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**Strategies Used by First Year Master Degree Students of English When
Translating Idioms**

**Dissertation Submitted in Partial Fulfillment of the Requirements for a Master
degree in Applied Language Studies**

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DEDICATION

Praise is to God who has given me spirit, courage to overcome all the difficulties and to continue the way of my research.

I dedicate all my success in life to:

My dear parents, Bachir and Fahima for their encouragement, tiredness, and their tenderness.

My dear brothers: Farouk, Hichem and Yahia.

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ABSTRACT

This is a qualitative investigation designed to provide a concrete picture of the students' strategies when translating English idioms into Arabic. It attempts to highlight the efficiency of these strategies in the translation process. This qualitative research data is collected by virtue of a test. The latter aims at: firstly, investigating the students' familiarity to English idioms. Secondly, it seeks the students' strategies of translating English idioms, and the efficiency of those strategies. The results of the analysis reveal that students really use certain strategies in their translations in order to overcome the difficulties of translating English idioms. Students also show that they have the tendency to use paraphrasing as a helpful strategy than other strategies. In fact in our research, we have observed two other strategies used by students which are: word for word and culture substitution strategies. These strategies are not always helpful for the student because they may lead him to the distortion of the idiom meaning.

List of ABBREVIATIONS

(SL): Source Language

(TL): Target Language

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Introduction

1. Aim of the Study

This qualitative investigation is designed to shed light on the interlingual transfer of idiomatic expressions and the different strategies used by first year master students in the translation process. It attempts to highlight the efficiency of those strategies when translating English idioms from English into Arabic.

2. Statement of research questions

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. We attempt to investigate the degree of comprehensibility of English idioms by learners of English in written discourse. This would help identify learners' strategies in translating unfamiliar idioms, particularly those strategies influencing their appropriate guessing of meaning of unknown idiomatic expressions. The problem we are confronted with in this research is the strategies used by students when translating idioms. The questions we would ask are:

- What are the different strategies used by first year master students when translating idioms?
- Do those strategies help them to have efficient translations of idioms or not?

3. Hypothesis

We hypothesize that if language learners manage to translate idioms using different strategies, they will eventually be able to have an efficient translation.

4. Tools of research

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

-First, the students' familiarity with English 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. The structure of the Study

Our study consists of two chapters. The first chapter attempts to shed light on the definition of translation in relation to the difficulties of translating idioms, and then we would deal with the definition of "idiom" as a technical term, primarily from a transitional perspective. In addition to that, we will deal with the different strategies usually employed by students when translating idioms. Chapter two is concerned with the analysis of the data collected from the students' test, as well as the interpretation of the results.

Chapter One

Strategies of Translating English Idioms

Introduction

This chapter deals with translation and idioms as two important aspects. First, we will examine briefly various definitions of translation, and its problems which cause difficulties in the translation process. Second, translation needs another aspect to be discussed which is culture, because as the source and the target languages are culturally distant, they should include securities proper to each other. Third, definitions of idioms will be given to center around the relation of idioms with translation. In addition to this, there will be discussion of different types, categories and problems in the translation of idioms .Finally, and more importantly, the main part in this chapter is the strategies of translating idioms, and to what extent they help students to achieve efficient translations. Any student with a superficial knowledge of English idioms will find himself at a serious disadvantage in his translation. In order to translate an idiom, the student needs to have a good command of culture attitudes of the target language, not just to know the meaning of words.

I.1. Definition of Translation

Translation is a human mental activity in which a text in one language is converted into another language. So, in the translation process two languages are involved: the former is called the original or the source language (SL) while the latter is called the target language (TL). When translating a text, we must find the appropriate equivalent in (TL). To be faithful to the original text, we have to preserve the meaning, otherwise the translator will destroy the source text.

Because linguists have given a great importance to the field of translation, several definitions have been provided. According to Catford (1965), "translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (p.20). When we translate we must end up with two different texts in two different languages.

It is also a process and a product. First, translation is a process of changing a text in one language to a text in another language. This activity is shared by all human beings, not only the transfer of meaning from one language to another, but can be within the same language, for example an expression can be translated into another simpler one. Second, translation is a human product because we have knowledge about the life of ancient civilizations (The Babylonians, the Assyrians and so on), when translated texts have reached us (Yowell and Muftah, 2000: 11). Translation is not just a process of translating words, sentences or texts; it gives us opportunities to know more about societies and their cultures. Thus, translation can refer to the product (the text that has been translated) or the process (the act of producing the translation) (Munday, 2006:15).

Ghazala (1995) in his turn defines translation as follows: "translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language"(p.1). In other words, when we translate a piece of discourse

effectively, we must take into account the role of understanding the meaning of the source text.

It is noteworthy that when we translate, we do not translate just grammar, words, style or sounds, we have to translate meaning which is a complicated network. Ghazala (1995) says "we translate meaning, nothing else but meaning" (p.2-3). Achieving an acceptable translation is not an easy task for the translator who very often faces problems that become an obstacle in the translation process. These problems cause difficulties which result in stopping the process of translation or using the dictionary in order to check meanings of words. Ghazala (1995:18) states that translation problems can be due to grammar, words, style or sounds.

I.1.1. Grammatical Problems

English and Arabic are from different families. The former, is from a Germanic family, whereas the latter is from a Semitic one. This makes their grammar different, and this difference causes difficulties in translation because learners assume that English and Arabic grammar are identical. (Ghazala, 1995).

I.1.2. Phonological Problems

The problems, here, are concerned with sounds and their effects on meaning. They are limited to literature and advertising.

I.1.3. Stylistic Problems

Style is a part of meaning. It causes problems for the translator and hence, the meaning will be affected, for instance, formality and informality are concerned with words and grammar. Joos (1962) suggested a formality scale for the English language consisting of five degrees as follows:

1-Frozen formal	(فصيح جدا/متصلب/فتح)
2-Formal	(فصيح)
3-Informal	(غير فصيح/شبه فصيح)
4-Colloquial	(عامي)
5-Vulgar or slang	(سوقي)

(Cited in Ghazala, 1995:203)

Examples:

1-"Be seated"	(عليك بالجلوس)
2-"Have a seat"	(تفضل بالجلوس)
3-"Sit down, please"	(اجلس لو سمحت)
4-"Feel at home"	(خد راحتك/استرح/ارتاح)
5-"Sit bloody, down"	(انقير/أنضرب على قلبك)

(Ghazala, 1995:203)

Ghazala sees that this scale shows differences between the source and the target languages, resulting in problems for students who do not know about it.

Parallelism is another stylistic problem in which we have two clauses or sentences that may have the same structure and are, therefore, parallel. Such style is not always easy to translate, and may cause many problems in Arabic.

eg: "My father is ill. My mother is sad. My sister is worried."

أبي مريض. و أمي حزينة عليه. و كذلك أختي قلقة عليه.

There are other stylistic problems that Ghazala (1995) has suggested.

I.1.4. Lexical Problems

These problems occur when there is misunderstanding of words. Among these problems we have:

Literal translation: it is word for word translation. The problem, here, is when this translation is possible, and when it is not.

For example:

"Rainy day"	يوم ماطرا يوم اسود
"If you were in my shoes"	لو كنت مكاني
But the literal translation is:	لو كنت في حذائي

Synonymy: words which have the same or similar meaning are called synonyms. The problem is that some words seem to be identical, but in fact they are not exactly the same.

For example:

"He is angry"	هو غاضب
"He is worried"	هو قلق/متعصب

Polysemy and monosemy: a word which has more than one meaning is described as polysemous. On the other hand, a word which has only one meaning is monosemous. The problem arises when a polysemous word is mistaken for a monosemous one, and given one meaning in all texts and contexts.

For example:

"You may have a break"	يمكنكم اخذ استراحة
"The dawn breaks at 5 o'clock today"	يبزغ الفجر عند الساعة 5 اليوم

Collocations: two or more words which usually occur together in language are called a collocation. It has problems which require a good deal of attention from the students.

For example:

"Hard labour"

أشغال شاقة

"Alive and kicking"

حي يرزق

Idioms: idioms are fixed phrases whose form is unchangeable, and whose meaning is always the same, inflexible, metaphorical and indirect.

For example:

"Hard task"

مهمة شاقة

"Tall order" is not أمر طويل but also

مهمة شاقة

From the biggest lexical problems in translation are fixed expressions idioms, which cannot be understood from their combination. This idiomacity of meaning causes a problem in the translation process (Ghazala, 1995:131). This problem will be deeply discussed later on.

I.2. Translation and Culture

I.2.1. Culture and Vocabulary

The way language is organized will determine the way of perceiving the world. Johnson (1981) states that "cultural background might cause readers to misinterpret because of either culturally conditioned images associated with words or partial comprehension of the syntax of the text"(171).The theory of determinism (the notion of "snow") and Sapir and Whorf hypothesis (1964) illustrate this point.

As mentioned above, in the English language there is one single white entity which is "snow". However, in Eskimo language there are different entities of the same word "snow". In some societies, things are known according to the notion of signifier¹ and signified²; in others, these things do not exist at all.

Sapir and Whorf hypothesis (1964) concerns Hopi language state that "in the grammar of Hopi. There is a distinction between "animate "and"unanimate", and among the set of entities categorized as "animate" are clouds and stones" (Yule, 2000:247). It means that the language of Hopi makes the Indians of Arizona perceive the world differently.

Taboo words are another story because they occur in most languages. It is a good example of the relationship between culture and vocabulary, because which is taboo in one language may be not in another one. So, culture and vocabulary are so close in the sense that the study of any aspect requires the existence of the other one. Hojar (1964 cited in Hymes, 1964:459) states that "in the sense that the vocabulary of a language more or less faithfully reflects the culture whose purpose it reserves. It is perfectly true that the history of culture and the history of language move along parallel lines".

¹ Signifier: is the sound pattern of the word.

² Signified: is the concept of the word.

I.2.2. Cross Cultural Communication

It is the study of the differences of expectations based on the cultural knowledge that is in mind of the individuals about the external world. Every one has a special schema that he requires from his experiences inside his community. Within the same society, sharing the same norms and experiences, the notion of what is unsaid is much more available (Yule: 1996, 87).

I.2.3. Cultural Gaps

Generally, when we find different communities or different cultures, we certainly assume that the assumption of shared spirits between individuals can lead to miscommunication, because what is acceptable in one culture sounds rude in another one. The more two languages have differences, the less they have in common. When the cultural differences are greater, misinterpretations can be greater too. (Trudgill, 2000:114) argues that "differences among norms of language use between the communities lead to misinterpretations and unfavourable stereotyping ". In other words, all human beings have a lot of norms in common. From here, one can deduce that concepts of universal nature are indicated linguistically in the same way, but the differences in cultures may lead to misinterpretations.

I.3. Definition of Metaphors

McCarthy (2008:26) considers a metaphor as "a way of using language which describes something by indirectly comparing it to something else with similar characteristics. For example, we might say academic "attacks" or "demolishes" someone's theory or argument, just as an army can attack an enemy or workers can demolish a building.

I.4. Definition of an idiom

There are numerous definitions supplied by different sources to the word "idiom". McCarthy (2008:26) points out that if we often use a metaphor and it loses the original force of the comparison then it may be called an "idiom". Using the idiom "I'm snowed under with work at the moment." This was originally a metaphor based on the idea of a great deal of work having the characteristics of "snow" (deep, overwhelming everything else and making movement difficult). However, this expression has been used so frequently that it no longer gives people a mental picture of snow. 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.

Fernando (1996:3) recognizes essential features of an idiom:

- Compositeness: an idiom tends to be a multiword expression.

For example: "make up" "smell rats"

- Institutionalization: it is the result of the process through which an initially novel expression comes to be accepted by language users with a fixed structure and meaning.

- Semantics Opacity: this means that the sense of an idiom is never that of the sum of the literal meanings of its constituents.

For example: "felt off-colour" "as fit as a fiddle"

I.4.1.Types of Idioms

Makkai (1972,371) identified two major types of idioms: idioms of decoding and of encoding.

I.4.1.1 Idioms of decoding:

Idioms of decoding include expressions such as "take the bull by the horns"," red herring", etc. They are more organized into lexemic idioms and sememic ones.

Lexemic idioms are of six types:

a-Phrasal verbs:eg: "put up with"

b-Tournures:eg: " rain cats and dogs"

c-Irreversible Binomials: eg: "salt and pepper"

d-Phrasal compounds: eg: "blackmail"

e-Incorporating Verbs: eg: " man handle"

f-Pseudo- idioms: eg: "kit and kin"

Semimic idioms transmit institutionalized culturally pragmatic meaning; they contain:

a-Proverbs: eg: "do not count your chickens before they are hatched"

b-Familiar Quotations: eg: " not a mouse stirring"

c-Idioms of Institutionalized Politeness: for example" may I...X"with interrogative intonation for "I want to...X"

d-Idioms of Institutionalized understatement: eg: "I was not too crazy about him"," he would not even lift a finger"

Lexemic and Sememic idioms differ in terms of the functions they fulfill.

I.4.1.2. Idioms of encoding

Idioms of encoding are known by comparison across languages. This kind of idioms represents lexico-grammatical formations strange to a given language. An idiom must have, in addition to idiomatic meaning, a literal meaning in another context. This is what we have in idioms of decoding for which ambiguity is an aspect of their idiomaticity (Strassler1982, cited in Fernando, 1996).

I.4.2. Categories of Idioms

Transparent/ Opaque Idioms

There is a relation between transparent and opaque during which idioms are classified .This is known as the "spectrum of idiomaticity" (Lewis, 1993). It has a crucial role in the intelligibility of idioms. This spectrum could be separated according to four classes: transparent, semi- transparent, semi- opaque and opaque (Fernando and flavell 1981).

A/Transparent idioms

Transparent idioms are those idioms which are obvious; that is to say, they are easily understood. The idiomatic meaning and the literal one are very close to each other.

For example: "think nothing of it" means "forget about it"

B/Semi-transparent idioms

Semi-transparent idioms are those idioms which are partially obvious. They are usually metaphorical. For example: "skate on this ice" means "take a risk"

C/ Semi-opaque idioms

Semi-opaque idioms are those idioms which are partially difficult. The idiomatic meaning and the literal one become more separated from each other.

For example: "tarred with the same brush" means "having the same faults".

D/ Opaque idioms

Opaque idioms are those idioms which are difficult to understand. The idiomatic meaning cannot be worked out from the meaning of the words of the idiom.

For example: "kick the bucket" means "die".

I.4.3. Translation of idioms

Ghazala (1995) pointed out that "one of the important translation problems for students is the translation of special fixed phrases: proverbs and idioms in particular. A special phrase, is a phrase with a special meaning which cannot be understood from the direct meaning of its words, or from their total meaning when taken together "(131). A fixed phrase, on the other hand, is a phrase that has one single grammatical and lexical form and word order which we cannot change, interrupt or reverse. According to Baker (1992:64), most idioms resist variation in form, some of them are flexible, others are not. eg: a BBC radio reporter once quoted a conference speaker as saying "there was too much buck passing "(Baker and McCarthy, 1988).The common form of the idiom is" pass the buck" which means (refuse to accept responsibility for something). And yet, we would not accept to hear" there was too much way giving for give way "(allow someone to do something you disapprove of). Baker (1992) pointed out that "a person's competence in actively using idioms and fixed expressions of a language hardly ever matches that of a native speaker"(64). Translating idiomatic and fixed expressions pose certain problems:

- The ability to recognize and interpret idioms correctly; and
- The difficulties involved in rendering the various aspects of meaning that an idiom conveys into the target language.

I.4.4. The Interpretation of Idioms

Baker (1992:65) states that a translator comes across a difficulty in being aware that s/he is dealing with an idiomatic expression, because there are many types of idioms. Some of them are easily recognizable than others. Those which are easily recognizable include expressions which violate truth conditions, such as "It is raining cats and dogs" "storm in a

tea cup" " jump down someone's throat" and "food for thought ".They also include expressions which seem ill-formed, because they do not follow the grammatical rules, eg: "put paid to" "by and large" and "the world and his friend".

Expressions which start with "like" also tend to suggest that they should not be interpreted literally, eg: "like a bat out of hell" and "like water off a duck's back".

The more difficult an expression is to understand and the less sense it makes in a given context, the more likely a translator will recognize it as an idiom, because it does not make sense if he interprets it literally.

I.4.5. The Difficulties in Translating Idioms

Baker (1992:68) claims that after recognizing an idiom or a fixed expression, we have to decide how to translate it into the target language. The problem in translating an idiom is not whether it is transparent, opaque or misleading. The main difficulties involved in translating idioms are fixed expressions. They are summarized by Baker (1992:68-70) as follows:

a) An Idiom or fixed expression may have no equivalent in the target language.

"The way a language chooses to express or not express various meanings cannot be predicted and only occasionally matches the way another language chooses to express the same meaning "(68). In other words, in one language we may express a given meaning by means of a single word. In another language, however, we may express it by means of a transparent fixed expression. Still another one may express it by means of an idiom, and so on. So, it is not always possible to find an equivalent idiom and expressions in the target language.

Idioms and fixed expressions are like single words; they can be culture specific. Basnet – McGuire (1980:21) explains that the expressions "which, say, when" are directly linked to

English social behavioural patterns and the translator putting the phrase into French or German has to contend with the problem of the non-existence of a similar convention in either target language culture. Culture-specifics are the sort of fixed formulae that are used in formal correspondence, eg: "yours faithfully "and" yours sincerely" in English, in Arabic formal correspondence have no equivalents. Instead, we find an expression such as:

و تفضلوا بقبول فائق الاحترام Literally, "and be kind enough to accept our highest respects" is often used.

Culture –specific items of idioms or fixed expressions are not always untranslatable. What makes an expression untranslatable or difficult to translate is not the specific items that it contains, but rather the meaning it conveys. For example, Palmer (1976) (cited in Baker (1992:69)) explains that the expression "it rains old women and sticks" in Welsh, rather than "cats and dogs" in English .Both expressions mean the same.

b/An idiom may have a similar counterpart in the target language, but its context of use may be different

"The two expressions may have different connotations for instance, or they may not be pragmatically transferable"(ibid :69).The English idiom "to sing a different tune" means to say or do something which indicates a change in opinion, because it contradicts that one has said or done before. In Chinese," rang-dui-tai –xi" means (to sing different tunes/to sing a duet). It also refers to contradictory points of view, but has a different usage.

In certain contexts, it can be interpreted as expressing complementary rather than contradictory points of views.

c/An idiom may be used in the source text in both its literal and idiomatic senses at the same time .

"Unless the target language idiom corresponds to the source language idiom in the form and meaning, the play on idiom cannot be successfully reproduced in the target text "(ibid: 69).

The following extract cited in Baker (1992:69-70) is from a passage which constituted part of British Translators' Guild Intermediate Examinations for all Languages (1986).

"In creating Lord Peter Wimsey, Dorothy Sayers demonstrated advantages of the amateur private eye. As a wealthy dilettante he was able to pursue the clues without the boring necessity of earning a living. His title as the younger son of a duke pandered to reader snobbery and to the obsessive fascination of some readers with the lifestyle of the aristocracy, or with what they imagined that lifestyle to be. He had sufficient influence to be able **to poke his nose into** the private affairs of others where less aristocratic **noses** might have been speedily bloodied".

We can only reproduce the above play on idiom in, for instance, French or Germany, because they have an identical idiom or at least an idiom which has the equivalent of **nose** in it.

d/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 the target languages.

We find that the use of idioms in English is in many types of text, but we find that their use in quality – press news reports is limited. It is quite common to find idioms in English

advertisements, promotional material ...etc. Style is a very important matter in using idioms in English. Arabic and Chinese for instance, make a distinction between written discourse and spoken one. They tend to avoid using idioms in written discourse because this mode is associated with a high level of formality. Fernando and Flavell (1981:85 cited in Baker) discuss the difference in rhetorical effect of using idioms in general and of using specific types of idioms in the source and the target languages and conclude that "translation is an exacting art . Idiom more than any other feature of language demands that the translator be only accurate but highly sensitive to the rhetorical nuances of the language " .

I.4.6.The main groups of idioms

Ghazala (1995:131) introduced three groups for the translation of English idioms:

1-Group "A" Direct Idioms:

For example:

- | | |
|--|---|
| - "Passing the exam is not a bed of roses" | "النجاح في الامتحان ليس طريقا مفروشا بالورود" |
| - "He killed his neighbour in cold blood" | "قتل جاره ببرودة دم " |
| - "She cannot believe her eyes /ears" | "لا تستطيع أن تصدق عينيها" |
| - "Their company is on the black list" | "شركتهم على القائمة السوداء" |
| - "Our dear aunt is at death's door" | "خالتنا العزيزة على أبواب الموت" |

Ghazala (1995:132) said that this type of idioms are translated directly, but should be understood indirectly. In other words, they are metaphorical meanings. Hence, they are all fixed metaphors with an intended meaning. The students of English as a second language must translate those idioms not explain them from English into Arabic. He said that explanation is acceptable, but not in all cases. There are cases when translation is not possible for certain reasons. The idioms of this group are direct; he means they have identical

equivalence in Arabic. The student can depend on the literal translation of idioms, and may realize that such translation is useless, because it is not understood, funny, or strange.

2-Group "B" Indirect Idioms"

For example:

- | | |
|---|--|
| - "my car is second car" | "سيارتي مستعملة" |
| - "He is a big shot (gun)" | "هو رجل عظيم الشأن" |
| - "It is a donkey work to write a book" | "انه لعمل شاق إن تؤولف كتابا" |
| - "He can walk on water" | "يستطيع أن يصنع المعجزات" |
| - "Will you be our mother for today, please?" | "هل لك أن تعد لنا الشاي اليوم من فضلك" |

Translating these idioms is quite problematic for students, because these idioms are indirect, and cannot be understood from the common meaning of the words. Students can easily discover that something is wrong in their translations, especially when these idioms are translated literally and directly. So, the problem will be clearer for them. These idioms may be wrong, strange, nonsensical and sometimes funny. Applying this to the previous idioms, the direct translation will be:

- سيارتي يد ثانية
- هو قذفة كبيرة
- انه لعمل حماري أن تؤولف كتابا
- يستطيع أن يمشي على الماء
- هل لك أن تكون أمنا لهذا اليوم

We notice that these direct translations confirm, without any doubt, that in Arabic the meanings of those idioms are unclear, strange or unacceptable. The idiom "بمقدوره أن يمشي على"

"الماء" can be understood, but the others cannot. For example , "هل لك أن تكون أمنا" is strange and funny, whereas "هو قذفة كبيرة" and "عمل حماري" do not just sound odd but can be described as dangerous translation. These are unacceptable translations, and students have to avoid them, but unfortunately many times students commit those serious and silly mistakes. (Ghazala: 137). The idioms of group "B" can be understood only in context and not in isolation.

I.5.Strategies for Translating Idioms

The term "strategy" refers to a method employed to translate a given element /unit making use of one or more procedures selected on the basis of relevant parameters. Baker (1992) presents a series of strategies used by professional translators. These strategies are good opportunities for students to use when they come across difficulties. She pointed out that the translation of an idiom or fixed expression from one language into another depends on many factors.

The problem of translating an idiom is not just a matter of finding an equivalent in the target language or not ,it may be due to other factors. For example, as Baker (1992:71) said, "the significance of the specific lexical items which constitute the idiom i, e, whether they are manipulated elsewhere in the source text, as well as the appropriateness or inappropriateness of using idiomatic language in a given register in the target language". Those strategies which can be accepted in the translation process depend on the context in which a given idiom is translated. To give an idiom of similar meaning and form in the target language may seem to offer the ideal solution, but this is not true in all cases, because we must take style, register, and rhetorical effect into consideration.

I.5.1.Translation by a More General Word (Superordinate)

This strategy works well in most languages because the hierarchical structure of the semantic field is shared by all languages. It is related to proportional meaning.

I.5.2.Translation by a More Neutral /Less Expressive Word

This strategy has to do with differences in expressive meaning. For example, the lexical item "home" has no direct equivalent in Chinese and, thus, it is difficult to translate. So, it

may be replaced by a near equivalent item which is both less expressive and more formal. It is sometimes possible to keep the expressive meaning by adding a modifier.

I.5.3. Translation by a Cultural Substitution

This technique involves replacing a culture-specific item with a target language item. It is likely to have a similar impact on the target audience. The main advantage of using this method is that it gives the reader a concept with which he can identify something known and appealing.

I.5.4. Translation by Using Loan Words

It is related to culture –specific items, modern concepts and buzz words plus explanation of the word in question because when the loan word is explained, it can be used on its own.

I.5.5. Translation by Paraphrase Using Related Words

This strategy is used when the concept expressed by the source item is lexicalized in the target language, but in a different form, and when the frequency of use in the source language is higher than in the target language.

I.5.6. Translation by Paraphrase Using Unrelated Words

This strategy is used when the concept expressed by the source item is not lexicalized in the target language. The paraphrase may be based on modifying a superordinate, particularly, if the word in question is semantically complex.

I.5.7. Translation by Omission

The meaning will not be harmed, if this technique is used when the words which will be omitted are not vital to the development of the text. Translators can simply omit translating the word or the expression in question

I.5.8. Translation by Illustration

When the used word in the source language lacks an equivalent in the target language and refers to physical entity, it can be illustrated especially, if there are restrictions on space or the text has to retain short and to the point.

I.5.9. Translation by Compensation

In addition to the strategies mentioned above, Newmark (1982) adds another strategy known as Compensation. This technique is used when the translator comes across a loss of meaning, effect of sounds, pragmatic expression in one part of a text. So, the word or concept is compensated in another part of the text.

Conclusion

To sum up, it becomes evident that an idiomatic expression is a property of a language, and it can rarely have identical form and meaning in another one. The differences between the two languages provide many problems for students who have not got a good mastery of the target language, especially as far as culture is concerned. They may overcome those difficulties by using different strategies that may help them in the translation process.

Chapter two

The outcome of the study

This research centers on first year master students of English (L.M.D.2008-2009) at the department of English, Faculty of letters and languages. Our main aim is, on the one hand, to investigate the students' knowledge of idioms and fixed expressions .On the other hand, it investigates the strategies used by students when translating idioms mainly from English into Arabic .Our choice has been made at random on thirty students. It was based on the fact that students at this level have a fairly good mastery of English after three years of intensive study. In addition to this, they have been studying translation for six semesters.

The research is made up of a test handled to thirty students, who respond on time. This test consists of two sections .The first section is a test of knowledge. The second test will be the analysis of students' translations of idioms.

II.1. Description of the test

This test consists of two parts. The first one is a test of knowledge composed of ten sentences, whereby the students are asked to choose the right idiom to see the degree of familiarity with English idioms. The second part which also consists of ten English idiomatic sentences to be rendered into Arabic, deals with translating idioms into Arabic in order to test the students' strategies and their efficiency in their native language.

-The first section chosen for the test is taken from "Exercises on Idioms" by Jennifer Seidl.

-The second section is taken from "Translation as Problems and Solutions" by Hassan Ghazala.

II.2. Data analysis

II.2.1. Section one: test of knowledge

The aim of this test is 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, and to check whether they use them in their process of learning foreign language or not. As mentioned previously, it is a test which consists of ten sentences that vary in their difficulty. Each sentence has three idioms.

Sentence one:

1-John is my nephew and his future is naturallyto me.

Suggestions	N	%
No matter who	1	3.33
A matter of concern	24	80
A matter of life and death	5	16.66
total	30	99.99

Table 01: Familiarity with the idiom "a matter of concern"

The result in table (01) shows that the majority of the students (80%) have answered correctly. This shows that they are familiar with the idiom.

Sentence two:

2- In my opinion, Brian is much too young to get married. But what I think ishe never listens to what I say.

Suggestions	N	%
The sticking point	6	20
A sore point	14	46.66
Beside the point	10	33.33
total	30	99.99

Table 02: Familiarity with the idiom" beside the point"

Table (02) shows that most students were not sure of their answers, since the majority has answered wrongly. This may be due to the fact that they do not know this idiom or they did not understand the sentence. Hence, only (33.33%) have answered correctly.

Sentence three:

3- Lucy said that she would baby –sit for us on Saturday evening, so as long as she.....,we will be able to go the concert after all.

suggestions	N	%
Keeps her word	27	90
Has the last word	2	6.66
Mince her word	1	3.33
total	30	99.99

Table 03: Familiarity with the idiom "keeps her word"

The result in table three (03) shows that (90%) of students consider (keeps her word) as the correct answer. Just a minority has given the wrong answer. This indicates that the vast majority is familiar with this idiom.

Sentence four:

4- If you see Lan, do not mention the cricket team. He expected to be made captain, but he was not. "Oh, I see. It iswith him, is it!

suggestions	N	%
A Raw deal	14	46.66
Foul play	6	20
A sore point	10	33,33
total	30	99.99

Table 04: Familiarity with the idiom "a sore point"

The result in table (04) shows that the majority of the students (46.66%) gave the wrong answer, whereas only (33.33%) gave the correct one. This shows that they are not acquainted with this idiom.

Sentence five:

5-What time do you expect the meeting to

suggestions	N	%
Break out	9	30
Break off	15	20
Break up	6	50
Total	30	100

Table 05: Familiarity with the idiom "break up"

Table (05) shows that (50%) of students have answered correctly. This means that they are familiar with this phrasal verb. However, (50%) of students have answered wrongly. It can easily be noticed that prepositions have been confused and misused.

Sentence six:

6- I willyou on my way to work. Make sure you are ready!

suggestions	N	%
Call for	17	56.66
Call on	6	20
Catch on	7	23.33
total	30	99.99

Table 06: Familiarity with the idiom "call for"

As table (06) might suggest, most students (56.66%) have answered correctly. This would indicate that they are familiar with this idiom; however, the others are not.

Sentence seven:

7- John has all the facts I need, but he will not give them to me. He is deliberatelyinformation

suggestions	N	%
Hold.....back.	15	50
Hold.....over.	9	30
Hold..... out.	6	20
total	30	100

Table 07: Familiarity with the idiom "hold....back"

The result in table (07) shows that most students have answered correctly (50%). So, we can say that they know this idiom perfectly in comparison to the others who have chosen the wrong idiom.

Sentence eight:

8- Can't we continue our argument later? People are listening. For goodness sake, do nothere!

Suggestions	N	%
Make a bomb	4	13.33
Make a move	4	13.33
Make a scene	22	73,33
total	30	99.99

Table 08: Familiarity with the idiom "make a scene"

As table (08) may suggest, the majority of the students (73.33%) selected the right answer. This indicates that they know it; and, henceforth, are familiar with it. Just a minority seems to have no idea about it.

Sentence nine:

9-Victor obviously does not know what's happened .You had better.....

Suggestions	N	%
Put him through his paces	1	3.33
Put him in his place	0	0
Put him in the picture	29	96.66
total	30	99.99

Table 09: Familiarity with the idiom "put him in the picture"

Table (09) shows that all the students approximately (96.66%) are familiar with this idiom. just one student has given the wrong answer.

Sentence ten:

10- I have paid off my overdraft at last! I must admit that I feel better now that I am in the.....again.

Suggestions	N	%
I am in the Black	0	0
I am in the Red	2	6.66
I am in the Green	28	93.33
Total	30	99.99

Table 10: Familiarity with the idiom "I am in the black"

From table (10) we can deduce that all the students have failed to choose the correct idiom. No one has managed to select the correct answer (0%). They have not grasped the meaning of the sentence.

Suggested idioms	Familiar	%	Unfamiliar	%
A matter of concern	24	14.20	6	4.58
Beside the point	10	5.91	20	15.26
Keeps her word	27	15.97	3	2.29
A sore point	10	5.91	20	15.26
Break up	15	8.87	15	11.45
Call for	17	10.05	13	9.92
Holdback	15	8.87	15	11.45
Make a scene	22	13.01	8	6.10
Put him in the picture	29	17.15	1	0.76
I am in the black	0	0	30	22.90
Total	169/300		131/300	
Percentage	56.33%		43.66%	

Table11: Frequency of students' familiarity with idioms.

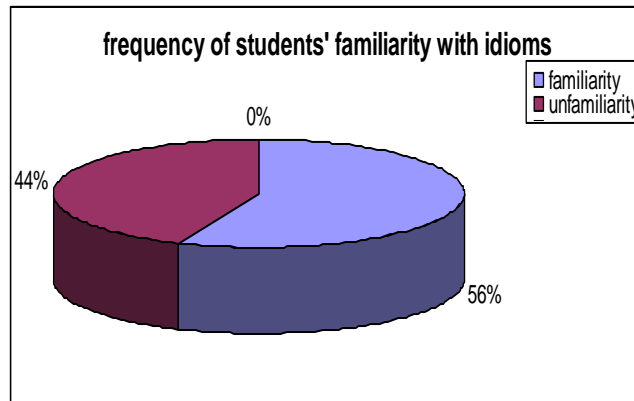


Figure 01: Frequency of familiarity and unfamiliarity with idioms

II.2.2.The results

The analysis of the test of knowledge shows that:

1-The degree of idiomacity has an important impact on the students' familiarity with English idioms, since their familiarity with fixed expressions vary from one sentence to another. For example, some students provided sometimes the right answer and in other circumstances s/he provided the wrong one. This indicates that s/he is not aware of all English idioms.

2-The percentage of students' familiarity with English idioms is (56.33%) and (43.66%) for unfamiliarity with them as can be seen in table (11).The difference between the two frequencies is not very big, but this indicates that the students who are familiar with English idioms are more than those who are not. This is due to the fact that the idioms that I have chosen were transparent ones.

3-There are idioms in which the lexical meaning can be easily understood, because they are transparent idioms. These idioms make the task easier for students to select the right answer, since they can infer the meaning from the constituent parts of the idiom, such as:" a matter of concern" "keeps her word"" put him in the picture"

4-The degree of students' comprehensibility of the context may play a big role in choosing the correct idiom. For instance, in sentence number ten students misunderstood the context, that is why they all chose the wrong answer. Most of them chose (green), and two students chose (red), but no one of them chose (black) which is the correct one.

5-Some idioms are easily understood by most students on the basis of their acquired knowledge, for example: "put him in the picture" "a matter of concern".

II.2.3. Section two: The students' translations

This test is given to students in order to examine their strategies for translating English idioms into Arabic, and seek whether those strategies are efficient in translation or not.

N	Sentences	Acceptable translation		Unacceptable translation	
		Score	%	score	%
1	My car is second hand	16	53.33	14	46.66
2	He is a big shot	10	33.33	20	66.66
3	The two runners were neck and neck in the race	10	33.33	20	66.66
4	Beating the Brazilian football team is a tall order	23	76.66	7	23.33
5	There is far too much monkey business going around here	4	13.33	26	86.66
6	Leave everything to her. She has broad shoulders	21	70	9	30
7	My brother does not stand a dog's chance to pass, because he has not studied at all	20	66.66	10	33.33
8	That man is rolling in money	19	63.33	11	36.66
9	He serves two masters	17	56.66	13	43.33
10	They apply the law of jungle	28	93.33	2	6.66
Total score		168		132	
Total of all translations		300		300	
General percentage		56%		44%	

Table12: Frequency of acceptable and unacceptable students' translations

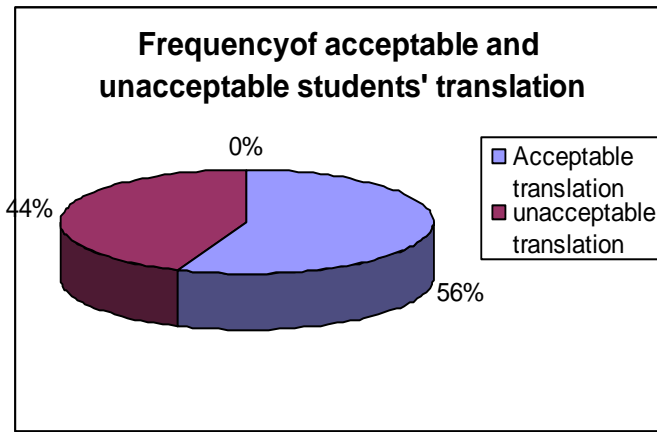


Figure 02: frequency of acceptable and unacceptable translations

II.2.4.Results:

The results show that there are 168 acceptable translations and 132 unacceptable ones, from the total of 300 translations. Among the unacceptable translations, few students did not translate some sentences because they did not know how to do that. So, these blanks were devoted to unacceptable translations.

The fact that the percentage of acceptable translations of English idioms into Arabic is higher than the unacceptable ones proves that many students overcome the difficulties of translating English idioms by using some strategies. Using these strategies may or may not help students to reach suitable or acceptable translations. The following table represents the strategies used by students.

II.2.5.Translation strategies

strategy	idioms	Score of translations	Strategies proportions	%of each category
TRANSLATION BY PARAPHRASE	My car is second hand	5	115	59.58%
	He is a big shot	5		
	The tow runners were neck and neck in the race	9		
	Beating the Brazilian football team is a tall order	23		
	There is far too much monkey business going on around here	5		
	Leave everything to her .She has broad shoulders.	14		
	My brother does not stand a dog 's chance to pass, because he has not studied at all	21		
	That man is rolling in money	18		
	He serves two masters	4		
	They apply the law of the jungle	1		

TRANSLATION BY GENERAL WORD	My car is second hand	00	00	00
	He is a big shot	00		
	The two runners were neck and neck in the race	00		
	Beating the Brazilian football team is a tall order	00		
	There is far too much monkey business going on around here	00		
	Leave everything to her. She has broad shoulders	00		
	My brother does not stand a dog's chance to pass ,because he has not studied at all	00		
	That man is rolling in money	00		
	He serves two masters	00		
	They apply the law of the jungle	00		
WORD FOR WORD TRRANSLATION	My car is second hand	9	70	36.26%
	He is a big shot	5		
	The two runners were neck and neck in the race	2		
	Beating the Brazilian football team is a tall order	5		
	There is far too much monkey business going on around here	3		
	Leave everything to her. She has broad shoulders	2		
	My brother does not stand a dog's chance to pass ,because he has not studied at all	1		
	That man is rolling in money	1		
	He serves two masters	16		
	They apply the law of the jungle	26		

TRANSLATION BY OMISSION	My car is second hand	00	00	00
	He is a big shot	00		
	The two runners were neck and neck in the race	00		
	Beating the Brazilian football team is a tall order	00		
	There is far too much monkey business going on around here	00		
	Leave everything to her. She has broad shoulders	00		
	My brother does not stand a dog's chance to pass ,because he has not studied at all	00		
	That man is rolling in money	00		
	He serves two masters	00		
	They apply the law of the jungle	00		
TRANSLATION BY ILLUSTRATION	My car is second hand	00	00	00
	He is a big shot	00		
	The two runners were neck and neck in the race	00		
	Beating the Brazilian football team is a tall order	00		
	There is far too much monkey business going on around here	00		
	Leave everything to her. She has broad shoulders	00		
	My brother does not stand a dog's chance to pass ,because he has not studied at all	00		
	That man is rolling in money	00		
	He serves two masters	00		
	They apply the law of the jungle	00		

TRANSLATION BY CULTURE SUBSTITUTION	My car is second hand	00	8	4.14%
	He is a big shot	00		
	The two runners were neck and neck in the race	00		
	Beating the Brazilian football team is a tall order	1		
	There is far too much monkey business going on around here	1		
	Leave everything to her. She has broad shoulders	4		
	My brother does not stand a dog's chance to pass ,because he has not studied at all	1		
	That man is rolling in money	1		
	He serves two masters	00		
	They apply the law of the jungle	00		
TRANSLATION BY COMPENSATION	My car is second hand	00	00	00
	He is a big shot	00		
	The two runners were neck and neck in the race	00		
	Beating the Brazilian football team is a tall order	00		
	There is far too much monkey business going on around here	00		
	Leave everything to her. She has broad shoulders	00		
	My brother does not stand a dog's chance to pass ,because he has not studied at all	00		
	That man is rolling in money	00		
	He serves two masters	00		
	They apply the law of the jungle	00		
Total of translations		193		

Table13: Frequency of students' strategies when translating idioms

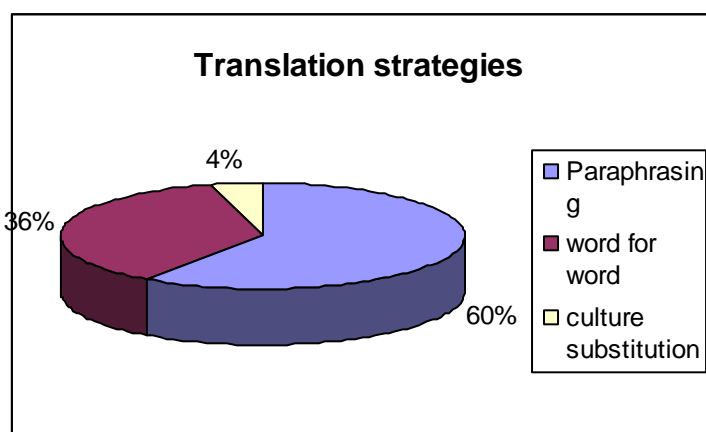


Figure 03: Students' strategies in the translation process

The figure shows that the most frequent strategy used by first year master students during the process of translating idioms is paraphrasing (59.58%), followed by word for word translation (36.26%), and then translation by culture substitution (4.14%). The other strategies (translation by more general word, by omission, by illustration. and by compensation) are not used at all.

II.2.6. Analysis of students' strategies

1-My car is second hand

1- سيارتي مستعملة

Translation by paraphrase

سيارتي ليست جديدة

سيارتي قديمة

Word for word translation

سيارتي هي ذراعي الأيمن

سيارتي هي يدي اليمنى

سيارتي يدي الثانية

We can notice that with paraphrasing we can obtain an acceptable translation, however word for word strategy does not work at all with this idiom. Some students have translated this idiom wrongly without using any strategy, eg: **سيارتي من الدرجة الثانية, سيارتي رفيقة دربي, لدى** such translations are totally wrong. Three students avoided translating this idiom and left the space empty, because they did not know how to translate it.

2- He is a big shot

2- هو رجل عظيم

Translation by paraphrase

انه ذو مكانة عالية

إن له شخصية عظيمة

هو إنسان مهم

انه لمكسب كبير

Word for word translation

هو ضربة قوية

هو رام ماهر

هو ضربة قاضية

هو رام بارع

From here we can see that with paraphrasing, students can obtain efficient translations. But with word for word translation, students destroyed the meaning of the idiom. Many students took another side; they gave different meanings to this idiom. For example: **انه فضولي,** **ان ربح ثمين هو قوي**. Three students did not answer at all.

3- The two runners were neck and neck in the race.

3- كان العداءان جنباً إلى جنب (الند للند) في السباق

Translation by paraphrase

كان المتسابقان متكافئين

كانا في نفس المستوى

كان المتسابقان جنباً لجنب

Word for word translation

كان المتسابقان متناطحين في السباق

كان المتسابقان وجها لوجه

Once again, paraphrasing proves to help students to achieve acceptable translations, whereas, word for word translation does not. Some students ignored the meaning of this idiom since they translated it as: كان المتسابقان متتاليان, كانت المنافسة شديدة, كانا معا في نفس الوقت. Two students did not translate this idiom, may be for its strangeness.

4- Beating the Brazilian football team is a tall order

4- هزم فريق البرازيل لكرة القدم مهمة شاقة

Translation by paraphrase

الفوز على المنتخب البرازيلي شبه مستحيل

الإطاحة بالمنتخب البرازيلي لكرة القدم مهمة صعبة /أمر عسير

الفوز على المنتخب البرازيلي حلم بعيد

Word for word translation

الاعتداء على المنتخب البرازيلي أمر صعب

مهاجمة أفراد المنتخب البرازيلي أمر شنيع

ضرب المنتخب البرازيلي مشكل كبير

Translation by culture substitution

من الصعب التناول على الكبار

Again, translation by paraphrase is to some extent an efficient strategy for translating this idiom, whereas, word for word translation is not. Students have directly translated the idiom without paying attention to the indirect meaning. We notice another strategy that is used by students which is culture substitution. The student who used this strategy has transferred the meaning of the idiom from his native language. In fact, his translation does not seem to be acceptable. Just one student did not translate this idiom because he did not know how to do that.

5- There is far too much monkey business going on around here

5 - هناك كثير من الأشياء المريبة تجري من حولنا

Translation by paraphrase

تحدث الكثير من الأشياء الغريبة هنا

يوجد شيء مشتبه به هنا

هناك الكثير من التلاعب يجري هنا

Word for word translation

هناك الكثير من عمل القردة يدور هنا

إن تجارة القردة تلقى رواجاً كبيراً هنا

Translation by culture substitution

أشم رائحة الخيانة

We can say that by adopting the first strategy, we can obtain somehow acceptable translations, but by adopting the second one, we obtain odd ones. The third strategy is a direct translation from the native language, but it does not convey the right meaning of this idiom.

Some students have provided totally wrong answers such as: هناك الكثير من الاحمره يجولون هنا.

Three students have not translated this idiom at all. هناك الكثير من الأمور التافهة هنا.

6- Leave everything to her. She has broad shoulders.

6-دع كل شيء لها. إنها في مستوى المسؤولية

Translation by paraphrase

اترك كل شيء لها فإنها تستطيع التكفل بكل شيء

دع كل شيء لها فهي قادرة على ذلك

اترك كل شيء لها فإنها لديها نفوذ

Word for word translation

اترك كل شيء لها فلها كتفين عريضين

Translation by culture substitution

اترك كل شيء لها فان لها سند

اترك كل شيء لها فان لديها معارف

We can accept the paraphrased translations because they preserve the meaning of the English idiom, but we cannot accept the word for word one because it seems to be strange. By culture substitution translation, students have directly transferred the idiom to their dialect.

7- My brother does not stand a dog's chance to pass, because he has not studied at all

7-ليس لأخي أية فرصة للنجاح, لأنه لم يدرس إطلاقا

Translation by paraphrase

لا يملك أخي أية فرصة للنجاح لأنه لم يدرس أبدا

ليس لأخي فرصة للتفوق لأنه لم يدرس بتاتا

Word for word translation

أخي لا يفهم حظ الكلب لكي يمر لأنه لم يدرس إطلاقا

Translation by culture substitution

لا تنتظر نزول الوحي عليك

Paraphrasing strategy seems to be efficient as far as this idiom is concerned, since it preserves the meaning of the English idiom; however, word for word strategy does not work at all because it distorts the meaning of the idiom. By culture substitution strategy, the student just guessed the meaning of the idiom and directly transferred it to his dialect. Other students did not understand this idiom, so they translated it as: **and أخى لم يفهم شيئا لأنه لم يدرس** لم يحض أخى بأى فرصة عمل لأنه غير مهتم

Four students have not translated this idiom at all.

8- That man is rolling in money

8- ذاك الرجل يتقلب في الثراء

Translating by paraphrase

هذا الرجل فاحش الثراء

انه غني /ثري

هذا الرجل يملك مالا كثيرا

Word for word translation

إن ذلك الرجل غارق في الأموال

Translation by culture substitution

هذا الرجل يلعب بالمال لعب

We can notice that both the first and the second strategies may give us acceptable translations because the meaning of the idiom is preserved. In the third strategy, the translation which is given by the student is from his dialect. In addition to that, there is a misunderstanding by some students who translate this idiom as: **and رجل بخيل ,انه رجل مسرف** .There are two students who have not translated this idiom.

9- He serves two masters

9- انه يخدم سيدين/يلعب على الحبلين

Translation by paraphrase

انه اكتسب ثقة شخصين في نفس الوقت

انه خائن و عميل

إن هذا الشخص متلون في طبعه و غير وفى

Word for word translation

انه يخدم سيدين

يلعب علي الحبلين

يخدم مالكان

Here, we notice that translation by paraphrase does not really work, whereas by word for word strategy we obtain efficient translations. Students who misunderstood this idiom gave the following translations: انه يستحق الفوز, يتحمل فوق طاقته, انه يعمل في مجالين. Three students have not translated this idiom.

10-They apply the law of the jungle

10-إنهم يطبقون شريعة الغاب

Translation by paraphrase

الغلبة للأقوى

Word for word translation

يطبقون قانون الغاب

ينفذون قانون الغابة

These two strategies help the students to obtain efficient translations, since the meaning of the idiom is preserved. In this idiom some students also gave wrong translations.

Eg : ليس لديهم أي قانون يردعهم, إنهم يتمردون. Here three students also have not translated this idiom.

II.2.7.The results

From the above analysis, we can say that in translation by paraphrase the students have to infer the general meaning of the idiomatic expression first, and then express the meaning in their own words. We assume that this strategy helps the students a lot in order to obtain an efficient translation. It is the most useful strategy for students.

Another strategy which is used by students is word for word translation or literal translation. This strategy depends on the lexical meaning of words, because it is not always possible to find the same lexical equivalent in the target language. Besides, this strategy is not always helpful to students because in most cases it distorts the meaning. Students in general prefer to use this approach because it seems to be easy for them. In other words, they applied it easily because it does not require much effort and wide knowledge. In the case of idiomatic expressions, this strategy works only with the transparent category, eg: with idiom number (09) and (10), where the students can understand the whole meaning of the idiom from their constituent words.

The last strategy used by students when translating idioms is culture substitution. Basically, it is the most appropriate strategy in metaphorical translations. Idioms as culture – specific elements, are difficult to understand and translate. We notice that students have translated certain idioms referring to their dialect, that is to say, they transferred the meaning of the English idiom to their dialect which is very often inappropriate and ended up with incorrect versions.

Conclusion

Throughout this chapter, we attempted to answer the question about the strategies used by students when translating English idioms into Arabic. We also attempted to highlight the efficiency of those idioms in the translation process. In order to achieve this purpose, a test as means of research has been used .The students' test is divided into two parts. The first part

which is concerned with the degree of familiarity of first year master students with English idioms revealed that the percentage of students' familiarity with English idioms is higher than those who are not. The second part is concerned with students' strategies for translating English idioms and whether those idioms are efficient or not. We observed that students use certain strategies in their translations. They use paraphrasing, word for word translation and culture substitution strategies. In fact, 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.

General Conclusion

In the present study, we investigated the strategies used by students when translating English idioms into Arabic, and answered the question raised by this study concerning the efficiency of those strategies in the translation process. The analysis of the source data confirms that students really use certain strategies to help themselves in solving the problems they are confronted with when translating English idioms. They have used paraphrasing, literal translation and culture substitution. These strategies are efficient in some cases only and do not work successfully with all idioms. The misuse of one of them causes problems in the meaning of the idiom.

Idiomatic expressions which are culture-specific elements are difficult to translate because the translator does not just merely translate words, but must express the same reality in the target language.

Furthermore, idiomatic expressions are very important in any language as elements of flowery colourful language requiring care and serious attention.

In the light of these findings, it is suggested that students as future teachers or practitioners in the field of translation must build a solid foundation during their academic acquisition of translation. It is effective to teach students English idioms and provide them with various activities to practise and use them in different contexts. Besides, teachers must also equip students with efficient strategies to achieve a successful translation. In addition to that, students must have a good mastery of different aspects of both languages. It goes without seeing that the socio-cultural awareness improves the quality of translation.

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APPENDIX

The test

Dear Students

Thank you for accepting to undertake the present test, which is carried out for the purpose of research .The test will not be marked and is anonymous .Nevertheless, you have to work individually in order to have reliable results .Your contribution is very important for the present research that is why we are expecting you to be sincere and objective. Thank you in advance.

Section one: test of Knowledge: Complete the sentences by choosing the correct idiom.

1-John is my nephew and his future is naturally to me.

No matter who a matter of concern a matter of life and death

2-In my opinion, Brian is much too young to get married .But what I think is He never listens to what I say.

The sticking point a sore point beside the point.

3-lucy said that she would baby –sit for us on Saturday evening, so as long as she , we will be able to go the concert after all.

Keeps her word has the last word mince her words

4-If you see Lan, do not mention the cricket team. He expected to be made captain, but he was not."Oh, I see .it iswith him, is it!

A raw deal foul play a sore point

5-what time do you expect the meeting to?

Break out break off break up

6-I will you on my way to work. Make sure you are ready!

Call for call on catch on

7-John has all the facts I need, but he will not give them to me. He is deliberately.....information.....

hold back hold.....over hold.....out

8-Can't we continue our argument later? People are listening .For goodness Sake, do not here!

Make a bomb make a move make a scene.

9-Victor obviously does not know what's happened .You had better

Put him through his paces put him in his place put him in the picture

10-I have paid off my over draft at last! I must admit that I feel better now that I am in the again.

Black red green

Section two: translation from English into Arabic

1- My car is second hand.

.....

2-He is a big shot.

.....

3-The two runners were neck and neck in the race.

.....

4-Beating the Brazilian football team is a tall order.

.....

5-There is far too much monkey business going on around here.

.....

6-Leave everything to her. She has broad shoulders.

.....

7-My brother does not stand a dog's chance to pass, because he has not studied at all.

.....

8-That man is rolling in money.

.....

9-He serves two masters.

.....

10-They apply the law of the jungle.

.....

ملخص

هذه الدراسة عبارة عن بحث نوعي يهدف إلى تسليط الضوء على مختلف الاستراتيجيات التي يستعملها الطلبة خلال ترجمتهم للتعبير الاصطلاحي من اللغة الانجليزية إلى اللغة العربية . تهدف هذه الدراسة أيضا إلى الإقرار بفعالية هذه الاستراتيجيات خلال عملية الترجمة. يتم هذا البحث النوعي عن طريق اختبار يطمح هذا الأخير إلى :أولا معرفة مدى إمكانية تعرف الطلاب على التعبير الاصطلاحي . أما ثانيا فيطمح إلى تسليط الضوء على مختلف الاستراتيجيات المستعملة من طرف الطلبة و ذلك عند ترجمتهم للتعبير الاصطلاحي هذا من جهة ،أما من جهة أخرى نريد معرفة مدى فعالية هذه الاستراتيجيات خلال عملية الترجمة .توضح نتائج هذا البحث أن الطلبة حقا يستعملون استراتيجيات عند عملية الترجمة و ذلك للتخلص من الصعوبات التي يواجهونها عند ترجمتهم للتعبير الاصطلاحي الانجليزية .كما تبين أيضا أن الطلبة يميلون إلى استخدام إستراتيجية الشرح كوسيلة مساعدة عوضا عن الاستراتيجيات الأخرى . في حقيقة الأمر، خلال بحثنا هذا لاحظنا استراتيجيات أخرى ،و لكنها لا تعتبر دائما وسيلة مساعد للطلب ة لأنها قد تؤدي إلى فقدان معنى التعبير الاصطلاحي .