

Fernando, Chitra. (1996). *Idioms and Idiomacity*. Oxford: OUP

Fillmore, C, Kay, P. and O'Connor M.C. (1988) "Regularity and idiomaticity in grammatical constructions: the case of let alone", *Language* 64:501-538.

Ghazala, H. (1995). *Translation as Problems and Solutions*. (4 th ed). Syria: Dar El-Kalem El-Arabi.

Gottlieb, H. (1997). Quality Revisited: The Rendering of English Idioms in Danish Television Subtitles vs. Printed Translation. In A. Trosborg (ed.), *Text Typology and Translation* (pp. 309 – 338). Amsterdam: John Benjamins B.V.

- Helleklev, C. (2006). *Metaphors and terminology in social science: A Translation and an analysis*. Sweden: Vaxjo University.
- Hijazi, Mahmood (1978). *Usus 'ilm al- lughah al- 'arabiya*. (Basics of Arabic
- Hockett, C. F., *A Course in Modern Linguistics*, oxford & IBH, Indian Edn., 1970, Delhi, p. 303.
- Hurford, J.R. (2007). *Semantics*. Cambridge University Press.
- Idioms. (2009). In *Longman dictionary of contemporary English*.
- Inani, A. (1998). *Common Errors in Essays Written in English by Arabic Speakers*. Cairo: Almaktab Almasrii Litawzii3 Al-mathbou3at
- Langasher. W.R. (1968). *Language and Its Structure: Some Fundamental Linguistic Concepts*. New York: Harcourt, Brace and World Inc.
- Larson, M. (19984). *Meaning-based translation: A guide to cross-language equivalence*. New York University Press of America.
- Lewis, M. (1993): *The Lexical Approach, the State of ELT and a Way Forward*. London: Commercial Colour Press.
- Linguistics). Cairo: Dar al- thaqafa for printing and publishing.
- Liu, D. (2008). *Idioms. Descriptions, comprehension, Acquisition, and Pedagogy*. New York: Routledge.
- Lundblom, E., & Woods, J. (2012). *Working in classroom: Improving idiom comprehension through class wide peer tutoring*. *Communication Disorder Quarterly*, 33, 202-219. <https://doi.org/10.1177/1525740111404927>
- McCarthy, M. (2008). *Academic Vocabulary in Use*. Cambridge University Press.
- Mollanazar, H. (2004). *Principles and methodology of translation*. Tehran: SAMT.
- Munday, J. (2001). *Introducing Translation Studies: Theories and Applications*. USA and Canada: Routledge.
- Newmark, P. (1988). *A textbook of translation*. New York: Prentice Hall.
- Nida, A. & Taber R. (1982). *The Theory and Practice of Translation*. Netherland: E.J. Brill Leiden.
- Nida, E. (1964). *Towards a Science of Translating*. Leiden: E.J. Brill.

- Nunberg, G. (1978). *The Pragmatics of Reference*. Berkeley, CA: Indiana University Linguistics Club.
- Nunberg, Sag Ivan A, & Thomas Wasow. (1994). "Idiom", *Journal of Language* 70 (3): 491-538.
- Pym, A. (2010). *Exploring Translation Theories*. London and New York: Routledge.
- Redman, S. (2003). *English Vocabulary in Use. Pre-intermediate & intermediate*. (second edition). Cambridge university Press.
- Sadiq, S. (2008). Some Semantic, Stylistic and Cultural Problems of Translation. *Sayyab Translation Journal (STJ)*, I: 37 – 51.
- Straksiene, M. (2009). Analysis of idiom translation strategies from English into Lithuanian. *Studies about Languages*, 1, 13-20.
- Thawabteh, M. (2011). Linguistic, cultural, and technical problems in English-Arabic subtitling. *Journal of Translation and Interpretation*, 5(1), 24-44.
- Vinay, J.P. and Darbelnet, J. (1958). *Stylistique Comparée du Français et de l'Anglais: Méthode de Traduction*. Paris: Didier. (Transl. and ed. by Sager, J.C. and Hamel, M.J. (1995) as *Comparative Stylistics of French and English: A Methodology for Translation*. Amsterdam and Philadelphia: John Benjamins.)
- Yowelly. A & Lataiwish, M. S. (2000). *Principles of Translation*. Benghazi: Dar Annahda Alarabia.
- Zagy, M. M. (2000). "Translation and Meaning". *Translation Journal*, 4.

Web Sites

Journal of Academic and Applied Studies (Special Issue on Applied Linguistics) Vol, 3 August 2013, pp 32-41 Available online @ www.academians.org

Makkai, Ad. (1972). "Idiom Structure in English". <http://www.Jstor.org/stable/4175281>. Retrieved 30 Mars 2010.

<https://www.lexico.com/en/definition/idiomaticity>

<https://www.macmillandictionary.com/dictionary/british/idiomaticity#:~:text=DEFINITIO NS1-,1,%2B>

Summary

This study is a qualitative research that aims to shed light on the difficulties faced by third-year students and the various strategies that they use when translating idiomatic expressions from English into Arabic.

Idiomatic expressions are considered a difficult problem in the field of translation due to their close association with a specific language and culture that differs from another culture and language. These expressions carry meanings that cannot be translated or interpreted through the literal translation of the elements that make up them, as these phrases must be studied as an integrated unit.

This is because it contains metaphorical meanings that make it more difficult to translate, but students do not take into account this basic feature and resort to literal translation, which leads to a wrong translation.

On the practical side, we analyzed the test that we conducted on students with suggesting solutions. The results of the research showed that students use strategies when translating the process to get rid of the difficulties they face when translating English idiomatic expressions. Students tend to use the word by word strategy as an aid to translation in addition to other strategies. During our research, we noticed that strategies cannot always be considered a means to help students because they may lead to losing the meaning of the idiomatic expression.

ملخص :

هذه الدراسة عبارة عن بحث نوعي يهدف الى تسليط الضوء على الصعوبات التي يواجهها طلبة السنة الثالثة وعلى مختلف الاستراتيجيات التي يستعملونها خلال ترجمتهم للتعبير الاصطلاحي من اللغة الانجليزية الى العربية.

العبارات الاصطلاحية تعتبر مشكلا عويصا في ميدان الترجمة نظرا لارتباطها الوثيق بلغة و ثقافة معينة تختلف عن ثقافة ولغة أخرى و تحمل هذه التعبير معاني لا يمكن ترجمتها أو تأويلها من خلال الترجمة الحرفية للعناصر المكونة لها حيث ان هذه العبارات يجب دراستها كوحدة متكاملة

وذلك لاحتوائها لمعاني مجازية تزيد من صعوبة ترجمتها ولكن الطلبة لاياخذون بعين الاعتبار هذه الميزة الاساسية ويلجؤون للترجمة الحرفية ممايؤدي الى ترجمة خاطئة.

في الجانب التطبيقي قمنا بتحليل الاختبار الذي اجريناه على الطلبة مع اقتراح حلول. اوضحت نتائج البحث ان الطلبة حقا يستعملون الاستراتيجيات عند عملية الترجمة وذلك للتخلص من الصعوبات التي يواجهونها عند ترجمتهم للعبارات الاصطلاحية الانجليزية.حيث ن الطلبة يميلون الى استعمال استراتيجية كلمة بكلمة كوسيلة مساعدة للترجمة اضافة الى استراتيجيات اخرى.خلل بحثنا لاحظنا انه الاستراتيجيات لايمكن اعتبارها دوما وسيلة مساعدة للطلبة لانها قد تؤدي الى فقدان معنى التعبير الاصطلاحي.

Résumé

Cette étude est une recherche qualitative qui vise à faire la lumière sur les difficultés rencontrées par les étudiants de troisième année et les différentes stratégies qu'ils utilisent pour traduire des expressions idiomatiques de l'anglais vers l'arabe.

Les expressions idiomatiques sont considérées comme un problème difficile dans le domaine de la traduction en raison de leur association étroite avec une langue et une culture spécifiques qui diffèrent d'une autre culture et langue. Ces expressions portent des significations qui ne peuvent être traduites ou interprétées par la traduction littérale des éléments qui les composent, car ces phrases doivent être étudiées comme une unité intégrée.

En effet, il contient des significations métaphoriques qui rendent la traduction plus difficile, mais les étudiants ne prennent pas en compte cette caractéristique de base et ont recours à une traduction littérale, ce qui conduit à une mauvaise traduction.

Côté pratique, nous avons analysé le test que nous avons réalisé sur les étudiants en proposant des solutions. Les résultats de la recherche ont montré que les élèves utilisent des stratégies lors de la traduction du processus pour se débarrasser des difficultés auxquelles ils sont confrontés lors de la traduction d'expressions idiomatiques anglaises. Les élèves ont tendance à utiliser la stratégie mot par mot comme une aide à la traduction en plus d'autres stratégies. Au cours de nos recherches, nous avons remarqué que les stratégies ne peuvent pas toujours être considérées comme un moyen d'aider les élèves car elles peuvent conduire à perdre le sens de l'expression idiomatique.