Strategies Used by Jordanian EFL University Graduate Students in Translating Idioms into Arabic

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Abstract
This study aimed at investigating the strategies utilized by Jordanian EFL University graduate students in translating idioms into Arabic. The participants of the study were all M.A translation students at the University of Jordan and Yarmouk University who were selected purposefully. The total number of the students was 90 who participated in a translation test which contains 16 idioms of different categories. The quantitative findings of the study revealed that EFL Jordanian university students use certain strategies in translating idioms regardless of their awareness of the use of these strategies.
Keywords: EFL translation students, Translating idioms, strategies

Introduction

The involvement of learners in teaching/learning process of translation and their knowledge of the translation strategies play a vital role in enhancing their learning and use of translation strategies, a matter which is emphasized by many theorists. The student's role is enhanced by adopting the strategic learning approach which is investigated in this research.

Several studies investigated the use of translation strategies by EFL students in general and strategies used in translating idioms in particular. Most researchers agree that strategies are used by translators when they encounter a problem. This means that a direct, literal translation is not sufficient for the task they are working on. Different researchers have investigated and described various types of translation strategies; comprehension strategies, transfer strategies, and production strategies are all examples of translation strategies. These strategies lead to consider overall strategic decisions about how to perform the act of translation with the aim of assisting students of translation in their attempt to develop translation competence (Baker,1992;Venuti,1997;Chesterman,1997).

Meta-strategies are described by researchers such as Lörscher (1991) and Kussamaul (1995) within the framework of Psycholinguistics. Other researchers suggest the term global strategies and local strategies. Jaaskeline (1993), Venuti (1995), Nord(1997), and House(1997) discussed the global ones. Chesterman (1997, p.87) listed some of the general characteristics of translation strategies. These strategies apply to a process which involves text manipulation; they are goal-oriented, problem-centered and potentially conscious. House(1997) explains that the translator has to choose an overt or covert global translation strategy.

Venuti (1995; 1998) introduced the idea of domesticating or foreignizing translation strategy. He resists the dominant target- culture norms and tries to convey the foreignness of source text. Nord (1997) adopts the text to follow target culture norms and tries to make it appears less like the product of another culture. Nord (1997, p.72-73) tried to describe different global strategies. She described translation as being source-culture oriented or target culture oriented which she terms as documentary translation that serves as "a document of a source culture communication between the author and the ST recipient". On the other hand, a target culture oriented translation is an instrumental translation that serves as "independent message transmitting instrument in a new communicative action in the target culture".

 Chesterman (1997, p.87) presented a taxonomy of translation strategies. He divides local translation strategies into semantic, syntactic, and pragmatic strategies. Pragmatic strategies often used when translating culture-bound items. The translator should be aware of the exact terms used in different countries. He lists some of the general characteristics of translation strategies: they apply to a process, they involve text manipulation, they are goal-oriented, problem-centered, and potentially conscious and they are intersubjective, meaning that they can be experienced and understood by someone other than the person using them. Chesterman (1997), referring to local strategies, listed several ways of improving one's ability to use translation strategies. As a first step, students should try to identify examples of strategy use in published translations made by others. As a next step, students might experiment with translating different parts of a text using various strategies. Later, when students have learned to recognize translation strategies better, they might compare published translations with the source text (ST) and try to decide why the translator has used a certain strategy. Translation strategies have to

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be transferred from declarative knowledge to procedural knowledge.

Baker (1992, p.26-42) suggested another taxonomy of translation strategies. These include first, translation by a more general word, a strategy related to propositional meaning, and works in most languages. The second suggested strategy is translation by a less expressive word which has to do with differences in expressive meanings. The third strategy is translation by cultural substitution which involves replacing a culture-specific item with a target language item which does not have the same propositional meaning but is likely to have a similar impact on the target reader.

Baker continued to tackle the taxonomy of strategies adding other fourth strategies; the translation by paraphrasing using a related word; this is used when the concept in the source language is lexicalized in the target language but in a different form and when frequency of use is higher in the source language than in the target language. The fifth strategy suggested by Baker is translation using a loan word, with culture- specific items, modern loan words, plus explanation concepts, and buzz words, the sixth strategy is translation by a paraphrase using a related word, while the seventh strategy is translation by paraphrasing using unrelated words when the concept in the source language is not lexicalized in the target language. The eighth strategy is translating by omission of words not vital to the development of the text, and the final strategy in Baker's taxonomy is translation by illustration when the source words lack an equivalent in the target language.

Statement of the Problem

Jordanian students encounter difficulties in translating idiomatic expressions. These difficulties usually result in poor translated texts. The dilemma is that students are not aware of these problems. This could be due to the lack of knowledge of translation strategies that help them to render the source expression in the target language. Several Jordanian studies shed light on the difficulties students encounter in translating idioms into Arabic. Among these are the studies conducted by Hussein, Khanji, and Makhzoumi (2000), Abu-Afeefa (1987), and Bataineh and Bataineh(2002) . The results of these studies indicated that Jordanian universities students encountered difficulties in translating idioms into Arabic; the negative transfer played a significant role in the translation of idioms, and that students have poor competence of different idioms. Since students are unaware of the strategies they use in translating idioms and they encounter difficulties in translating them, this study is an attempt to raise the students' awareness in these strategies and tries to explore the strategies they use in translating English idioms.

Research Question

This study aims at answering the following question:

What are the strategies which the Jordanian EFL University graduate students utilize in translating English idioms into Arabic?

Significance of the Study

It is hoped that the findings of the study will provide the translation courses, instructors of translation, and students of translation with information on the strategies and the difficulties that students face in translating idioms. Instructors of translation may use these strategies in the process of teaching idioms. They may give these strategies, as well as the difficult idioms more attention in the teaching- learning process. The students' awareness of these strategies will hopefully be raised when these strategies are introduced to them to utilize in translating idioms. As for the courses writers, it is hoped that more attention will be given to the idioms that are a source of difficulty for students such as opaque, unfamiliar, and peculiar idioms.

Operational Definitions of Terms

Idioms: They are the fixed expressions that the researcher suggested as mentioned in the translation test.

Translating idioms: In this paper, students are asked to translate the fixed expressions which were setted in the translation test from English into Arabic.

Translation Strategies: In this paper, they are the strategies that students of translation used in translating idioms into Arabic.

Limitations of the Study

1. The study addresses the strategies used in translating idiomatic expressions; consequently, other linguistic systems like syntax, phonology, semantics and morphology are beyond the scope of the study.

2. The participants of the study are selected from Yarmouk University and the University of Jordan. In addition to these universities, the findings can be generalized to similar contexts.

Literature Review

Many studies were conducted on the process of learning idioms with regard to three major factors: semantic transparency, familiarity, and context .The researchers present a number of such studies. Abu-Afeefa (1987) investigated whether Jordanian university students used their knowledge of Arabic to comprehend and produce idioms in English. Thus, he selected a sample of 128 Jordanian universities students and developed a test to assess comprehension and production of 36 English idioms. First, the findings indicated that the students were able to generalize in the case of identical idioms more than other types of idioms. Second, the production of

similar idioms reflected interference indicated by the incorrect use of translation. Third, different idioms showed negative transfer. Accordingly, he concluded his study with recommendations to improve the strategies used in teaching idioms and he emphasized the importance of giving idioms more awareness in the process of teaching EFL.

Irujo (1984) investigated whether second language students use knowledge of their first language to comprehend and produce idioms in their second language. The study was also intended to provide information about the strategies learners use when they have to produce idioms they do not know and the characteristics of those idioms which are the easiest to learn. For this purpose, she used identical, similar, and totally different idioms in English and Spanish to see what strategies were used by students to produce unknown idioms. She selected a sample of 24 Venezuelan advanced students. Results revealed that identical idioms were easier to comprehend and produce. Subjects used both inter-and intralingual strategies to produce idioms they did not know. She concluded that the subjects used their knowledge of Spanish to comprehend and produce English idioms. Results showed that identical idioms were the easiest to comprehend and produce. Similar idioms were comprehended almost as well but showed interference from Spanish. Different idioms were the most difficult to comprehend and produce but showed less interference than similar idioms. Within each type, the idioms that were comprehended and produced most correctly were those which were frequently used and transparent and which had simple vocabulary and structure.

Al-Hassan (2007) investigated the feasibility of EFL learners to comprehend unfamiliar multiword units i.e., idioms, to assess the ability of Arab EFL majoring students in guessing the meanings of idioms, to identify the techniques the sample students used in translating idioms and the effectiveness of such techniques. To do so, he selected a sample of English major students at the Department of Language and Literature in Bahrain. He designed an inference task especially for the study to collect the data. The results revealed that the students were unable to come up with the correct translation in nearly half the number of items that contained unfamiliar idioms. On the other hand, the participants provided correct or partially correct translation in the rest of items. Also, the results showed that the students used a wide range of techniques such as idiom constituents, sentences, own mental images of idioms, metaphor, context, key words and wide guessing.

Badawi (2008) investigated EFL Saudi prospective teachers' ability to translate culture-bound expressions and their awareness of their translation strategies. In his study, he aimed at finding out *1) To what extent werw EFL Saudi prospective teachers able to translate culture bound expressions? 2) To what extent are EFL Saudi prospective teachers aware of translation strategies*? For this purpose, he selected a sample of 43 fourth-year university students in Tabuk. He developed a translation test and a translation questionnaire which were validated and administered to participants during their final second term exam of the academic year 2007-2008. The participants were asked to translate 20 items and to respond to the translation awareness questionnaire by ticking the strategies they used for translating the test items. Results revealed that 86.05% of EFL Saudi students were unable to translate the test items. Also, he discovered that students' translation strategy awareness was poor as they got 40.24% and that cut-off level was 50%.

Zenati (2010) investigated the strategies used by first year master degree students of English when translating idioms into Arabic and their efficiency in the translation process. She randomly selected a sample consisting of 300 MA English students. She developed a test which investigated the students' familiarity to English idioms and strategies used by students in translating idioms into Arabic. The results showed that the most frequent strategy used was paraphrasing (59.58%) followed by word for word translation (36.26%) and then translation by culture substitution (4. 14%).

Rohani, Tavakoli, and Ketabi (2012) investigated the effect of context on the strategies that EFL learners utilized to process idioms. They sought to know the major processes involved in idiom comprehension by Iranian intermediate EFL learners in the traditional written context and an animated cartoon context. The participants of the study were 70 intermediate EFL learners (16 males and 54 females) studying English language at Shahid Bahonar University of Kerman. Think-aloud was the instrument used to determine the most common strategies the language learners applied to comprehend unfamiliar idioms in the two different contexts. A questionnaire based on the results of the think-aloud sessions was the next instrument used to determine the specific strategy used by subjects in large samples to define each of the unfamiliar idioms. The results of the think-aloud process indicated a number of strategies the subjects referred to when guessing the meaning of unfamiliar idioms. Among these were drawings on background Knowledge, drawing on context, translation by an equivalent, visualization, wild guessing, and paraphrasing.

After reviewing the related literature, the researchers noticed that EFL students encounter difficulties in rendering idioms from English into Arabic. These difficulties arise from the fact that idioms are culture-bound expressions which cannot be translated literally. Furthermore, the previous literature indicates the lack of awareness on the part of students of the strategies to use in translating idiomatic expressions. There is a tendency for translation students to follow the syntactic and lexical structure of the source text too closely, and this often leads to translations that sound non-idiomatic. Besides, the previous studies emphasized the importance of

students' awareness and knowledge of translation strategies as well as the role of instructors in improving students' ability in using the translation strategies in the process of translation. Thus, this study attempts to investigate the strategies used by EFL students in translating idioms which are culture-bound expressions. It is hoped that the findings will provide the translators, students, and instructors with information on such strategies and the difficulties students face when translating these idioms. Instructors of translation may use these strategies and the students' awareness of these strategies will hopefully be raised. This study is different from the previous studies in the following aspects:

1. It encompasses the notion of utilizing students' strategies in teaching and learning translation in light of Baker's Taxonomy of translation strategies.
2. The current study adopts authentic texts that would hopefully be similar to the English texts that EFL majors would normally read outside the classroom, for example, the text they would read for pleasure.
3. The current study is intended to provide insights into how EFL students, in particular, translate idioms while reading authentic texts, unlike many previous studies that presented idioms in isolation or in contrived texts.
4. Many of the previous studies investigated L2 and EFL learners' techniques of idioms' comprehension and subjects' guessing techniques in general, while this study investigates the strategies utilized by EFL translation students in particular and the difficulties they encounter in translating idioms.

Methods and Procedures
This section describes the methodology used in the present study: the design of the study, the participants, and the instruments used for data collection, data collection procedures, and the way in which data analysis was carried out.

Participants of the Study
The participants of the study were selected purposefully. They were all M.A translation students at the University of Jordan and Yarmouk University. The total number of the translation students is 90.

Research Instruments
The Translation Test
This primary tool in the study was designed by the researchers to detect the strategies employed by EFL Jordanian universities students in translating idioms into Arabic. It consists of 16 excerpts extracted from authentic written texts. Each excerpt presents an underlined idiom. After reading each excerpt, the participants are asked to translate the underlined expression into Arabic. Since the test aims at detecting the strategies used by EFL students in translating idioms into Arabic, the test presents an adequate number of short paragraphs, each containing one idiom. If the test consisted of a small number of paragraphs, and if the subjects were already familiar with most or all of the idioms presented in those paragraphs the detected strategies would be based on the participants' translation of a small number of idioms. Furthermore, a small number of idioms would not be representative of the many idioms in English.

The researchers followed the semantic classification of idioms suggested by Fernando and Flavell (1981) since she is concerned with the efficiency of students in translating idioms with different categories in the spectrum of transparency of idioms. These four categories include opaque idioms, semi opaque idioms, semi transparent, and transparent idioms. The researcher, accordingly, based her selection of the idioms on these four categories. The final draft of the test consisted of 16 paragraphs with 16 idioms related to the classification in hand. Table 1 presents the distribution of the idioms in the test with regard to their semantic categories and the degree of transparency.

Table 1: Distribution of Idioms in the Translation Test and their Categories

Paragraph Number	Idiom	Category
1	Went out of the window	Semi- transparent
2	In hot water	Semi- transparent
3	Straight from the horse's mouth	Semi-opaque
4	You get butterflies in your stomach	Opaque
5	Face the music	Opaque
6	You scratch my back I'll scratch yours	Transparent
7	Once in a blue moon	Semi-opaque
8	Bury the hatchet	Opaque
9	Throwing in the towel	Semi- opaque
10	It's raining cats and dogs	Semi-transparent
11	Flogging a dead horse	Semi-opaque
12	Sugar the pill	Opaque
13	Ray of hope	Transparent
14	Black list	Transparent
15	Law of the jungle	Transparent
16	Break the ice	Semi – transparent

To find a sample of authentic texts, each containing a post- lexical level idiom, a master list of 30 modern English idioms were selected from two dictionaries, Collins Cobuild Dictionary of Idioms (CCDI, 2002) and the online edition of Cambridge International Dictionary of Idioms (CIDI,2005). To be included in the corpus, the texts must have met the following criteria:

1. The text must be authentic, not contrived. It is not written for especially non native speakers of English or as a simplified version of an original text. Furthermore, the text is not introduced in a textbook in idioms or in a book of linguistics where a discussion of the idioms meaning or idioms in general is presented.
2. The language of the text should not be described as technical or that would require special knowledge in a particular field.
3. The language of the text should not be described as slang, or incomprehensible, or idiosyncratic.
4. The text must be contemporary. All the texts used in the final draft of the test were written between 2000 and 2011. The text must be at least a paragraph and not a sentence or a phrase.
5. The text must be culturally appropriate.
6. The text is not culture- specific.
7. The idiom, presented in the text is not used as a title, or a name of website, or the like.
8. The idiom, presented in the text is not used as a title, or a name of website, or the like.

Validity of the Translation Test

In order to establish the validity of the translation test and to ensure that the texts and the idioms are appropriate for the students' level of language proficiency, the draft test, consisting of 30 items was submitted to a panel of 10 Jordanian EFL instructors at both universities who were professors at the Department of English Language and Literature and the Department of Translation. The instructors also received a letter containing the objectives of the research and the translation test as well as the excerpts that are included in the test.

Reliability of the Translation Test

To establish the reliability of the test, it was piloted twice to 30 students, who did not participate in the study at both universities under investigation, then it was modified accordingly; i.e the number of items in the tests was reduced into 20 items instead of 30. The results were corrected and studied by the researchers and a construct validity as well as item discrimination was carried out.

Findings of the Study

The study asks about the strategies which EFL Jordanian university graduate students use in translating English idioms into Arabic. To answer the question, the strategies per each idiom were detected and their frequencies and patterns were calculated for both acceptable and unacceptable translation. Then, X^2 test of independence was used to verify the existence of significant differences between the observed frequencies and the expected frequencies for the strategies used by the participants of the study. In light of the results of X^2 test, the percentages per each strategy were calculated within translation acceptance (Acceptable/ Unacceptable) in order to find out the degree of difficulty in translating idioms of different types. Then, the adjusted standardized residual was also calculated to explore the most effective strategies in the process of translating idioms. Finally, the total percentages per each strategy used by students in case of acceptable translation was calculated to

explore the degree of effectiveness for the strategy used by students in case of acceptable translation. Table 2 presents the results.

Table 2: The Results of χ^2 Test of the Observed and Expected Frequencies for the Strategies Used by Students Due to the Case of Translation (Acceptable/Unacceptable)

Translation Acceptance	Statistics	Used Strategies						Total
		Translation by an idiom of similar meaning but dissimilar form	Paraphrasing	Cultural substitution	Literal translation	Avoidance	Guessing	
Unacceptable	Observed Count					252	114	366
	Expected Count	4.6	181.7	13.7	72.9	64.1	29.0	366.0
	% within Translation Acceptance	0.0	0.0	0.0	0.0	68.9	31.1	100.0
	% of Total	0.00	0.00	0.00	0.00	17.50	7.92	25.42
	Adjusted Residual	-2.49	-22.00	-4.37	-11.05	29.94	19.06	
Acceptable	Observed Count	18	715	54	287			1074
	Expected Count	13.4	533.3	40.3	214.1	188.0	85.0	1074.0
	% within Translation Acceptance	1.7	66.6	5.0	26.7	0.0	0.0	100.0
	% of Total	1.25	49.65	3.75	19.93	0.00	0.00	74.58
	Adjusted Residual	**2.49**	**22.00**	**4.37**	**11.05**	-29.94	-19.06	
Total	Observed Count	18	715	54	287	252	114	1440
	Expected Count	18.0	715.0	54.0	287.0	252.0	114.0	1440.0
	% within Translation Acceptance	1.3	49.7	3.8	19.9	17.5	7.9	100.0
	% of Total	1.3	49.7	3.8	19.9	17.5	7.9	100.0

Computed χ^2	Df	Sig.
1440.000	5	0.000

Table 2 shows that there are significant differences at α =0.05 between the observed frequencies and the expected frequencies of the strategies used by the participants in translating the idioms. This indicates that the process of translating idioms is of a moderate facility level since the difficulty index is 0.74.58% . Furthermore, it can be noticed from Table 2 that the most used strategies were as follows: paraphrasing in the first rank, followed by literal translation in the second rank, followed by cultural substitution in the third rank, and translation by an idiom of similar meaning but dissimilar form in the fourth rank. As for the type of idioms in general, the observed and expected frequencies were calculated for both acceptable and unacceptable strategies

according to the type of idiom. Then, χ^2 test of independence was carried out to verify if there were significant differences between the expected and observed frequencies of the strategies according to the case of the translation and according to the type of idioms. In light of the results, the percentages for the strategies were calculated to explore the degree of difficulty in translating different types of idioms. Furthermore, the adjusted residual to find out the strategies that have an effective role in translating idioms into Arabic according to the type of idiom was calculated followed by the total percentages for each strategy used in the case of acceptable translation to detect the effectiveness of the used strategy of according to the type of idiom. Table 3 shows the results of this analysis.

Table 3 shows that there are significant differences at α=0.05 between the observed frequencies and the expected frequencies of the strategies used by the students in translating idioms into Arabic due to the type of idiom . This indicates that the translation process according to the type of idiom can be described as a difficult one. The difficulty index for opaque idioms was 0.158 while it was 0.249 in semi- opaque idioms, and 0.295 in semi transparent idioms, then finally 0.298 in transparent idioms. It can also be noted from the Table that the most utilized strategies by students were: Paraphrasing in the case of opaque idioms and translation by an idiom of similar meaning but dissimilar form followed by cultural substitution in the case of semi- opaque idioms. As for semi- transparent strategies used by students was calculated per each type of idiom followed by the total percentages of each used strategy in case of acceptable idioms, the most used strategy was paraphrasing, and in the case of transparent idioms the most used strategy was literal translation.

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Table 3: The Table 3: Results of X^2 Test of the Observed and Expected Frequencies for the Strategies Used by Students Due to the Type of Idiom

Translation Acceptance	Phrases Type	Statistics	Used Strategies						Total
			Translation by an idiom of similar meaning but dissimilar form	Paraphrasing	Cultural substitution	Literal translation	Avoidance	Guessing	
Unacceptable	Opaque	Observed Count					128	62	190
		Expected Count					130.8	59.2	190.0
		% within Phrases Type					67.4	32.6	100.0
		% of Total					35.0	16.9	51.9
		Adjusted Residual					-0.64	0.64	
	Semi-Opaque	Observed Count					69	24	93
		Expected Count					64.0	29.0	93.0
		% within Phrases Type					74.2	25.8	100.0
		% of Total					18.9	6.6	25.4
		Adjusted Residual					1.29	-1.29	
	Semi-Transparent	Observed Count					29	14	43
		Expected Count					29.6	13.4	43.0
		% within Phrases Type					67.4	32.6	100.0
		% of Total					7.9	3.8	11.7
		Adjusted Residual					-0.21	0.21	
	Transparent	Observed Count					26	14	40
		Expected Count					27.5	12.5	40.0
		% within Phrases Type					65.0	35.0	100.0
		% of Total					7.1	3.8	10.9
		Adjusted Residual					-0.56	0.56	
	Total	Observed Count					252	114	366
		Expected Count					252.0	114.0	366.0
		% within Phrases Type					68.9	31.1	100.0
		% of Total					68.9	31.1	100.0
Acceptable	Opaque	Observed Count	1	148	7	14			170
		Expected Count	2.8	113.2	8.5	45.4			170.0
		% within Phrases Type	0.6	87.1	4.1	8.2			100.0
		% of Total	0.1	13.8	0.7	1.3			15.8
		Adjusted Residual	-1.20	**6.17**	-0.59	-5.94			
	Semi-Opaque	Observed Count	17	209	11	30			267
		Expected Count	4.5	177.8	13.4	71.3			267.0
		% within Phrases Type	6.4	78.3	4.1	11.2			100.0
		% of Total	1.6	19.5	1.0	2.8			24.9
		Adjusted Residual	**6.89**	4.68	**-0.78**	-6.60			
	Semi-Transparent	Observed Count	0	217	24	76			317
		Expected Count	5.3	211.0	15.9	84.7			317.0
		% within Phrases Type	0.0	68.5	7.6	24.0			100.0
		% of Total	0.0	20.2	2.2	7.1			29.5
		Adjusted Residual	-2.77	**0.85**	2.47	-1.32			
	TRN	Observed Count	0	141	12	167			320
		Expected Count	5.4	213.0	16.1	85.5			320.0
		% within Phrases Type	0.0	44.1	3.8	52.2			100.0
		% of Total	0.0	13.1	1.1	15.5			29.8
		Adjusted Residual	-2.79	-10.19	-1.25	**12.29**			
	Total	Observed Count	18	715	54	287			1074
		Expected Count	18.0	715.0	54.0	287.0			1074.0
		% within Phrases Type	1.7	66.6	5.0	26.7			100.0
		% of Total	1.7	66.6	5.0	26.7			100.0

Phrases Type	Computed χ^2	Df	Sig.
Unacceptable	1.749	3	0.626
Acceptable	**217.759**	9	0.000

Discussion of the Results

The discussion is presented according to the types of idioms.

1. Strategies related to the translation of Opaque idioms

The findings of the study indicated that the most utilized efficient strategy by students in translating opaque idioms is paraphrasing. The results of the analysis revealed that the process of translating them is rather difficult with a difficulty index value of 0.158 which means that these idioms form a source of difficulty for students.

The researchers attribute this finding to the degree of the semantic transparency of these idioms. Pure idioms are always non literal. They are ambiguous or potentially misleading (Makkai, 1972). Alternatively, Moon (1998a) describes 'pure idioms' as 'opaque metaphors' which cannot be understood without knowledge of the historical origins. It could also be attributed to the richness or poorness of the available contextual clues that are related to the meaning of a given idiom or to the students' language proficiency and their vocabulary span. Furthermore, the students' unfamiliarity with these idioms play a great role in their ability to guess and render

these idioms into their meaning since this category of idioms is infrequently used in real life situations. Students opt to use paraphrasing 'metaphor into non-metaphor' (Toury, 1995, p.82), 'communicative paraphrase' (Hervey and Higgins, 1992, p.32), and 'reducing metaphor to sense' (Newmark, 1988, p.109) in translating these idioms as a solution since they encounter difficulty in giving the Arabic equivalent. Baker (1992) discusses paraphrasing as a strategy that translators opt to use in translating idioms when they lack an equivalent in the target language. She writes:

> *This is by far the most common way of translating idioms when a match cannot be found in the target language or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target languages* (p.74).

Paraphrasing strategy is illustrated in the students' translation of opaque idioms. For instance, in translating the idiom *you get butterflies in your stomach*, almost all students who provided acceptable translation paraphrased it trying to give the meaning as 'indama yakunu mutawattiran, yash'uru bittawatturin, yash'uru bilqalaq walirtibak, ashu'ur bilqalaq walkhawfi shadid القلق أشعر بالقلق والارتباك، يشعر بالقلق، يشعر بتوتر، عندما يكون متوترا يشعر) (والخوف الشديد. In translating the opaque idiom *bury the hatchet*, it appears that students also struggled to give the right meaning. They translated it as ″iqafilharb, yunhiniza', yafudduniza', yada'ulkhusoumah, ya'umussalam (السلام يعم،الخصومة) يدع،النزاع يفض النزاع،ينهي الحرب،ايقاف). In translating the opaque idiom *face the music*, students tend to paraphrase it as yuwajihulhaqiqah, yuwajihumasirahu, yuwajihunnataij, yatahammalul awaqibal wakhimah, yatahammalu natijata af'alihi (أفعاله نتيجة يتحمل،الوخيمة العواقب يتحمل،النتائج يواجه،مصيره يواجه الحقيقة، يواجه) . In translating the idiom *sugar the pill*, students translated it into tahsin, yusahhilul mawqif, yuhassinul″umur, yuqallilu min hiddatilmawqif, yulattifulwad'a,yaj'alulamra aqalla su'ubattan (من يقلل،الأمور يحسن،الموقف يسهل تحسين) صعوبة أقل الأمر يجعل،الوضع يلطف،الموقف حدة).

Strategies related to the translation of semi-opaque idioms

The study revealed that the most efficient strategy in translating opaque idioms is paraphrasing. This could also be attributed to the degree of transparency and the students' unfamiliarity with such kind of idioms. The findings of the study revealed that students encountered difficulty in translating semi-opaque idioms into Arabic with a difficulty index value of 0.249 which indicates less difficulty in the process of translating this category compared to the opaque idioms.

Students with acceptable translation on semi-opaque idioms tried to give the meaning using paraphrasing. They translated the idiom *straight from the horse's mouth* as min masdarin mas″ul minal masdar, mubasharah minal masdar, min afwahil ma'niyyin ((المعنيين أفواه من،المصدر من مباشرة مسؤول، مصدر من. Few students were able to give a functional equivalent in the target language and translated it as min ra″sinab'(النبع رأس من). Some students provided a literal translation for this idiom and translated it as min famil hissan . (الحصان فم من). As for the idiom *once in a blue moon*, students translated it as marrah biddahr, marrah fil'umr, qallama yahduth, marrah kul fatrah taweelah(طويلة فترة كل مرة العمر،قلما في مرة بالدهر، مرة). In translating the idiom *flogging a dead horse*, the students paraphrased translation were: ya'malu bila f'_a″idah ,almumatalah, alisrar 'alal khata″ بلا يعمل)(الخطأ على الاصرار فائدة،المماطلة،) . Few students provided a cultural translation like yanfukhu fii qirbattin makhroumah (مخرومة قربة في ينفخ) and few of them translated it literally as yadbahul mayyit (الميت يذبح). In translating the idiom *throwing in the towel*, students paraphrased this idiom into Arabic like al'insihab, alistislm. (والاستسلام،الانسحاب). Few students translated it by cultural substitution as yarfa'u arrayatal bayda″, yu'linu rayatal istislam (الاستسلام راية يعلن البيضاء، الراية يرفع).

3. Strategies related to the translation of semi-transparent idioms

The findings of the study indicated that the most efficient strategies used in translating these idioms are paraphrasing followed by literal translation. This indicates that the process of translating semi-transparent idioms into Arabic is easy. Despite the fact that this kind of idioms is usually metaphorical, semi-transparent idioms are said to have one or more literal constituents and one with non literal subsense. Since one word at least contributes to its literal meaning, (Cowie, 1981; Newmeyer, 1974; Weinreivh, 1969) most students were able to provide acceptable translation with lack of the metaphorical equivalent. This could be attributed to the nature of these idioms and the lack of cultural equivalent in the target culture. Thus, it is assumed that students tended to paraphrase these idioms by giving their meaning. In translating the idiom *it's raining cats and dogs*, students translations were: tumtiru bi ghazarah, tumtiru bi kathafah(بكثافة بغزارة،تمطر تمطر). Some students were able to provide the functional equivalent of this idiom and translated it as tumtiru ka afwahilqirab القرب كأفواه تمطر)). This indicates that students are already familiar with this idiom and they translated it functionally using a cultural substitution. Concerning the idiom *break the ice*, students translated it literally as yaksiruj jalid and some of them paraphrased it as yaksiru hajizassamt,kasrij jumdi lil bidi bilhadith, yuzilulhajiz,and yaksiru h_aji zattawattur(الحديث لبدء الجمود كسر الصمت، حاجز يكسر). In translating the idiom *in hot water*, students translated it as fi mawqiffin harij, fii ma″ziq, fii wad'in la yuhsadu 'alayhi لا وضع مأزق،في حرج،في موقف في (عليه يحسد). In translating the idiom *went out of the window*, students paraphrased it as asbaha la wuju da laha

أصبح لا وجود له،ذهب وأدراج dahaba wa adr_a jiriy_a h, intaha tam_a man, tal_a sha, and kharaja 'an mas_a rihi,
(الرياح،انتهى تماما،تلاشى،خرج عن مساره).

4. Strategies related to the translation of transparent idioms

The most efficient strategies used by students in translating these idioms are literal translation followed by paraphrasing. The findings indicated that translating these idioms is very easy. This could be due to the nature of such idioms which are easy to comprehend from their constituent words and because these idioms almost have identical equivalent in Arabic and could be translated literally since the idiomatic meaning and the literal one are very close to each other. Furthermore, this category of idioms is the most frequently used in social life and is easy to understand and produce. Accordingly, students are familiar with these idioms.

Translating idioms literally means to preserve the form of the source idiom in the target language. The result is an expression which is grammatical but unidiomatic in the TL because it is based on the structure of a source idiom. In addition, it can be said that this strategy puts in the form of the SL idiom in the first place. Newmark (1988) offers this idea. He writes that Literal translation occurs when "the SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context" (p.46).

Students highly demonstrated the use of this strategy in their translation of these idioms. In their translation to the idiom *you scratch my back I'll scratch yours*, students translation was hukli ta ahuklak (حكلي ت أحكلك). Some other students tended to use paraphrasing in translating this idiom as khidmah bi khidmah, sa'idni ba_sa'dak, ikhdimni akhdimak (خدمة بخدمة،ساعدني بساعدك،اخدمني أخدمك).In translating the idiom *ray of hope*, students highly translated it literally into shu'aun minalamal (شعاع من الأمل). Some others paraphrased it as ramaq minalamal, fushattun minnal amal, and bariqatu amal (رمق من الامل، الأمل،فسحة من الأمل،بارقة أمل). Students also translated the idiom *black list* literally as alqa″imah assawda″ , but others paraphrased it as alqa″imah almamnu'ah, alqa″imah almahd_urah (القائمة السوداء،القائمة الممنوعة،القائمة المحضورة) . As for the idiom *law of the jungle*, students translated it literally as qanunul ghab and others paraphrased it as shari'atul ghab and hukmul ghab قانون الغاب، (شريعة الغاب،حكم الغاب).

The findings showed that the average of students who were able to provide acceptable translation is 74.58% in comparison to 25.42% for unacceptable translation. This indicates that EFL M.A students demonstrated a good ability in translating English idioms, but this ability did not arrive the proficiency level.

The degree of students' comprehensibility of the context may play an important role in choosing the correct idiom. For instance, in paragraph number 5, in translating the idiom *You get butterflies in your stomach* students misunderstood the context, that is why they all gave the wrong answer. 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 help students to give suitable or acceptable translations.

These findings indicated that the degree of idiomacity has a great influence on the percentage of students' familiarity and unfamiliarity with English idioms. It is observed that the highest score is recorded for transparent idioms. Semi-transparent idioms also recorded a high score and came in the second position. The other two categories of idioms (semi-opaque and opaque) got low scores.

Transparent idioms recorded the highest score because they can be easily understood from their literal meanings. In other words, students can infer the meaning of the idiom related to this category by only knowing the meaning of its constituents. Transparent idioms so, are easy to interpret by most students because of the high degree of closeness between their literal and figurative meanings, and their simple structure that results in a clear understanding of the meaning.

In addition, the findings of the previous studies are consistent with the findings of the current study with regards to the efficient strategies used by EFL students and the most used ones. The most used strategy was paraphrasing followed by literal translation and cultural substitution. The researchers attribute the commonness in the use of paraphrasing in translating idioms of different categories to the fact that students opt to use this strategy to solve the problem of their unfamiliarity with some idioms so, they try to explain them giving the appropriate meaning. This, in turn, supports the findings that students encounter difficulty in transferring opaque idioms into Arabic using the right equivalent.

The second strategy used in translating idioms by EFL students is the literal translation as in the case of transparent idioms. The researchers attribute the high use of literal translation to the fact that this category of idioms have counterparts in Arabic and their constituent words contribute to their meaning and that they are identical to Arabic counterparts in form and meaning. Baker (1992) tackled this strategy and points out that "It is often possible to find an idiom or fixed expression in the target language which has a meaning similar to that of the source idiom or expression, but which consists of different lexical items" (p. 74).

With regard to the use of cultural substitution, Baker (1992) elaborates:

This strategy involves replacing a culture -specific item or expression with a target –language item

which doesn't have the same propositional meaning but is likely to have the same impact on the target reader. The main advantage of using this strategy is that it gives the reader a concept with which she/he can identify something familiar and appealing. On the individual level, the translator's decision to use this strategy will largely depend on (a) how much license is given to him/ her by those who commission the translator and(b) the purpose of the translation(p. 40).

Conclusion and Recommendations
With reference to the findings of the study and their discussion above, one might conclude that:
1. EFL Jordanian university students do use strategies in translating idioms into Arabic. Yet, they seem that they are unaware of the strategies they use in the process of translation. They might unconsciously use them as techniques and procedures to solve the difficulties they encounter in the process of translation.
2. it seems that students' proficiency in translating culture- bound idioms is limited. Also, one may conclude that the variety in students' strategies is a reflection of the differences in students' linguistic and pragmatic competence and the degree of their familiarity with these idioms.
3. it seems that EFL students suffer to find the suitable equivalent in Arabic, the matter which is clear in their lack of using the right acceptable equivalent when translating idioms of post-lexical level.
4. one also might conclude that English idioms and their teaching do not receive much attention in the translation and English Language Programs.

   Based on the findings of the study, the following suggestions for further research are   recommended:
1. Further research may investigate EFL translation students' efficiency in guessing the meaning of idioms rather than their correctness; the focus might be directed towards the quality of such guesses, or the logic on which they were based.
2. Researchers may examine the impact of the context on the efficiency of students' translation.
3. Future studies may examine the relation between EFL academic achievement and their translation efficiency.
4. Further studies are needed to investigate the impact of direct teaching of idioms compared to guessing from contexts on students' learning of idioms.

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