University of Sabha
Faculty of Art
Department of English

Difficulties and problems faced translation students at English Department faculty of Arts, University Sabha in translating idioms from English to Arabic

Dissertation submitted to the English Department in fulfillment of requirements of the BA degree in translation

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In the name of Allah, the beneficent the most merciful

{Allah will raise up, to(suitable) ranks (and degrees), those of you who believe and who have been granted knowledge. And Allah is well acquainted with all ye do {11}}

True are the words of Allah
Dedication

To our parents
Acknowledgement

This work has achieved by help of many people to whom we would like to express our thanks and appreciation.

We would like to thank Dr. AlarabiAbdulslam, who is supervised this work and supported us by advices and encouragement.

We would like to thank our family and our friends that they encourage us to complete this work.
Abstract

This study present the investigation of the difficulties and problems that faced the 8 semester translation students in university of sabha when they translated idiomatic expression. The method used in this study is 8 semester translation students .The aim of the study find suitable solution to help students in translating idiomatic expression. The test was 10 English idioms given to the students to translate it into Arabic. The results show the mistakes that made by the translation students . the finding show the use of strategies in translating idioms lead to help the students to translating idioms in correct way.
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Chapter one

1.1. Introduction

This dissertation investigates the difficulties and problems faced translation students in English department faculty of art Sabha university in idioms translation from English to Arabic. This chapter has been organized into six sections. The first section is explaining the research problem, the second section is selecting the main aims of this research, the third section provides questions of the study, the fourth section presents the hypotheses for the study, the fifth section present the significance of the study, the final section present structure of the study.

1.2. Research of problem

The difficulties that faced students in translating idioms one of these difficulties the literal translation and lack of knowledge of different cultures. The literal translation give the source meaning of the words but, do not give the correct meaning in translating idioms. The translator should know the differences between the culture in the source language and target language. this difficulties led to wrong translation or give poor meaning. This research discussion difficulties and problems that faced translation students in translating idioms from English to Arabic and their solution.
1.3. The aim of study

The research aims to investigation difficulties and problems that face by translation students in translating idioms from English to Arabic and introduce strategies that facilitate the process of translating idioms and follow these strategies to find appropriate solution to the translate the idioms correctly translated.

1.4. Research question

This research was designed to answer the following questions;

1- What are difficulties and problems face student when translating idioms from English to Arabic?
2- What are suitable solution for translating idioms?

1.5. Hypotheses

Hypotheses was including the problems and difficulties that faced translation students such as; the differences in the cultures, the grammar, some students translating idioms word by word” literally translation”, explaining in this study. And our hypotheses include some strategies that helped translation students to translating idioms in the correct way these strategies as a solution and we explained them this study.

1.6. Research significance

This research is explained the difficulties and problems that faced the students in university of Sabha when they are translating idioms from English to Arabic and their solution. We choice this study to help the students in our university to translating idioms in the correct way and we did not find more researches about the idioms in our
country looked about this problem, so we hope our research help all the students in the future

1.7. Structure of the study

This study consists five chapters, chapter one present the problem of the study, the aims, research questions, research hypothesis, and significance of the study. Chapter two consists the literature review, present the difficulties and problems that faced translation students in translating idioms from English to Arabic. And discussion difference views of the idioms and the history of idioms, also explanation some strategies. Chapter three discussion methodology, the methods used in the study, data collection, test and interview chapter four present analyses and discussion, final chapter present conclusion, limitation and recommendation.
Chapter two

Literature review

2.1. Introduction

This dissertation investigates the difficulties and problems facing translation students faculty of art of Sabha university in idioms translation from English to Arabic. This chapter study the concept of translating idioms and discusses the difficulties and problems that student face when translating idioms and finding solutions to these problems. We will show this through previous studied by researchers to translate idiomatic expressions, problems and difficulties faced by student and the solutions that the researchers reached in their studies this chapter will also present some different definitions and compare them among researchers.

2.2. History of idiom

Idiom was derived from French *idiom* or Latin *idiom* from Greek *. Idioms are developed with the language without knowledge of speakers of language. Sometimes we speak idiomatically but without knowledge of idioms. Surprising, as my observation, the term “folk” is rich in the use of terminological expression. Unlike the current language, it is rarely used in terms of terminology. these terms are used extensively in literature so that the position of words in the expression cannot be changed.

2.3. Concept of terms

Zagy (2000) considers the translation aim as transferring the meaning to target language (TL) rather than converting the words and grammatical forms of the original
Catford (1995:20) however defines the translation process as, the replacement of textual material in one language, by equivalent textual material in another language. He distinguishes between total translation which is the replacement of SL grammar and lexis by equivalent TL grammar and lexis, and restricted translation that is based on the replacement of SL textual material at only one level.

Jarvie (1993) writes: “An idiom is an expression whose meaning cannot easily be worked out from the words it contains. Idioms have the potential to cause foreign learners of a language to some difficulty” (p.148). So nonnative speakers find some difficulties in understanding idioms since their meaning cannot always be deduced from its constituent words and they are inspired from the native speakers culture, which foreign learners lack the knowledge about. Baker (1992) states that idiomatic expressions are “frozen patterns of language, which allow little or no variation often carry meaning which cannot be deduced from their individual components”. So by this stating definition she consider five condition for idioms which come as follow

1- the order of the words in an idiom cannot be changed.
2- the words in an idiom cannot be omitted.
3- there are no extra words that might be add to an idiom.
4- no words in an idiom can be replaced by another word.
5- the grammatical structure of an idiom cannot be changed. (p.148).

According to Ghazala “phrases which have special meanings and cannot be known from the direct meaning of their words are called idioms.” (21) Ghazala after that goes on to give more details about the nature idioms, stating that “an idiom is a fixed phrase whose form is unchangeable, and whose meaning is always the same, inflexible and indirect” (Larson 1984,p.20). In another place he states that idioms “carries certain emotive connotation not expressed in other lexical item” (Larson 1984,p.142). In Longman dictionary of English idioms (Longman group Ltd;1979) idioms are referred to as' fixed group of words with
special different meaning from the meaning of separate words. So the first thing to mention there is that idiom cannot be translated literally because their meaning won't be predicate from the usual meaning of their constitutions.

2.4. Difficulties of translating idioms from English into Arabic

Baker 1992,p. 65) claims that “the first difficulty that translator comes across is being able to recognize that he/ she is dealing with an idiomatic expression”. She believes that some of the idiomatic expression are recognized more easily than some other ones mentioning two situation in which an expression can be recognized easily; 1, when the idioms “violate truth condition”, and 2, when the idioms include expression which seem grammatically ill formed. According to baker (1992,p.68) points out. One of the main difficulties for the translating may be lack of equivalence in the target language. As Baker (1992,p.68) writes “different language express meaning using different linguistic means such as fixed expression, idioms, word, etc. and it is very hard to find an equivalence of the same meaning and form in the target language. Another difficulty that baker (p.68) points out is “the use of the idiom similar in it is form and meaning in different context in the target language. A lot of idioms are used in literary texts in both English and Lithuanian language. According to Liu (7) “one major stumbling block in understanding the nature of and make use of this understanding in the teaching of foreign language is that they are regard as linguistic expression that are independent of any conceptual system and that they are isolated from each other at the conceptual level. Al Mubarak (1) study has found the following Newmark (1988) has mentioned that in rendering idioms into idiomatic language it is especially hard to match the meaning with its equivalent occurrence. He also stated that the principle issues a translator encounters are not syntactic. But rather lexical.
i.e. words, collocations, and settled phrases or idioms. Straksience(2009) claims that one of the problems that translator face in translating idioms is the lack of equivalence on the idiom level. All language have idioms but it is not easy to find equivalence in the target language that that corresponds to the idiom in the source language both in meaning and form.

In our opinion for definition idioms there are many from idiom expression and authors has them difference in idioms such as Mona Baker has the best definition in easy vocabulary can understand the definition and structure it is clear but palmer isn’t clear and the vocabulary doesn’t simple.

Difficulties of translating idioms are increasing very high rate especially to bilingual translator with no culture background. Translating idioms is sensitive case because it largely depends on history and culture. Difficulties of translating idioms very according to the level of the translator. Nevertheless, they can be branch into three major ones. Idioms with no equivalent, idioms with multi meaning, and culture diversity.

2.5. different of idioms

This type of idioms can be considered as the most difficult translation. If the translator are not acquainted with the correspondence of the different idioms, their mission might get harder in translating due to the lack of similarity between the words and the sense of this type of idioms.

2.6 Non-equivalent in translation idioms

When translating recognizes the hidden meaning of idiom or the fixed expression, main difficulties may lie in the fact some idioms may not have nonequivalent in the
target language. Language may express or not express meaning in similar ways. Some language may express that meaning using one word, one phrase, or fixed idiom. According Mona Baker(3), non-equivalent might be at the micro level or macro level. The idiom or the fixed expression may be lexicalized in the language. However translator may not find equivalent word in the target language.

2.7. equivalence in translation idioms

The most English and Arabic of idioms have appeared as metaphors which started to be used bit by bit, unchanged until they have been recognized as established from of given language. In each culture, there is set of these expression and metaphors. Some of them are similar to those of other cultures that is why they are called equivalents because they have the same meanings and used in the same situation but the words of which they are composed differ. Giving the equivalence means to translate the idioms with one equivalent meaning and suitable culture image but not the same words as in the source language.

2.8. cultures problems of idioms

Cultures plays critical role in translating idioms. There are certain idioms that are used in some countries only because they have culture origin in the place. The culture-specific idioms may not be understandable outside context, therefore, should have former knowledge on what they are about translate.

2.9. literal idioms

Literal translation are considered to be transparent as they can be translated on the basis of their parts for example, to shed crocodile tears is translated literally. The
meaning is clear and direct in these idioms. For students, this type is easy to transfer to the target language since there are no hidden meaning in them. Students should have knowledge about the cultures.

2.5. Strategies in translating idioms

There are many strategies helping the student to overcome the difficulties in translating idioms. According to Baker (1992), introduces the following strategies for translating idiomatic expression:

Using an idiom with the same meaning and form.

Using an idiom with the similar meaning but different form.

By paraphrasing.

this strategy is most commonly used in the process of translating idioms in the cases when the translator cannot find any equivalent for the source idiom. When no equivalents exist, it is better to add more clarification to it. It is not always that correspondence can be found because the lexical and stylistic item of the two languages are different. The translator should focus on the source idiom to transfer its meaning as much as possible to the target language idiom.

By using a strategy, translation may imply loss of the intended effect that the source language wanted to have on its audience as well as loss of the cultural significance thus, the target language readers would not have known adequately the culture of the source language. Baker defines paraphrasing as "translating source language idiom by giving its meaning in the target language. By using this strategy the impact of the idiom and its cultural significance will be lost." (Baker, 1992, p. 74)
By omission.

This strategy may sound rather drastic, but in fact it does not harm to omit translating a word or an expression in some contexts. If the meaning conveyed by a particular item or expression sound not important or superficial to the development of the text to make no confusion for the reader with lengthy explanation, it is allowed to omit a word or an expression.

Mollanazar (2004.p.52) also suggested two ways to translate an idiom; a) an appropriate idiom is found in the target language as its equivalent.) when there is no proper idiom is found in the target language. Meaning should be used”. For mollanazar, ” the first step in translating idioms is to recognize them. The pitfall for the translators is to translate idioms literally. A word-for-word translation of idioms is often nonsense or even sometimes amusing” (2004.p52).

According to (Newmark,1998,p.109), paraphrase is one of the most common strategies in the translation of idioms. As sometimes it is impossible to find the right equivalent or any idiom in the target language. There fore, a translator can use translation by paraphrase. Using this kind of strategy, a translator transfer the meaning of an idiom using a single word or a group of words which roughly corresponds to the meaning of idiom but is not an idiom itself. According Toury (1995,p.82) calls it metaphor to 0, as this strategy implies that sometimes an idiom may be omitted, leaving no traces in the target language. According to Baker (1992,p.77), omission is allowed only in some case, first, when there is no close equivalence in the target language, secondly, when it is difficult to paraphrase, finally, an idiom may omitted for stylistic reason.
Chapter three

Methodology

3.1. Introduction

This dissertation investigates the difficulties and problems faced translation students in English department faculty of art Sabha university in idioms translation from English to Arabic. This chapter discusses the research methodology that used in the study. It includes research methods, data collection, test, inter review and data analysis.

3.2. Research method

This research implements mixed method research methods.

3.2.1. Participants

For the purpose of the study, the researcher implement purposive sampling technique. The research target 26 students, all of them are in the eight semester student due to the fact that they are expected to be the best group.

3.2.2. Test

The study the researcher that examine the target samples' ability of translating idioms. The target samples required to translate ten idioms from English to Arabic. The idioms are chosen to problematic e., i., idiom should not be easy to comprehend and understand.

3.2.3. Interview
Based on the test, the research design an interview to find out the main problems that encounter students and find out the main strategies used by students to overcome those problems.

This test given to group of students taken selected from all students of eight semester we used this test in our research for find the students in translating idioms from English to Arabic if they have problems and difficulties translating idioms and we find the solution for this difficulties in translating idioms.

3.3 Research Design
Aim
The research aims to investigate difficulties and problems that face translation students in translating idioms from English into Arabic. It introduces strategies that facilitate appropriate translation.

Research Questions

Research methods

Method
Test
Consulting
Secondary Data
Analysis of the test and interview
Outcome of the analysis

Correlating outcomes to previous study

Main finding and recommendation
Chapter four

Data analysis and discussion

4.1. Introduction

The aim of this study is to investigating the difficulties facing students in translating English idioms to Arabic. It also aims to helped students to overcome problems in translating English idioms. Especially when they don’t find a direct equivalent in the target language.

This chapter reports the results gained from the translation test and the semi-structure interview (explained in the methodology chapter) to test the research hypotheses which states:

H1. Libyan undergraduate encounter problems in translating English idioms to Arabic.

And to answer the research questions:

1- What are difficulties and problems facing Libyan undergraduate in translating idioms from English to Arabic?

2- What are the strategies used by Libyan undergraduates to overcome difficulties of translating English idioms to Arabic?

The first research question enable the researchers to find out the main difficulties encountering Libyan undergraduates in translating English Idioms. This will be
explored by means of the translation task. The translations were analysed independently to identify the common errors commented by every undergraduate; which is later on each student would be asked about the difficulties s/he encountered during the translating task, and the strategies s/he employed to tackle the difficulties.

This chapter is organized into three sections as follows: The first section analyses the data gained from the test. The second section analyses the data gained from the interviews. The third section is a summary of the chapter.

4.2. Data analysis
4.2.1. Analysis of the translation test

Analysis of overall gain of the item

Data analysis gathered from the translation test indicate that all of the samples were unable to translate idioms. Table 4.1. shows the number and percentage of correct and wrong translation as well as the number of those who did not translate the idioms.

<table>
<thead>
<tr>
<th>Idioms</th>
<th>Number of No responds</th>
<th>Percentage</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th></th>
<th>correct answer</th>
<th>of wrong answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>To take the rough with the smooth.</td>
<td>1</td>
<td>%3.84</td>
</tr>
<tr>
<td>To keep a tight rein on someone</td>
<td>2</td>
<td>%7.69</td>
</tr>
<tr>
<td>Through thick and thin.</td>
<td>12</td>
<td>%46.15</td>
</tr>
<tr>
<td>To move earth and heaven.</td>
<td>1</td>
<td>%3.8</td>
</tr>
<tr>
<td>To add insult injury</td>
<td>18</td>
<td>%69.23</td>
</tr>
<tr>
<td>To walking on air</td>
<td>3</td>
<td>%11.53</td>
</tr>
<tr>
<td>Expression</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------</td>
<td>---</td>
</tr>
<tr>
<td>To live from hand to mouth</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>يحيى حياة الكفاح</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have no backbone</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>ضعيف الإرادة الشخصية</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To let the cat out of the bag</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>يفشي السر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To think on one feet</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>سريع البديهة</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To analyze data the researcher calculates the mean, median and mode as shown below:

**Mean**: to find out the mean, all numbers should be added then divided by the amount of numbers.

\[
\text{Mean} = \frac{44}{260} = 16.9\%
\]

Accordingly the mean gain of the translation task for all the group is 16.9%

**Median** gains, the median is the middle the median is to order the set of numbers.

\[1, 12, 6, 3, 2, 1, 0, 0, 1, 1\]

the meddle numbers are \(1+2=1.5\)

Accordingly the mededian is 1.5

**Mode** the mode is the most common gain

\[18, 12, 6, 3, 2, 1, 1, 0, 0\]

the most common gain is 1

**Range**: the range is the difference between the highest number and the lower number.

\[18-0=18\]

Accordingly the range is 18
The analysis above shows that mean of percentage of the correct translation for the group is very low 16.9%. The range of the correct translation ranges from 0 to 18. This indicate that the some idioms have been translated by 18 students while some of them is translated only by one students.

The calculation of the mode shows that most of idioms have been translated by only one sample, which mean that majority of students at department of English in University of Sabha are enable to translate idioms.

### 4.2.1.2. The idioms the of translation the of analysis

**Table 1**

<table>
<thead>
<tr>
<th>The English idiom</th>
<th><em>أتأتى على الاخضر واليابس</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>To take the rough with the smooth.</td>
<td>The English idiom</td>
</tr>
</tbody>
</table>

As it was mentioned above that only one student could translate this idiom. And the remaining students, namely 25, translated it wrong. Bellow some examples of the wrong translations:

1. أن يتقبل الشخص الأمور بخيرها وشر. 
2. لا تخلط السهل مع الصعب. 
3. رضا الأمر بخيره وشره. 
4. إيفاذ الصلب من السائل. 
5. خذ بطرقة السلسلة. 
6. تقبل قضاء الله وقدره. 
7. لا تخلط الأمور مع بعضها.
Table 2.

<table>
<thead>
<tr>
<th>The English idiom</th>
<th>The typical Arabic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To keep a tight rein on someone.</td>
<td>يضغط عليه الخناق.</td>
</tr>
</tbody>
</table>

As it was mentioned above that only two students could translate this idiom. One of
the students did not translate it. And the remaining students, namely 23, translated it
wrong. Bellow some examples of the wrong translations:

1. يضع يده في مياه باردة
2. الحفاظ على زمام الامور
3. يزيد من الاسهل الى الاصعب

According to dictionary thesaurus, to have a lot of control over someone or something
4.2.4Table

Table 4.2.3 idiom3 and it typical translation

<table>
<thead>
<tr>
<th>The English idiom</th>
<th>The typical Arabic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through thick and thin</td>
<td>في السراء والضراء</td>
</tr>
</tbody>
</table>

As it was mentioned above that 12 students could translate this idiom. And the
remaining students, namely 14, translated it wrong. Bellow some examples of the
wrong translations:

1. على طبق من ذهب
2. ان تخطى المشاكل
3. يزيد من الاسهل الى الاصعب
According to Esther Kersley, this idiom means to continue to support someone even during difficult times.

Idioms 4.

<table>
<thead>
<tr>
<th>The English idiom</th>
<th>The typical Arabic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To move earth and heaven</td>
<td>يقيم الدنيا ويغدها.</td>
</tr>
</tbody>
</table>

As it was mentioned above that only one student could translate this idiom. And the remaining students, namely 25, translated it wrong. Below are some examples of the wrong translations:

1. بدل مجهود لتحقيق الهدف.
2. اعمل لنفسك كما تعمل لأخرتك.
3. غضب شديد.

According to dictionary thesaurus, to do everything you can to achieve something.

Table 5.

<table>
<thead>
<tr>
<th>The English idiom</th>
<th>The typical Arabic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To add insult to injury.</td>
<td>زاد طين بله.</td>
</tr>
</tbody>
</table>

As it was mentioned above that only 18 students could translate this idiom. And the remaining students, namely 8, translated it wrong. Below are some examples of the wrong translations:

خط الملح على الجرح.
According to olive board, this idiom mean; to make bad situation worse.

Idioms 6.

<table>
<thead>
<tr>
<th>The English idiom</th>
<th>The typical Arabic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To waking on air.</td>
<td>يشعر بسعادة غامرة</td>
</tr>
</tbody>
</table>

As it was mentioned above that only three students could translate this idiom. And the remaining students, namely 23, translated it wrong. Below some examples of the wrong translations:

1. سرعة البرق. (Speed of lightning)
2. في الهواء سواء. (In the air)
3. كلام من غير الهدف. (Talking out of place)
4. المشي على الهواء. (Walking on air)

According to fluent; very excited or happy " over the moon" on cloud nine"

Table 7

<table>
<thead>
<tr>
<th>The English idiom</th>
<th>The typical Arabic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To live from hand to mouth.</td>
<td>يحيا حياة الفقر.</td>
</tr>
</tbody>
</table>

As it was mentioned above that only one student could translate this idiom. And the remaining students, namely 25, translated it wrong. Below some examples of the wrong translations:
1. يعيش على قوت يومه.
2. على قد حاله.
3. العيش من اليد إلى الفم.
4. عاش معيبة الفقر.

According to dictionary thesaurus, to have just enough money to live on and nothing

Extra.

Table 8

<table>
<thead>
<tr>
<th>The English idiom</th>
<th>The typical Arabic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have no backbone.</td>
<td>ضعيف الارادة و الشخصية.</td>
</tr>
</tbody>
</table>

As it was mentioned above that there is no one from the students can translate this idiom. One of the students did not translate it. And the remaining students, namely 25, translated it wrong. Below some examples of the wrong translations:

1. ليس لديه عمود قفري.
2. ليس لديه أي دعم

According to thesaurus, meaning to have no courage.

Table 9

<table>
<thead>
<tr>
<th>The English idiom</th>
<th>The typical Arabic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To let cat out of the bag.</td>
<td>يفضي السر.</td>
</tr>
</tbody>
</table>

As it was mentioned above that 16 of the students could translate this idiom. Two of the students did not translate it. And the remaining students, namely 8, translated it wrong. Below some examples of the wrong translations:
According to olive board, this idiom mean" to share information that was previously concealed.

### Table 4.2.3 idiom10 and it typical translation

<table>
<thead>
<tr>
<th>English idiom</th>
<th>The typical Arabic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To think on one feet</td>
<td>سريع الفطنة</td>
</tr>
</tbody>
</table>

As it was mentioned above there is no one from the students can translate this idiom. One of the students did not translate it. And the remaining students, namely 25, translated it wrong. Bellow some examples of the wrong translations:

- يمشي بدون تفكير .
- يصرف بشكل عنيف .
- يحط الملح على الجرح .
- التفكير على قدم واحدة .
- التصرف بطريقة غير اخلاقية .

According to dictionary thesaurus, to make a quick decision or give an answer Quickly. Translation idioms recorded highest score in wrong translation because the students have no background about idiomatic translation. Translating idioms is difficult to Interpret by most students because the students don’t aware the strategies that should Be used in translating idioms and idioms aren’t understood to the students.

### 4.3. Analysis of the students "interview"

The analysis interviews indicate that all of the samples have problems in translating idioms. The interviewees problems can be summarized as follow
1. One of the common problems is that the majority of the English idioms have no functional synonyms.

2. Words that have more than a meaning leads to misunderstand of the English idioms. Accordingly students could not translate many idioms.

3. Some students who use Electronic dictionary claim that the use of Electronic dictionaries does not help in understanding the meaning.

4. The difference between the cultures of source language and the target language causes difficulties in understanding the meaning of the idioms which in turn leads to difficulties in translating idioms.

5. Some students are unaware of the translation strategies to be used in translating idioms. Accordingly, the translate all of the idioms literally.

6. Some students have no background about the idioms expressions.

7. Some students facing problems in grammatical structure.

4.4. Discussion

The analysis of the translation test and the interviews demonstrate that Libyan students at the English department have some in translating English idioms to Arabic. The most obvious difficulty in translating idioms caused by their ignorance of the English culture. This due to the fact that unless then understand the culture of the language s/he will not be able to understand nor translate it. Ignorance of English language led students to translate the target idioms literally.
The most common strategies used by the students is Guessing the meaning through the context, whoever, they misuse this strategies. They guess meaning but the guess is not always considered the perfect method of translation. Literature show that there many strategies can be used in idiomatic translation such as: paraphrasing strategy, omission strategy, translating idioms by similar meaning and form, as well as translating idiom by similar meaning but dissimilar form. The sample of the current study did not use these strategies when translating idiom. This indicates that they ignore these basic strategies. The targeted student are not palmed for their ignorance; simply because they were not trained how to use these strategies while they were studying translation in the department of English, University of Sebha.

Some idioms have an equivalent idiom in the target culture, however, students did not use those equivalents. This due to the fact that they ignore them. Additionally, the curriculum in the department does not contain any lesson or module that teach student how to translate idioms or what are the strategies that can be used to translate anew idiom. but different meaning in

Many students who study translation in the English Department claimed that the department’s pedagogic focuses is only in English. They added that the Department does not offer enough Arabic courses that increase students’ Arabic knowledge. The department may offer good courses in teaching English but unfortunately it ignores the Arabic language. We believe that translation students have to be as good in Arabic as in English. This cannot be achieved unless the course designers in the department of English give the Arabic language the same value of English
Summary

The current study found that translation idioms is difficult and misunderstood for most of students in the University of Sabha, and there are some problems and difficulties faced by the students when translating idioms from English to Arabic. The students practice the process of translation randomly, unaware of the differences between the cultures in English and Arabic, also the strategies and rules that should be followed when translating idioms from English to Arabic. Most students use dictionaries and Google translation, which leads to literal translation, and another group uses paraphrasing, sometimes leading to wrong translation. The reason for these problems and difficulties faced by the students is that the University of Sabha has no possibilities to teach idioms. Also, the department of English should add idiomatic translation as a subject in the beginning of the course of translation. Our sample in this study was on 8 semester and this study explains the problems faced by 8 semester students in the University of Sabha. This study explains the number of problems faced by the students in the University of Sabha when they translated idioms from English to Arabic and the wrong translation was a high percentage, while the students in the University of Jordan have a low percentage in translating idioms from English to Arabic.
Conclusion and recommendation

5.1. Introduction
this investigate the problems and difficulties that faced the 8 semester translation students when they translated idioms from English into Arabic. The study aims to find solution for idiomatic translation.

The study require to answer for two research questions.

What are the problems and difficulties that facing the students when translating idioms from English into Arabic?
What are suitable solution for translating idioms?

This chapter present conclusion which has been organized into three sections. The first section is introduction in which the aim, hypotheses and research questions of the study. The second is short conclusion of the study. the third section has been explain the limitation of the study. And finally, the fourth section which suggest some recommendation.

5.2 Main findings

According to the procedures employed in the current study, as mentioned in the methodology chapter, the researcher holds strongly the view that Libyan undergraduate students are unable to translate English idioms to Arabic. The difficulties facing students can be summarized as follow:

1. Difficulties caused by the cultural differences between the source and the target languages.
2. Students’ Arabic language is extremely poor and does not allow them to restructure the meaning of the items in Arabic.
3. Students were not qualified in translating idioms, due the fact that they were not well trained during their study of translation.
4. Students do not have enough strategies to translate idioms.
5. Students unaware of the Arabic functional equivalent of the English idioms.
6. The main strategies used by the students is consulting dictionaries.

Limitations of the Study

The researchers believe that they did their best to design a reliable study, however, it is not easy to argue that this work is perfect. That is due to the fact that the current study has been conducted hard circumstances. The spring semester has been suspended for more than a month. This delay affected the study negatively. We planned to do collect some data, but but because of the delay we could not collect data on time as it was planned for.

The situation in Sebha city during the writing up of the study was extremely difficult. The city thrown into darkness for many days, then the city endures total blackouts for every five hours. The situation in the city delay the writing up of the dissertation.

5.4. Recommendation

The following recommendation will help to avoid some problems and difficulties that facing translating idioms from English into Arabic. It is recommended that;

1-Should students avoid using literal translation when translating idioms.
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www.arcjournals.org /
Appendences

Appendix 1. (test)

1- to take the rough with the smooth

2- to keep a tight rein on someone

3- through thick and thin

4- to move earth and heaven

5- to add insult to injury

6- to walking on air

7- to live from hand to mouth

8- Have no backbone

9- To let the cat out of the bag

10- To think on one's feet
Appendix 2 (interview)
To be designed based on the test's outcome.