

"Problems Face Students in Translating Idioms Related to Health from English into Arabic"

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Chapter 1

(Introductory)

1.1 Introduction:

Since Idioms are used to describe different aspects of everyday life, it is worthy for translators and translation students to develop their strategies how to translate idioms properly. In fact, translators face many problems when translating idiomatic expressions. These difficulties come as a result of the difference between languages and cultures. Furthermore, any language has a particular meaning which is used to qualify a specific area of the social life. Because every language is associated with its culture and its form; scholars stress that translators should be bicultural as well as bilingual. Translation theorists dealt with problems of translating idioms from various attitudes according to different points of view. In addition, idioms are used in order to increase the mutual understanding among people in the same society as well as to make the communication easier. Moreover, they are used to live the past, present and future. Idioms also are used because the circumstances of everyday life impose them as a way that helps in expressing the intended meaning briefly. Besides, they are

used to talk about many aspects of the daily life; such as, food, colour, social status and health. This research is devoted to identify the problems of translating idioms that are related to health area as well as to identify the strategies applied by Libyan English language students to translate health idioms. Further, it investigates the difficulties faced students while translating the test and it attempts to find out whether students are able to render the intended meanings of health idioms or not.

1.2 Research issue and Hypothesis:

The ultimate goal of translation is to transfer the intended meaning completely. The translator should find out the appropriate equivalent meaning in the target language to guarantee that the whole meaning is transferred properly in the target language. On the other hand, idioms are widely used and it is considered to be one of the most problematic situations that occur in the process of translation; as a result, a set of strategies were carried out by scholars. This study sheds light on difficulties Libyan students face while translating idioms related to health from English into Arabic. This research assumes that students face difficulties when they translate health idioms from English into Arabic. It also hypothesized that the problems of translating idioms related to health occurs as a result of the following:

- 1- The complete difference between the both languages and cultures.
- 2- Students' insufficient knowledge of the English culture.

- 3- Students lack of linguistic competence of both languages.
- 4- They concentrate on a traditional way of translation (Literal translation) which restricts them to focus on the common meaning of individual words instead of the whole meaning of the idioms.
- 5- Subjects lack of practise.
- 6- They do not have dictionary skills.
- 7- They have lexical problems.
- 8- Students' lack of practice.

1.3 Aims and objectives of the study:

This study aims to find out whether 6th semester English language students in Tripoli University are able to use the suitable strategies to find the figurative meaning of health idioms in the target language, or they translate them literally. Because figuring out the intended meaning is the ultimate goal of translation. Furthermore, it identifies the different problems that face Libyan students while translating idioms used to describe health. This research will test the ability of Libyan English language students to translate health idioms and investigate the different strategies applied in their translations. In addition, it will test whether they are aware of the difficulties of translating health idioms or not .i.e. they know that idioms carries a conventional meaning that should be transferred to the target language properly. The researcher will observe subjects performance while translating the texts in

order to check their abilities to use the dictionaries. Besides, this study will investigate the difficulties face students while translating the texts.

1.4 The scope of the study:

This study is conducted in Tripoli University (Tripoli), to examine the 6th semester students who study there in the department of English language (Swiq Al jwma) .The translational task prepared to test them in terms of translating idioms related to health. The test handled to the students on Monday 16/01/2011.The time of the task was two hours from 11:00 am until 01:00 pm. This study suggests that Libyan students translate idioms related to heath literally, without paying attention to the figurative meaning of idioms. The text consists of 15 sentences each sentence contains an idiom related to health.

1.5 Research Methodology:

The data collected in Tripoli, Libya during a period of two weeks from 27/12/2011 to 09/01/2012. The methods are test and observation. The test contains 15 sentences include idiomatic expressions that deal with health area. The sentences gathered from different sources (books, dictionaries and websites). The subjects are 20 students and they are selected randomly; they are 6th semester students in “Swaq Aljwma” faculty of art, department of English language at Tripoli University. The analysis is based on:

- 1- Identification of translation strategies adopted by students in their translation.
- 2- Identification of Students' ability of transferring the intended meaning of idioms.
- 3- Identification of the difficulties faced student while translating the text.

The analysis is based on Mona Baker's strategies for translating idiomatic expressions. This study is basically an attempt to ensure the transferring of the complete meaning of health idioms from source language into target language by students. The methods adopted in this study are test and observation. The results show that some students tend to translate health idioms literally whereas others try to paraphrase them. As a result, they fail to paraphrase idioms properly because of different reasons.

1.6 The importance of the study:

Idioms are mostly used to describe the different elements of the social life in order to facilitate the process of communication in any language; moreover, it increases the mutual understanding. It also helps to express the intended meaning completely and briefly. Every society has particular aspects which are unique to its social life and deeply related to its culture. The differences between cultures create the difficulties of translating idiomatic expressions.

While idioms are widely used in all different fields of life, translating them is very crucial for the benefit of all societies. Therefore, translators play a vital role in conveying the meaning of idiomatic expressions from one language into another. Professional translators follow suitable strategies to achieve equivalence.

1.7 The structure of the study:

The research is divided into four chapters. The first chapter is an introductory one (introduction-scope of the study-importance of the study-issue and hypotheses of the study-aims and objectives- research methodology-structure of the study-literature review). The second chapter includes general background about the issue of the study. It sheds light on the idioms and the strategies of translating them whereas the third chapter is a practical one. The analyses of data based on Mona Baker's model of strategies to translate idioms. Finally, the fourth chapter investigates the results and findings of the study.

1.8 Literature review:

To the best of my knowledge, there are no studies shed light on this subject, but many studies tackle problems correlate with it. One of them is "Cultural problems in translating English texts into Arabic and vice versa", written by Zagwany, the researcher adopted Mona Baker's 1992 theoretical frame model of translating idioms. While its practical part is based on the translation of idiomatic expressions extracted from two novels of Najib Mahfouth Midaq Alley (1975) translated by Trevor Le Gassick and Khan Alkhalili (2008) translated by

Roger. The researcher finds out that translators fail sometimes to find an equivalent, because of their lack of linguistic competence in both languages (English and Arabic). The second is Problems of Idioms in Translation, done by Mezmaz Meryem; the researcher presents a linguistic investigation of equivalence above a word level .The study discusses the difficulties of non equivalence raised in translating English idioms into Arabic and from Arabic into English. The study also indicates the method used by students to figure out the equivalence in the target language. The researcher finds out that there are potential problems in the process of translating idioms from English into Arabic and vice versa. Furthermore, the study shows that the context plays an important role in guessing the contextual meaning of idioms by students.

Chapter 2

(General background)

2.1 Introduction:

Translating idioms is one of the most problematic situations that face students, translators and theorists, because idioms have conventional meanings which should be transferred into the target language completely. These figurative meanings are related to specific cultural aspects that qualify people's condition physically and mentally; as a result, these cultural elements might cause difficulties when rendered them into another language. The translation of Idioms has been studied from various perspectives according to different points of view. This chapter is devoted to shed light on the general back

ground of the translation of idioms. It also provides different definitions of both translation and idioms. Moreover, it includes strategies suggested by scholars to translate idiomatic expressions as well as their classification according to their use in life. Finally, it presents the difficulties of translating idioms.

2.2 Definitions:

2.2.1 Translation:

Translation is the process of transferring the intended meaning from one language into another. Translators should be able to deal with the units of meaning that constitutes the context not with the common meanings of their words or sentences separately. Because some expression might carry explicit and implicit meaning, as in the case of idioms related to health, that can only be figured out by dividing the context into units of meaning. Many theorists defined the concept of translation from many points of view.

According to (Jakobson 1959/2000:114) cited in Munday (2001:p36-37). Jakobson states that “inter-lingual translation involves substitute[ing] messages in one language not for separate code-units but for the entire messages in some other languages”. He also indicates that “the translator recodes and transmits a message from another source. Thus translation involves two equivalent messages in two different codes”.

Nida (1964a:166, Nida and Taber 1969:12) cited in Munday (2001:p42) says that “the message has to be tailored to the receptor’s linguistic needs and cultural expectation and aims at

complete naturalness”. In addition, he defines the goal of dynamic equivalence as “the closest natural equivalent to source language message”.

Ghazala also defines translation as (1995:p1) “translation generally refers to all the processes and methods used to render and/or transfer the meaning of the source language text into the target language as closely, completely, and accurately as possible.

Newmark (1988:5) refers to translation as” it is rendering the meaning of a text into another language in the way that the author intended the text. He points out that this process might be considered an easy task since the same meaning can be expressed in all different languages. On the other hand, he also indicates that this might be difficult and complicated in terms of expressing units of meanings that belong to another different language and culture.

2.2.2 Idioms:

According to Cambridge International dictionary of idioms (1998: Intro) “Idioms are a colourful and fascinating aspect of English. They are commonly used in all types of language, informal and formal, spoken and written”.

OXFORD Advanced Learner’s Encyclopaedic Dictionary defines an idiom as “a phrase or sentence whose meaning is not clear from the meaning of its individual word and which must be learnt as whole unite”.

Baker (1992:P63) indicates that Idioms and fixed expression might be defined as:

“Are frozen patterns of language which allow little or no variation in form and, in the case of idioms, often carry meanings which cannot be deduced from their individual components”.

McCarty and O’Dell (2002: P6) refers to idioms as “expressions which have a meaning that is not obvious from the individual words”. They indicate that context and the common sense play a crucial role in grasping the meaning of idioms.

2.2.2.1 Classification of idioms:

Idioms have been carried out and categorized by scholars from different viewpoints. Some scholars have classified them according the difficulty of grasping their intended meaning while others categorized according to their use in the daily communication.

According to Straksiene (2009:13) quoted in Zagwany (2005) he states :

English is very rich in the use of idioms. They are used in formal and in slang. Idioms may appear in Shakespeare language, poetry, literature and even in Bible. Using those colourful words, we have to express ourselves utilizing words that very often make no logical sense if we misused or mis-translated.

McCarthy and O'Dell suggest that idioms can be classified according to their use in everyday life. They categorized them on the base of their usage in different area of people's daily life as following: Idioms to talk about health, happiness and sadness, memory, money, and Anger. This study adopted this classification because it is devoted to investigate the difficulties and strategies of translating English idioms related to Health into Arabic.

Health idioms can be defined as idioms that describe the condition of a person's body or mind explicitly by the use of certain society's cultural elements for example,

- 1- He will inherit when his grandfather *kicks the bucket*.
- 2- I will be as *right as rain* as soon as I take my pills.

2.2.2.2 Characteristics of idioms in English:

It is agreed by scholars that idioms share some features with other fixed expressions; however, there are some characteristics which are unique to them. In this respect, many theorists have been presented these special aspects of idioms. For instance, Baker (1992:63) points out that these unique features can be summarised as the following:

- 1- The order of their individual words should not be changed. (e.g. the short and the long of it`).
- 2- It is not possible to omit any of their constituent words. (e.g. spill beans).
- 3- It is not allowed to insert any word to idioms. (e.g. the very long and short of it).

- 4- Their individual words cannot be substituted. (e.g. the tall and the short of it).
- 5- Their grammatical structure should not be modified. (e.g. the music was faced).

According to Tim (2002:8) cited in Zagwany (2005) the appropriate characteristics of idioms can be identified as:

It has been widely noted that the individual words in an idiom cannot be replaced by synonyms and still retain the idiomatic meaning of the phrases which qualify them as fixed forms. In most cases speakers can use synonyms create a new sentence with the same semantic meaning. However, this is not the case for idioms.

2.3 Translation of Idioms:

2.3.1 Difficulties:

Idioms are concerned as one of the most problematic situations that face translators and students of translation. These difficulties occur as a result of various reasons; for instance, the complete difference between cultures creates sometimes situations in which finding the equivalent meaning is completely difficult. In this respect, many scholars have been tackled this issue into consideration from different angles.

According to Baker (1992:68, 69) the difficulties of translating idioms come as a result of various reasons. She indicates that the first difficulty occur when an idiom or fixed expression is not existed in target culture. She also states that this happens because languages sometimes express the

meaning in different ways. Further, she informs us that some idioms sometimes are specific to a certain culture; therefore, they cannot be translated. After that she discusses the second difficulty which regards to idioms connotations and the possibility of having a similar idiom in form but it expresses different meaning in the target language. Elsewhere Baker (1992:70, 71) points out the third difficulty which related to the use of both the common and the figurative meaning of the idiom at the same time in the source language. Finally, she explores the last difficulty which goes up as a result of the difference between languages in use. She indicates that idioms are widely used in English language whereas they are not very much used in other languages such as Arabic and Chinese languages.

2.3.2 Strategies:

Since translating idioms causes many problems to the translators as well as students of translation, it is worthy to explore the strategies that are suggested by theorists. These techniques are set as a result of the different difficulties that occur in the process of reproducing them in other languages. Moreover, those strategies are suggested to be as tools that help translators in transferring the intending meaning closely and completely.

According to Baker (1992:72, 73) the strategies for translating idioms can be summarized into six strategies. In this respect, she suggests that the first technique which can be used to transfer the intending meaning appropriately is by finding out a

similar idiom in both meaning and form in the target language. She indicates another strategy which is to translate idioms by figuring out an idiom in the target language that has the same meaning but its form is completely different. After that, Baker (1992:77, 78) points out that paraphrasing is the most used technique especially in the cases of non equivalent idioms which resulting from the differences between languages. Besides, Baker insists that paraphrasing idioms do not mean to summarise the meanings of their individual words, but it means reproducing the intended meaning of an idiom as a complete meaningful unit in the target language. The next strategy suggested by Baker is translation by omission. She indicates that this technique is used in the cases where figuring out the match idiom or paraphrasing its meaning is difficult. Further, she points out that in such cases omitting the idiom is the solution. Finally, she discusses briefly another strategy which is compensation; moreover, she explains it as the process of omitting the idiom and expressing it in a different form somewhere else in the context.

(For more information about the classification of idioms according to their use see Michael McCarty and Felicity O'Dell English Idioms in Use).

Chapter Three

(Analysis)

3.1 Introduction:

The analysis of this study is based on the strategies suggested by Mona Baker to translate idiomatic expressions to investigate if students are able to apply the suitable techniques to transfer the intended meaning of idioms.

The analysis will concentrate on three elements:

1. Strategy adopted by students to translate idioms.
2. Students' ability of transferring the intended meaning of idioms.
3. The difficulties faced students while translating the test.

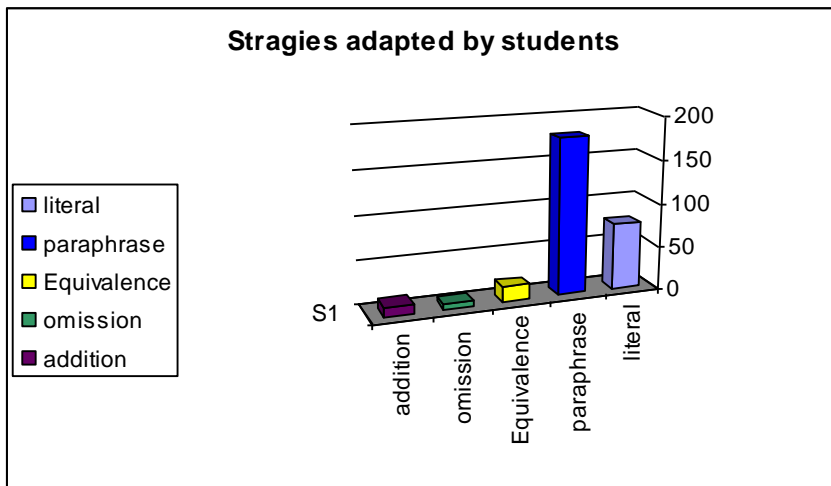
3.2 Identification of strategies adopted by students:

Table (1):

Idiom	Literal	Paraphrase	Equivalence	Omission	Addition
Under the knife	9	7		3	1
Bag of bones	10	9			
Kick the bucket		5	14		
Dice with death	12	8			
Like death warmed up	7	12			1
Out of sorts		18			1
Racked with pain		18			
As right as rain	6	11	2		1
On the mend		18	1		1
Under the weather	3	17			
Up and about	2	18			
Recharge your batteries	6	10			2
Clean bill of health	5	12			3
Pins and needle	11	6		3	
Take a turn to worse	6	11			1

Total:	77	180	17	6	11
Percentage	26%	60%	6%	2%	4%

Chart No. (1):



3.2.1 Paraphrasing:

The study shows that 60% of the students adopted the strategy of paraphrasing to transfer the meaning of idioms. This proves that the majority of students are aware of idioms and they are able to recognize idiomatic expressions carry intended meaning which should be well transferred. Moreover, the results indicate that they know that idioms should not be translated through the common meanings of its individual components. However, most of students who paraphrased idioms failed to

produce acceptable translations because of different reasons. The following is an example of students who paraphrased sentences with problems in producing idioms.

e.g. (1) I am not going to the party. I am a bit **under the weather** today.

لن اذهب إلى الحفلة لأنني بعض الشيء لست في مزاج جيد اليوم.

It is obvious from the previous sample that some students do not have a good command of the foreign language and culture. This lack of competence hinders them to understand the idioms properly; as a result, they could not render the intended meaning of idioms. Further, it is clear that subjects are not aware of idioms connotations, because some students did not realize the connotations of the given idioms such as, sympathy, irony and humours.

It is also noticed that some students are not aware of idioms which should be understood from their context. The researcher also noticed that students do not use the suitable dictionaries that help them in figuring out the explicit meaning and in choosing the appropriate meanings of idioms. For example, most of students used bilingual dictionaries instead of monolingual ones or specialized dictionaries.

3.2.2 Literal translation:

It is clear from the statistics above that 26% of students applied literal translation technique to translate the idioms related to health. This finding indicates that literal translation is the second most adopted strategy by students to translate idioms. This illustrates that they do not translate idioms as one unit of meaning and they translate them by finding out the common meaning of its individual words. Consequently, subjects could not convey the explicit meaning of idioms and they were not able to translate the idioms appropriately. This means that some students are not aware of idioms and they have lexical problems. Translating idioms literally informs us that students are not aware of strategies suggested by scholars to translate idiomatic expressions. The following example clarifies this problem:

e.g. (2) Going mountain climbing alone is **dicing with death**.

تسلق الجبال كاللعب بالنرد مع الموتى.

The students' translation shows that some subjects translate the sentence as a whole and they use word for word translation. This shows that students who applied this strategy mistranslated the idioms because they have not conveyed the intended meaning. Moreover, this figurative meaning of idiomatic expressions cannot be deduced from the surface meaning of its constituent words. Their translations also indicate that students do not have a good command over both languages as well. Accordingly, they could not understand the idioms well as one meaningful unit. In addition, their productions were unacceptable as well as did not make sense in

the target language. Further, the results show their lack of both cultures which enable them to understand the idioms and find its equivalence in the target language. It is also clear that students do not know how to look up the meaning of idioms in the dictionary because they rely on the common meanings of the words that taking directly from the dictionary.

3.2.3 Equivalence:

The study shows that only 6% of students used the technique of finding equivalent idiomatic expressions, which have similar meaning in students' target language, to transfer the explicit meaning of idioms and to ensure that the whole meaning is completely conveyed. These findings indicate that students have insufficient knowledge of both languages and cultures. Accordingly, they were not able to grasp the meaning of idioms in the foreign language and to find out idioms which carry similar meaning in the target language. For example:

e.g. (3) He will inherit when his grandfather kicks the bucket.

سيرث جده عندما ينتقل إلى رحمة الله.

The analyses of subjects' translations point out that the lack of students' ability in both languages. That is the reason why most of them have not tried to translate idioms by finding the equivalent meanings in students' native language. It is also clear that there is an interference of students' target culture which can be noticed through their use of expressions related to their religious background. This analysis also shows that students are not aware of idioms' connotations and the

importance of the text in understanding the idioms meanings; moreover, they have not understood idioms according to their use in the everyday life.

3.2.4 Translation by omission:

The findings show that just 2% of students adopted omission as a strategy to translate idioms. This explains the difficulties resulting from the complete difference between both languages and cultures which obligate some of students to omit the idioms. Moreover, students have not made out that this strategy is applied in the contexts when finding the equivalence or paraphrasing is impossible in the target language, because of the cultural differences between societies as well as the complete dissimilarity between the structures of both languages.

e.g. (4) the hospital is worried about the number of patients who died under the knife.

المستشفى قلقلة حيال المرضى الذين لقو حتفهم.

Although some students have made attempts to translate the idioms by omission, they could not apply this strategy effectively. They have not conceptualized how to use omission technique properly and when applying this strategy of omitting the non equivalent expressions. Further, Subjects also adopted this technique to translate idioms which can be paraphrased.

3.2.5 Translation by addition:

The results indicate that 4% of the subjects translated the idioms by addition. They adopted this technique in order to transfer the intended meaning because they could not find the equivalent meaning and they were not able to grasp the figurative meanings of the idiomatic expressions. As a result, students over translated them by given more than one common meaning.

e.g. (5) I will be **as right as rain** as soon as I take my pills.

سأكون نشطه وفي صحة جيده في الوقت الذي اتناول فيه دوائي.

It is obvious that some subjects applied this strategy to translate the given idioms as a result of their lack of both languages and cultures. Their translations indicate that they could not understand the intended meanings well; consequently, they tried to translate them by adding more expressions which are in the semantic field of the idioms.

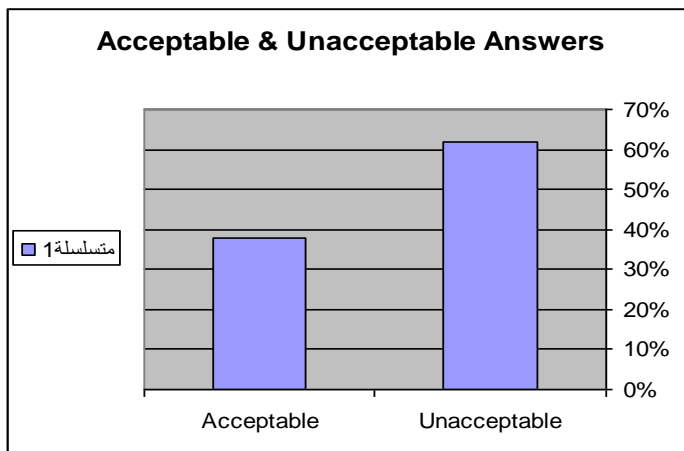
3.3 Identification of transferring the intended meaning of health idiom:

Table (2):

Idiom	Acceptable	Unacceptable
Under the knife	2	18
Bag of bones	6	14
Kicks the bucket	4	15
Dice with death	3	17
Like death warmed up	7	13
Out of sorts	10	10

Racked with pain	5	13
As right as rain	13	7
On the mend	17	3
Under the weather	8	12
Up and about	7	13
Recharge your batteries	11	8
Clean bill of health	5	15
Pins and needle	8	12
Take a turn to worse	6	12
Total:	112	182
percentage	38%	62%

Chart No. (2):



Reproducing the intending meaning of idioms accurately is one of the most important aspects of translation that should be

studied. The following example is one of students' translations who encountered problems in transferring the conventional meaning properly:

e.g. (6) I have been sitting on my leg for the last hour and now I have got **pins and needles** in my foot.

لقد جلست علي رجلي لفترة طويلة، لدرجة اني اصبحت لا اشعر بها حتى لو
وغرزت فيها ابرة.

Even though the students applied different strategies to translate health idioms, it is clear from the statistics mentioned above that 62% of students' translations were unacceptable. Students failed to produce acceptable translations due to several of reasons. Some students have not used the suitable techniques which ensure the complete transferring of the meaning in a proper way; for instance, they translated them literally which restricted them to the common meanings over the individual words. Besides, other students tried to adopt paraphrasing as a strategy, because they could not find the equivalent idioms that carry the same meaning in their native language. However, most of them were unsuccessful to understand the intended meaning as a result of different factors such as, their lack of linguistic competence of the source language, the difference between the two cultures and languages, their misuse of dictionaries and their lack of practice. Another reason that attributed in students' failure to translate idioms appropriately is students' insufficient knowledge of idioms connotations.

3.4 Identification of the difficulties faced students while translating the text:

Table (3):

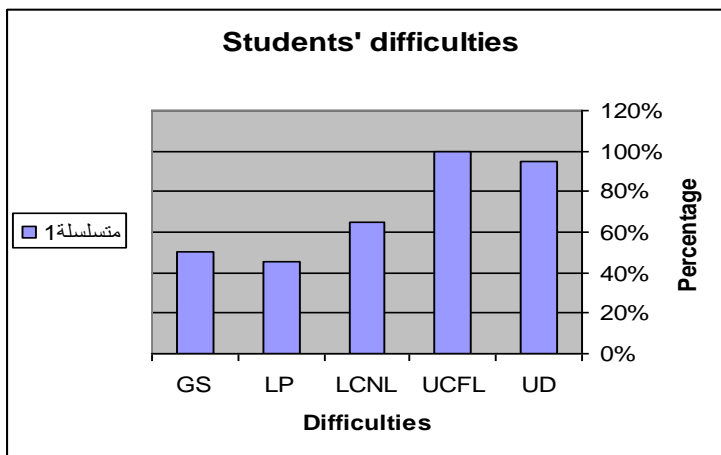
Student	GS	LP	LCNL	UCFL	UD
Student 1			✓	✓	✓
Student 2		✓	✓	✓	✓
Student 3			✓	✓	✓
Student 4	✓		✓	✓	✓
Student 5	✓	✓	✓	✓	✓
Student 6	✓			✓	✓
Student 7	✓	✓		✓	✓
Student 8				✓	✓
Student 9			✓	✓	✓
Student 10				✓	
Student 11			✓	✓	✓
Student 12	✓	✓	✓	✓	✓
Student 13		✓		✓	✓
Student 14	✓	✓	✓	✓	✓
Student 15				✓	✓

Student 16	✓	✓	✓	✓	✓
Student 17	✓	✓	✓	✓	✓
Student 18	✓		✓	✓	✓
Student 19	✓	✓	✓	✓	✓
Student 20				✓	✓

Table (3.1):

Difficulties	GS	LP	LCNL	UCFL	UD
Student's number	10	9	13	20	19
Percentage	50 %	45 %	65 %	100 %	95 %

Chart No. (3):



The context in which idioms are used is crucial in figuring out the closest meaning of them. Further, the way adopted by students to translate the text in which the idiom is used affects their understandings and their translations of the idioms. It is obvious that students translate the whole sentence literally; consequently, they look to the idiom as words not as units of meaning. Translating idioms out of their context decreases students' abilities of grasping the figurative meaning and makes understanding more difficult.

3.4.1 Investigating the students' grammatical structure and lexical problems:

The table no (3) above shows that 50% of students have grammatical problems and 45% have lexical problems. Accordingly, they could not produce acceptable translations. These problems made them incapable to express the intended meaning of the idioms properly and completely. The differences between the structures of both languages influenced their translations. Moreover, students could not transfer the intended meaning because of their lexical problems that came out as a result of their insufficient knowledge of target language and their unawareness of the difference between the two structures. Further, it is noted that some students are not aware of the differences between word order of both languages; therefore, their translations were unacceptable. For example, most of them started their translation with a noun where it should be begun with a verb in their native language. The following examples will give you more information about the grammatical and lexical problems of some subjects.

e.g. (7) the soldier was badly injured that he was **racked with pain**.

كان الجندي بليغ الاصابة فانه يتصارع مع الالم الان.

e.g. (8) the hospital is worried about the number of patients who have died **under the knife**.

المستشفى قلقه حيال المرضى الذين لقو حتفهم.

مستشفى قلق من عدد القتلى من السكين.

e.g. (9) Going mountain climbing alone is **dicing with death**.

الذهاب للتسلق الجبال وحيدا كالاقدام الي الموت.

It can be noticed from the above examples that some subjects have problems in the grammatical structure of their native language, because they translate words of the sentences and did not change the structure of the foreign language. Consequently, they produce unacceptable translations. On the other hand, subjects are not aware of the lexical differences between the two languages. For example, some students do not change the adjective worried into a noun in their language but they kept it as a an adjective (قلقته). Another problem is that some students began their translation with nouns instead of verbs as it should be in the written Arabic language.

3.4.2 Investigating the linguistic competence of native language (LCNL):

One of the important factors that help translators to produce an acceptable translation is their competence of the target

language. Therefore, it is crucial to study the students' linguistic competence to find out its effect on their translations. It is clear from the table above that 65% of the students have lack in their linguistic competence of the target language. Accordingly, they could not transfer the intended meaning of idioms completely and they produced incoherent sentences. It is also noticed that the majority of students rely on literal translation as a result of their insufficient linguistic competence of the native language. The following are some samples of students' translations that clarify their lack of linguistic competence.

e.g. (10) He is still a bit tired but he is definitely on the mend.

هو تعبان قليلا ولكنه يقاوم حتى هذه دقيقة ويتحسن صحتها.

لقد باتت في مستشفى هذا اسبوع ولكنها الى حالتها الطبيعية.

It can be pointed out that some students produced incoherent translations as result of their linguistic lack. It is also clear that this lack disable them to express the meaning of the sentence in the way that should be transferred to ensure that the meaning completely and adequately conveyed. In the above examples the subjects just change the words of the sentence into their common meaning in the target language without paying attention to the structure of the sentence. It is obvious that this problem did not allow the students to express the intended meaning of idioms and the whole sentences accurately. For example, in the above sample the student used the verb (باتت), which is colloquial and it gives another meaning in the formal use of native language, to transfer the meaning of the English

phrase (was kept in) whereas it should be translated as قضت (ليلتها).

3.4.3 Identifying students' understanding competence of the foreign language:

Having analysed the above problems, this leads us to another student's problem which is their ability of understanding the foreign language accurately. Because it plays an important role in ensuring that the figurative meaning which expressed in the source language is understood and produced appropriately in the students' native language. The results show that all the students have problems in understanding the source language because none of them were able to translate all the given idioms properly. The examples indicate their lack of understanding competence of the source language:

e.g. (11) When he came back home from the war, he was **a bag of bones**.

عندما عاد من الحرب اصبح قلبه صلبا كالحديد.

عندما رجع الي المنزل من الحرب كان محطم العظام.

عندما رجع الي الديار من الحرب كان كيس من العظام.

e.g. (12) He will inherit when his grandfather **kicks the bucket**.

سوف يرث عندما يكتب جده وصيته.

هو سيرث جده عندما ينتقل الي رحمة الله.

سيرث جده عندما تصيبه المنية.

The examples above show that the students have problems in the source language competence. Consequently, they could not convey the intended meaning of the idioms closely as well as they produced unacceptable translations. For example, some of them translate (a bag of bones) into (كيس من العظام) in their native language which is completely meaningless. This indicates that students have problems of understanding competence of the foreign language. It can also be noticed that students did not grasp the meaning of the idioms in their contexts. Accordingly, they could not understand the intended meaning of the idioms and they produced inappropriate translations. Another example that confirms students' lack of understanding competence of the foreign language is that they are not aware of idioms connotations. For instance, some students tried to translate the idiom (kick the bucket) above by finding the its equivalence in their culture which is *ينتقل الي رحمة (الله)*. As a result, they fail to carry the intended meaning because they have not known that the idiom is loaded with the sense of humours that should be transferred into the Arabic language.

3.4.4 Investigating students' ability of using dictionaries effectively:

Another important factor that influence the students translation is their ability of use the dictionary properly in terms of when, which ,how and why to use it. This factor is essential, because translation is not the process of changing the words of English

language into words of Arabic language by using its entry meanings of the dictionary. Moreover, one of the crucial skills of using the dictionary that should be acquired is how to pick up the meanings of words according to their use in different texts. It is well known among teachers of languages, translators and scholars that the dictionaries should only be used in need and they recommended to use them when the context does not help in figuring out the meaning of the unknown words. The results of the analyses show that most of students have problems in using the dictionaries. The following are examples that indicate students' problems of using the dictionaries:

e.g. (13) He is still a bit tired but he is definitely on the mend.

هو مازال تعب قليل و لكنه حقا قادرا او يقاوم.

e.g. (14) John will have to stay at home until the doctors give him a clean bill of health.

جون سوف يبقى في المنزل حتى يعطيه الطبيب الرخصة او الاذن للخروج او انه تعافى تماما.

It is obvious that students are not aware of how to use dictionaries in appropriate way and they have problems in picking the closest meaning of words according to their use in different types of texts. For instance, the students could not decide which meaning to be chosen in order to translate the idioms properly; consequently, they give more than one translation for the idioms. For example, subjects translated (on the mend) and (a clean bill of health) in the above samples into (الرخصة او الاذن للخروج او انه تعافى تماما) and (قادرا او يقاوم)

native language which indicate their lack of dictionary skills. It is also observed that some students used bilingual dictionaries instead of using monolingual or specialized dictionaries. Further, it is also monitored that most of them overused dictionaries while they were translating the sentences.

Note: (Further students' translation samples in appendix at the end of this study)

Chapter Four

(Conclusion and Recommendations)

4.1 Introduction:

The goal of this chapter is to introduce the main findings related to idioms translation as well as to suggest recommendations for further studies.

4.2 Conclusion and findings:

This study sheds light on the strategies applied by students to translate health idioms and it focus on the difficulties that students face when they translate health idioms. The previous elements of analysis indicate clearly that students have problems in ST comprehension and in adopting the suitable strategy to translate health idioms. Moreover, it shows that they are not competent enough in the TL and they have grammatical problems as well as lexical problems. The research also finds out that they are not aware of idioms connotations and they are not able to understand idioms in the context in which idioms are used. The combination of the previous problems

leads students to translate idioms inappropriately and incompletely .As a result of the difficulties mentioned above students cannot produce well translation and they are not capable to understand and transfer the intended meanings of idioms. Although the percentages show that 60% of students tried to paraphrase idioms, only some of them produce acceptable translations. The statistics also show that 62% of students translate the idioms inappropriately while only 38% of their translations are acceptable .It is also obvious through the discussion of the previous chapter that students are not able to find equivalent meanings of the idioms in their language. Only 6% of them employed the strategy of finding idioms that have similar meaning in their native language. Furthermore, it is observed and noticed that students need to increase their skills of using dictionaries which can only be acquired and improved through more translation practice. Finally, the successful translators transfer the intended meaning of idioms completely and properly by applying the suitable strategies as well as being engaged to the English culture.

Through analysis, the researcher concludes the following findings:

- 1- Paraphrasing and Literal translation are the most strategies adopted by students to translate health idioms.
- 2- Students are not able to render health idioms properly.
- 3- The researcher monitored that they do not know how to use dictionaries effectively.

- 4- The differences between English and Arabic cultures make students enable to find the suitable equivalence.
- 5- Students need more practice to increase the quality of their translations.
- 6- The students' target culture interference effects their translations.
- 7- They are not competent enough in English language and they are not competent in Arabic language as well.
- 8- The lack of practice. They need more practice because translation is a skill that should be acquired through practice.
- 9- Even though Subjects tried to paraphrase idioms, they cannot transfer the intended meaning appropriately.

This failure attributed to the following:

- a- They do not have a good command of both languages and cultures.
- b- They have lexical problems.
- c- They are not aware of idioms connotations.
- d- They do not have a good command of both languages.
- e- They have grammatical problems.

To sum up, it can be tentatively assumed that one of the reasons underlying these problems is the applying of strategies of translating idioms as well as their lack of awareness of the

difference between the two languages and cultures. More work in these areas is needed.

4.2 Recommendations:

On the base of the results obtained from this study, the following recommendations are suggested for further studies. Moreover, they should be clues for both students and teachers of translation to work on in order to increase the quality of their translations:

- 1- It is necessary for students to be exposed to more linguistic and cultural knowledge in order to improve their abilities of rendering idiomatic expressions. Otherwise, they will not be able to grasp the indented meaning when idioms occur in texts.
- 2- Students should be engaged into more translation practice; as a result, the quality of their translations will be increased. Practicing also helps students in recognising how translation strategies should be employed to ensure that both of the implicit and explicit meanings are closely conveyed.
- 3- Students must be encouraged to be involved in more extensive reading in both languages. This will expose them to a substantial amount of vocabulary which will enrich their knowledge about the structure of both

- languages. By applying this students will be able to understand the difference of both languages in use.
- 4- It is advisable that students should learn how to look to the text as units of meanings which must be transferred into another language in a different form. Students should also acquire the techniques of translations that help them to produce coherent productions.
 - 5- Teachers of translations should emphasize on the difference between paraphrasing idioms and explaining the meaning of its individual words. This can be achieved through more practice.
 - 6- Since idioms are used to express meanings briefly and to add a flavour to the languages, it would be better for translators to find idioms that have the same meaning and effect in the target language.
 - 7- Finally, students should be advised to increase their skills of using dictionaries; further, they should be able to recognise when to use dictionaries and how to use them effectively. Students also should be encouraged to use English-English dictionaries as well as specialized dictionaries, because they explain the meaning of words as well as includes a lot of examples.