Sudan University of Science and Technology

College of Graduate Studies

Investigating the Linguistic Problems Encountered by Sudanese University Students in Translating English Idiomatic Expressions into Arabic

(A Case Study of MA Translation Students in Some Sudanese Universities)

تقصي المشاكل اللغوية التى واجهها طلاب الترجمة بالجامعات السودانية

فترجمة التعابير الإصطلاحية من الإنجليزية إلى العربية

(دراسة حالة طلاب ماجستير الآداب في الترجمة في بعض الجامعات السودانية)

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English Language (Applied Linguistics)

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Quranic Verse

الأية

﴿وَلَقَدْ نَعْلَمُ أَنَّهُمْ يَقُولُونَ إِنَّمَا يُعَلِّمُهُ بَشَرٌ ۗ لِّسَانُ الَّذِي يُلْحِدُونَ إِلَيْهِ أَعْجَمِيٌّ وَهَٰذَا لِسَانٌ عَرَبِيٌّ مُّبِينٌ ﴾

صدق الله العظيم

سورة النحل الآية (103)

And We certainly know that they say, "It is only a human being who teaches the Prophet." The tongue of the one they refer to is foreign, and this Qur'an is [in] a clear Arabic language.

Surah An-Nahl Aya (103)
Abdullah Yousof Translation

Dedication

To my family

Acknowledgements

Abstract

This study aims at investigating the linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic. The study adopted the descriptive analytical method. The researcher designed for his instrumentation a test on idioms for the students in addition a questionnaire for teachers. The idioms test aimed at measuring the students' abilities in dealing with the difficulties posed by idiomatic expressions. It was administered to a total sample of (150) students. The teachers questionnaire on the other hand, aimed at assessing the teachers perspectives and views on the relevance of idioms to language curricula and how to translating contexts. It was administered to a total sample of (70) teachers at the tertiary level. The above mentioned tools used satisfied the criteria of validity and reliability. The researcher raised three questions about the difficulties of English idioms. Moreover, three hypotheses were formulated corresponding to these questions. These hypotheses were all confirmed. Findings revealed low abilities of the respondents in recognizing the characteristics of idiomatic expressions. Findings also revealed that respondents did not use a particular strategy while encountering unknown idioms. The results of teacher's questionnaire showed that participants generally agreed that the difficulties related to idiomatic expressions arose from their complex characteristics. It was found that the negligence of idioms in language curricula led to their negligence in the context of translating. In light of the findings of the study the researcher recommended incorporating idioms in language curricula. He also recommended providing adequate materials for translating idioms. Allowing greater exposure to idiomatic expressions was recommended as well. Finally the researcher suggested assessing the teacher' attitude towards translating idioms.

Abstract

(Arabic Version)

المستخلص

يهدف هذا البحث لدراسة الصعوبات التي يواجهها طلاب الترجمة في الجامعات السودانية في ترجمة التعابير الاصطلاحية الانجليزية الي العربية. تبنت الدراسة المنهج الوصفي التحليلي حيث قام الباحث بتصميم أدوات البحث المتمثلة في اختبار التعابير الاصطلاحية للطلاب بالاضافة لاستبيان لاساتذة اللغة الانجليزية في الجامعات السودانية. هدف اختبار التعابير الاصطلاحية الانجليزية قياس قدرات الطلاب في معالجة الصعوبات التي تتصل بهذه التعابير وقد تم اجراؤه لعينة بعدد (150) طالب. اما الاستبيان اجري لعينة بعدد(70) استاذ، فقد هدف لمعرفة أراء هؤلاء الاساتذة حول علاقة التعابير الاصطلاحية بمناهج اللغة في هذه الجامعات و كذلك علاقتها بتعلم و ترجمة التعابيرالاصطلاحية و تم التأكد من مطابقة هذه الأدوات لمعايير الصدق و الثبات.   تناول الباحث في اطار سعيه التحقق من مشكلة البحث الاجابة عن ثلاثة اسئلة لها صلة بمشكلات الدلالة و الصيغة البنائية و البناء اللفظي للتعابير الاصطلاحية. انبثقت عن هذه الأسئلة ثلاثة فروض تم اثباتها جميعا. كشفت نتائج الدراسة عن تدني مقدرات الطلاب الذين تم فحصهم في التعرف علي خصائص التعابير الاصطلاحية. كما كشفت الدراسة عن عدم استخدام المفحوصين لاستراتيجية معينة عند مصادفتهم لتعابير اصطلاحية يجهلونها. وأبانت نتائج استبيان الاساتذة أن غالبية المشاركين قد اجمعوا أن مبعث الصعوبات التي تتصل بالتعابير الاصطلاحية انما هي بسبب تعقد خصائصها. وكذلك أوضحت نتائج الدراسة أن اهمال التعابير الاصطلاحية في مناهج اللغة قد أدي بدوره لاهمال تدريسها وترجمتها.   علي ضؤء هذه النتائج فقد أوصي الباحث بتضمين التعابير الاصطلاحية في مناهج اللغة. كما أوصي بتوفير مواد ملائمة لتعلم وترجمة هذه التعابير و اتاحة فرص أكبر للطلاب بالتعرض لها. أخيرا أقترح الباحث دراسة توجيهات الأساتذة تجاه ترجمة التعابير الاصطلاحية.

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CHAPTER ONE

INTRODUCTION

Chapter One

Introduction

1.0 Overview

It is a known fact that the world we live in is becoming like a small village. This is basically attributed to the rapid development in the field of communications. The forces of globalization have also contributed partially to this. English is now the first international language of communications particularly in the fields of Commerce and Science. As such much of translation works are mainly conducted from the English language to many indigenous national languages all over the world. Here the dominance in use of English in particular and the European languages in general can be viewed as a colonial legacy. This has prompted many translation practitioners, and language researchers to investigate the problems that encounter translators when rendering English texts into other languages including Arabic.

The language can be spread and translated from generation to others due to immigrate colony and trade. For example United States of America. Language can be united countries like two Germans (Western and Eastern).There is no equivalence between two languages but we try to make them nearby such as (do not cry over spilt milk) means it is no use worrying about unfortunate events which have already happened.

English and Arabic do not belong linguistically to the same family. So translating from English into Arabic becomes a daunting task for Sudanese translators simply because it involves culturally- bound expressions such as idioms. Translation involves both languages and cultures as stated by (Dweik, 2013); yet most translation definitions do not directly imply cultural

expressions. For instance, (Catford, 1965:20) stated that "translation is the replacement of textual material in one language by equivalent textual material in another language". However, the translation of the culturally-bound words is a laborious business, particularly when rendering them into Arabic. For instance an idiom such as "it rains cats and dogs" according to

(Gaber, 2005) can be translated by assigning it to the " cultural equivalent" in Arabic "انها تمطر كافواه القرب" which means "it rains heavily like water skin bags."

 However, some English expressions are so unusual that it is difficult to guess where on earth it originated from — unless you know the history.

As a language learner or researcher if you do not know historical events, legends, important figures, religion, and even advertisements that form the basis of many these expressions used today. Here are the origins of some of the most interesting idioms:

Bite the bullet it means "to accept something difficult or unpleasant."*Its Origin*: In the olden days, when doctors were short on anesthesia or time during a battle, they would ask the patient to bite down on a bullet to distract from the pain. The first recorded use of the phrase was in 1891 in "The Light that Failed" (on line material[1]).

"**Break the ice**" according to Collins Cobuild, Essential English Dictionary. If you do something to "break the ice", you make people to feel relaxed and comfortable. For example, the cigarette was often the means of breaking the ice: Additionally it implies (ibid) "To break off a conflict or commence a friendship" it is vitally important to the origin of this idiom: Back when road transportation was not developed, ships would be the only transportation and means of trade. At times, the ships would get stuck during the winter because of ice formation. The receiving country would send small ships to

"break the ice" to clear a way for the trade ships. This gesture showed affiliation and understanding between two territories (on line materials[1]).

1.1 Statement of the Study Problem

The process of translating English idioms into Arabic is a daunting task for MA students in some Sudanese universities who are studying translation. Particularly, when translation occurs between two distinct languages like English and Arabic which are linguistically and culturally different. When rendering the culture-bound phrase such as "Caught red-handed "which implies "To be caught in the act of doing something wrong" this idiomatic expression originates from an old English law that ordered any person to be punished for butchering an animal that was not his own. The only way the person could be convicted is if he was caught with the animal's blood still on his hands. However, the majority of M.A. translation students in Sudanese universities give a literal translation or rather word for word translation of such a culturally-rooted expression, and the outcome is the distortion of the meaning. This has prompted the researcher to investigate the linguistic problems encountered by MA Translation students in some Sudanese universities.

1.2 Objectives of the Study

This study intends:

1- To investigate linguistic problems that Sudanese university students who are pursuing their MA program in translation (i.e. bilingual course English-Arabic) encounter in translating idiomatic expressions.

2- To examine the factors that cause these problems.

3- To suggest some recommendations to overcome these problems.

1.3 Questions of the Study

This study sets out to answer the following questions:

1. To what extent are the linguistic problems encountered by MA translation students in Sudanese universities in translating English idiomatic expressions?

2. To what extent cultural factors cause such problems?

3. To what extent some recommendations could be suggested to deal with these linguistic problems?

1.4 Hypotheses of the Study

This study sets out to test the following hypotheses:

1- Linguistic problems encountered by MA Translation students in Sudanese universities in translating English idiomatic expressions.

2- Cultural factors cause such problems.

3- Some recommendations could be suggested to deal with these linguistic problems.

1.5 Significance of the Study

The importance of this study stems from the fact that there are few studies that have dealt with the translation of idiomatic expressions in Sudan. Surveying Sudanese universities libraries, the researcher noticed the lack of researches on English idiomatic expressions. For example: Abdalla Elkheir (2012) an Investigation into Difficulties of Understanding and Using English Idioms. Ekrema Mohamed (2007) Problems of translating context.   This study also may fill a gap in the literature. Moreover, it is not only of concern to translators, but also of concern to readers, writers, researchers, critics and other individuals interested in this field. The study may also benefit students

in translation departments and may give them additional information when they come across such idiomatic expressions.

1.6 The scope of the Study

This study will focus on the investigation of linguistic problems encountered by MA students in some Sudanese universities who are studying translation in translating idiomatic expressions, it will deal with four types of idioms, namely proverbs, metaphors, similes and binomials and the sample will be drawn exclusively from MA students of translation in some universities.

1.7 Methodology of the Study

The researcher will adopt descriptive analytical as well as qualitative and quantitative methods. The researcher will select a purposive sample that will comprise (150) MA students who are enrolled in the MA program in some Sudanese universities during the second semester. The researcher will design a translation test for MA students who will be asked to translate the statements from English into Arabic. Each statement contains an idiomatic expression based on O'Dell and Mc McCarthy's 2010 categorization of idioms namely: proverbs, metaphors, similes, and binomids. These statements represent different fields i.e. social, sports, scientific, media, educational, economic, political, and business. The researcher will conduct a questionnaire for expert teachers in the field of translation to elicit more information.

Validity and Reliability of the research tools will be confirmed in chapter three later on.

CHAPTER TWO

LITERATURE REVIEW

Chapter Two

Literature Review

2.0 Overview

This chapter reviews some relevant literature; it consists of two parts, first conceptual framework and second review of related previous studies.

2.1 Conceptual Framework

2.1.1 Definition of Language

The way to learn and acquire language would be direct from our parents to generations. That when we are infants continue to adults, because we will be aware and get knowledge of life and environments. So we need to make communication with other people. Language is a quick tool of communication and development in the world. Language is the scientific expressions of sounds promote countries. Everybody expresses his/her feeling, needs, dealing and communicate with other people. Language is changes from time to time according to develop of the world, language units countries all over the world.

Corder (1973:20) notes that *"every individual has an idea about what language is, depending on"* who we are?" *Language is a complex Phenomenon and cannot be fully comprehended or described within or through using one theory. Some people talk about using language. Which means they see language as a tool which can be used, and discarded*?" Hutchinson & Waters (1986) state*" language is a mechanical process of habit formation which proceeds by means of frequent reinforcement of a stimulus-response sequence.*" Corder said that language is a complex phenomenon it's not easy to understand. Hutchinson & Waters agree Cordr

about his definition but they add language needs reinforcement. As the results language is a complex phenomenon cannot describe within using one theory. Language is a tool used between people of different areas; it's not easy to understand.

2.1.2 Definition of translation

Translation means to transfer the meaning of the content of the source language into the target language.

Newmark (1981:7) provides "*Translation is a rendering of the meaning of the text into another language. The primary concern is the perception of source language text (SLT) and production of target language text (TLT).*
He adds" translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language (ibid)."

Nida &Taber (1969:12) state that " *Translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style*".

Sager (1994:293) defines "*Translation is an extremely motivated industrial activity supported by information technology."*

Larson(1984) defined translation as "*rendering the meaning of source language into target language; keep the same meaning as it is without any change"*. Bell (1991) and Newmark (1981) said that "*translation is replacement of textual material in one language by equivalence textual material in another language".*

All scholars agree that the goal of translator is to transfer the original mood created by the source language text in order to produce similar effects upon the reader.

2.1.2.1Type of translation

1. Written translation
2. Oral interpretation

2.1.2.2 Type of written translation

Straksiene (2009:18) states that "there are three basic translation strategies to overcome the difficulties; paraphrasing which involves explanatory, literary translation and omission.

1. Paraphrasing.

2. Literary.

3. Omission.

2.1.2.3 Type of oral interpretation

1. At sight interpreting
2. Consecutive interpreting
3. Simultaneous interpreting

2.1.3 Theory of Equivalence

Panou (2013:1-6) states that " the most influential equivalence theories that have been proposed by scholars in the field, such as Vinay and Darbelnet (1958), Jakobson (1959), Nida and Taber (1969), Catford (1965), House (1997), Koller (1979), Newmark (1981), Baker (1992), and finally, Pym (2010). These theories are presented so as to provide a better understanding of how the concept evolved. It is concluded that the usefulness or not of the concept of equivalence to the translation process varies according to the stance of the translators concerned on what they regard are the virtues of equivalence itself".

The process of translation has existed for millennia, thus facilitating both linguistic and cultural transfer. As a discipline, however, it began to develop

in the second half of the twentieth century under the name "translation studies" which was proposed by the scholar James Holmes (1972). This term was widely accepted because it envisaged translation as a broad discipline shifting emphasis to neglected areas of translation such as interpreting and translator training. Perhaps, the biggest contribution of James Holmes (1988) lies in his attempt to draw the map of the „territory" of translation studies. On closer inspection of the map, translation studies can be divided into two main areas; that is, *pure* and *applied*. There is a dual objective of pure translation studies; firstly, to provide a description of the various translation phenomena as these occur; and, secondly, to develop general principles through which these phenomena can be adequately explained. The former objective falls under the rubric of *descriptive translation studies* (DTS) and the latter under the rubric of *translation theory*, both being subsections of pure translation studies.

Furthermore, descriptive translation studies focus on three areas of research, namely, *product-oriented DTS* (text-centered studies which aim at investigating existing translations), *process-oriented DTS* (studies which are primarily interested in the mental processes that occur in translation) and *function-oriented DTS* (studies which seek to describe the function of translations in the target sociocultural situation). The results of DTS research can then be applied to translation theory to develop either a general translation theory or partial translation theories restricted according to *medium* (human vs. machine translation), *area* (specific linguistic or cultural groups), *rank* (focusing on specific linguistic levels, such as that of the word or the sentence), *text-type* (dealing with specific genres, for instance literary vs. business translation), *time* (dealing with particular periods of time) and

problem (dealing with a specific translation problem, such as metaphor translation).

2.1.3.1 Equivalence in Translation

Translation is the act of transferring meaning from one language into their equivalence in other language. According to Newmark (1988:7) Translation *"is a craft consisting of attempt to replace a written message and or statement in one language by the same message or statement in another language". "The language that is going to be translated is called source language (SL) whereas the language that has been translated is called (TL)".* The objective of this course is to improve students' ability in translating English phrasal verbs into another language. Students face many difficulties because of different systems between two languages. To overcome these difficulties the researcher will try to analyze multiword verbs referred to phrasal verbs. Phrasal verb is one of the characteristic of most English verbs that can be combined with a preposition or an adverbial particle to generate a new meaning. According to Potter (2005:2) "phrasal verbs are combination of a verb and a particle. A particle can be an adverb such as (*out, away), "go out, put away"* or can be a preposition such as *(with, from*) for example *"deal with, shrink from*). Some phrasal verbs have two particles; both an adverb and a preposition for example *"get on with", "stand up for".* It means that phrasal verbs have one semantic unity which cannot be translated word for word. Students' must know and understanding phrasal verb by practicing and using it. The important aspects of the subject is illustrated by the phrasal verb in which an adverbial and particle combines with a verb to form a new meaning. Students sometimes do not know the meaning or synonym. For example the following sentences have the same meaning, but the first one includes phrasal verb, while the other does not

(*mother asked me to put out the fire*), the second, *(mother asked me to extinguish the fire).* So students ability is very limited to understand and using phrasal verbs effectively. The study focuses on three types of translation phrasal verbs namely, accuracy, clarity, and naturalness. Nida and Taber (1982:6) state that "translation is a process in reproducing receptor language which has the closet natural equivalent with the source language message, in terms of meaning as well as in term of style. Nida and Taber agree Newmark in his definition that translator must find an excellent equivalent in target language. Therefore, idiom includes phrasal verb which consider type of idiomatic expressions, to learn about it is not an easy task.

Definition of equivalence according to Nida (1964:13) *"the role of translator is to facilitate the transfer of the message, meaning, and cultural elements from one language into another and create an equivalent response to the receivers."*For example *(The end makes all equal)* means it doesn't matter how rich or poor a person is during his lifetime, at the time of death all are brought to the same level.

 Another definition *"equivalence in translation means having the same meaning and message being conveyed in the translated text as that of source".* Example (*Don't put all your eggs in one basket*) means if you put all your eggs in one basket, you will lose all of them in one go if an accident occurs. Thus you should not put all your hopes, chances or money on only one thing because if that thing is lost, you have nothing left, you should spread the risk. Translation is "considered an essential tool that enables people all over the globe to share information, news, culture, literature and sciences among others. Nevertheless, translation is not as an easy task particularly translating idioms and culturally-bound expressions as their translation require knowledge of languages, their culture, and knowledge of

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strategies that are appropriate for rendering and conveying the intended meaning".

According to these definitions equivalent is to find correspondence or similar words to the source language. For example expression like, the negotiation between America and Korea is not making good progress. "***They do not see eye to eye on many issues***" means don't agree. لم يتفقا

Newmark (1988:5-6) states that translation "*it is rendering the meaning of a text into another language in the way that the author intended the text. He said translation works on four levels. Firstly is a science, secondly it is a skill, thirdly an art, lastly a matter of taste".* He suggests some general guide lines for translating and proposes away of analyzing the source language text. First depend on the type of the text legal, second administrative, third culture, fourth knowledge, and translators training. When someone reads the original subject text can be for two purposes first, to understand what it is about, second, to analyze it from translator's point of view. Newmark adds; the process of translating a text begins with choosing a method of approach then translating with four levels, the source language text, referential, cohesion, and naturalness.

2.1.4 Etymology of the term Idiom

Bobrovnyk (2014:10-20) states that "The meaning of term etymology and the origin of English idiom".

"Idioms are social and cultural phenomena that reflect social psychological characteristic of behavior, they relate to the communicative human behavior which implies norms, rules and traditions of communication of this or that lingua-cultural community. One of the most important aspects in the study of the English language is the study of English idioms. In any language there are expressions in which the individual words that make up this expression

lose their original meaning. Everyone strives to express ideas and thoughts expressively and it is impossible without idioms which are present in every language of the world. They strengthen the speech and improve understanding cultural norms of the community. This article is undoubtedly relevant as it contains idioms of the modern English language which reveal the beauty of the language. And a great significance is given to the etymology of the idioms' origin, as it is easier to learn and understand the idiom when you know the origin of it.

One of the most important aspects in the study of the English language is the study of English idioms. In any language there are expressions in which the individual words that make up this expression lose their original meaning.

The general meaning of this expression is not made up of individual meanings of words. Etymology comes from ancient Greece. The original meaning of the word

"etymos" is real, authentic. The second constituent of this term is *"logia"* which means *"science, study"*. Thus, etymology is the science which is closely connected to the origin of words. Why do we need etymology? Not only for general development and being well-learnt, but knowing the derivation of idioms can help us remember words and phrases, form certain associations with them. It greatly increases the knowledge of the language and broadens thesaurus. An illustration is such a common word as "*hippopotamus*" which is known for everybody, but no means all know why it defines a wonderful animal. This word includes two parts "*hippos*" (a horse) and "*potamus*" (a river), i.e. "*hippopotamus*" could be defined as "*river horse*" by this notion. Many Ukrainian words originate from Latin and Greek words. The examples are *"micro" (small), "phone" (speak), "scope" (see), "tele" (distance)*. Such roots are the components of the

compound nouns: *"microphone, microscope, telephone, telescope"*. The point is that teaching students about the etymology of idioms can help to remember them easier and to use idioms correctly in speech".

2.1.4.1 Another View of Origin of Idioms

According to Kamada English dictionary, IBH Prakashana, Banglore (1992:672), the word Idiom' is derived from French 'idiome' or Latin 'idioma' from Greek 'idioma-matos'=private property, idos=own or private. Idioms originate and develop without the knowledge of speakers of a language. Sometimes without knowing we speak idiomatically. Surprisingly, as my observation, illiterate folk language is richer in idioms than the language of white collor's Idioms are more fluent and occur often in rustic language than the sophisticated, a sort of textual city language, whether it is English, Kannada or may be Tamil. It is far from true to say that idioms are only colloquial expressions. Idioms are used copiously in literature and in holy texts. We cannot change the order of occurrence of an idiom. An idiom on the face of it looks odd and illogical, but we cannot improve upon it.

An idiom is a group of words which, when used together, has a different meaning from the one which the individual words have. Many verbs accompanied with prepositions or adverbs acquire an idiomatic sense. It can also be seen that metaphors enter largely into idiomatic phraseology.

For example:

~How do you know about John's illness?

~Oh, I heard it on the grapevine.

Of course, the second speaker does not mean he heard die news about John by putting his ear to a grapevine! He is conveying the idea of information spreading around a widespread network, visually similar to a grapevine. Idioms do give various shades of meaning.

2.1.4.2 Definition of Idioms

Idioms are defined according to many scholars view and ideas with different semantic, syntactic structure cultural-bound and figures of speech. Most definitions consider idioms are phrases that have a fixed structure and a non-literal meaning. This anomalous nature of idioms is the cause of many difficulties and problems that encountered students when deal with English idiomatic expressions. They cannot treat English idiomatic expressions as well as other types of fixed expressions. The meaning of translating English idiomatic expressions is not directly related to the meaning of the words that constitute it. Ali (2013:59) investigates "an idiom is a group of words with a meaning that is different from the individual words and often difficult to understand from the individual words. For example (what's up? =what's the matter?) Or (go ahead= help yourself; take it; do it) and (hang on= wait).

Oualif (2017:22) states that " *Idioms are linguistic expressions or lexical items that have got a vast territory in a way that they can include many cultural aspects such as religious beliefs, culture-specific items, superstitions, and different ideologies of the people from diverse societies and nations".* Aldahesh (2013: 23). An idiom is defined as *" an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts".* Larson (1984) defines idioms as *" a string of words whose meaning is different from the meaning conveyed by the individual words".* "*They are translated non-literary as their meaning cannot be predicted from their constituents."*

Baalbaki(2010:568) states that " *an idiom is expression whose meaning cannot be derived from the meaning of its constituent".*

Glucksburg (2001:66) defined an idiom as *"a construction whose meaning cannot be derived from the meaning of constituents".* According to this definition as well as the previous ones, an idiom is a frozen lexicogrammatical unit. As a syntactic structure, it's fixed and in lexical terms, the choice of its words is restricted to the ones given. Furthermore the result meaning of this unit is not as the same as the meaning of its parts. Example (kick the bucket = die)

As the result of these definitions, idioms are linguistic expressions, include cultural-bound, meaning cannot be separates as parts. The example of cultural-bound "(*All that glitters is not gold*)" means anything that shines brightly and appears like gold is not necessarily gold and so it may not be valuable. Thus we cannot judge the value of a thing or person by external appearances. About the meaning cannot be separates as parts (*kick the bucket*) or pass away, means to die. We cannot translate idioms literary, for example (*better be the head of a dog than the tail of a lion*). Means it is better to be in a senior position at a lower level in any field of life than to be in a junior position in a higher level. So it is difficult to translate idioms because include cultural-bound, fixed phrases, figures of speech, group of meaning and linguistic features.

2. 1. 4.3 Classification of Idioms

Glucksburg (2001:73-74) Idioms are classified according to different criteria. First is compositionality which adopts the assumption that idioms are automatically processed, so the linguistic meaning of the constituents contributes to the meaning of an idiom. In contrast, the meaning of a non-compositional idiom cannot be inferred from the meaning of its constituents.

Second criteria are transparency for example the extent to which the idiom's meaning can be inferred from the meaning of its constituents. This classification, in the researcher's view, focuses only on the semantic aspect of idioms and does not involve syntactic structure. So the difficulties L2 learners have with idiomatic structure are not addressed in this classification. Some other classifications of idioms according to Strassler (1982:11-19) focus on the syntactic structure of idioms and their function in speech contexts but these classifications include a wide range of words and phrases and a great number of syntactic patterns which might confuse and overlap L2learners. These learners may encounter difficulties when dealing with idioms that appear in the following examples:

-good after noon (for greeting =نهارك سعيد)

-excuse me (for apologies =سامحني من فضلك)

-speech routines (by the way = بالمناسبة), (how's going = كيف الحياة)

Elgobshawi (2012:15) said that "*The inclusion of such expressions in the scope of idioms makes it hard for a learner to distinguish between idioms and non idioms because they constitute a huge formulaic class of phrases that frequently appear in speech routines. Idioms need to be distinguished from other fixed expressions and a classification that narrows the scope of idioms will help learners easily to recognize them*". Example for phrase
(Don't count your chickens before they are hatched)=لاتعد السمك قبل

خروجها من البحر

One cannot be sure that all the eggs which the hen sits on will hatch into chickens. Never spend your money before you have it.

Adam (1965) proposed three criteria of idioms as follow:

a. An idiom is a lexical unit composed of more than one minimal free form. The smallest idiomatic structure according to this criterion consists of two word lexemes and thus compounds such as black sheep are thus excluding.

b. The constituent components of idiomatic structure have a literal meaning which is actually the meanings of these constituents.

c. An idiom has different meaning which can only be assigned to the whole form of idiomatic structure.

This classification dealt in depth with the structure of English idioms which as assumed by the researcher is problematic for Sudanese university students. It can contribute to solve this problem because it clearly identifies an English idiom and its structure particularly for idioms that fall in the class of lexemic idioms such as idiomatic phrasal verbs. The difficulties come from Semitic idioms which have the structure of a sentence that allows syntactic operations. This class includes guises such as proverbs which are not fully accepted as idioms and that might confuse the students.

2.1.4.4 Characteristics of Idioms

 Balla (2013:33) states that an idiom is important sign of a person who learned English from a native speaker, his knowledge of the meaning and corrects use of expressions such as "*make up one's mind, be all ears,* and *with all one's heart".* These are called idioms or idiomatic expressions. They are groups of two or more words which must be learned as a whole because the meaning of the expressions may be different from the meanings of its parts.

Rif'aat (2007*)* He focuses on particular type of idioms, namely, multi word verb idioms or idiomatic verbs. The researcher attempted to show the status of idiomatic expressions in language in general and in Sudanese language syllabuses in particular. His survey of English language departments of some Sudanese universities revealed a complete absence of idioms in syllabuses. So it provides a general description of grammatical properties of idiomatic expressions and gets information helps students to understand idiomatic expressions correctly. He argued that Sudanese students of English language have problems and difficulties with idiomatic expressions that can be internal and external. The internal problems of teaching and learning idiomatic expressions and multi word verbs come from complexity of target language. The external problems result from curricula and pedagogical perspectives that do not pay idioms attention.

Suzzane (1984) States that "*To transfer idioms from mother tongue to acquire language as L2 learners would show evidence of positive transfer with identical idioms in the target language and they would show evidence of negative transfer with similar idioms and that there would be no evidence of either positive or negative transfer with different idioms in both source and target languages.*"

Students have faced some existing obstacles in the process of translating idioms. The most important factors include socio-linguistic elements, cultural aspects, linguistic and stylistic consideration as well as some specific meta-lingual factors. Shojaei (2012:1-3) said that "*It is not easy to understand the idioms and fixed expressions unless we do two things, firstly, how to understand the meaning of idioms and fixed expressions of a specific language. Secondly, how to recreate the some sets of idioms and fixed*

expressions of one language in another language in a way that they might convey exactly the same ideas of the original language." Shojaei used four basic translation strategies to overcome the difficulties as considered by Straksiene (2009:18) "*paraphrasing,* which involves explanatory, **stylistic paraphrase** idiom to idiom translation, which involves using idiom of similar meaning and form, using idiom of similar meaning but dissimilar form, **literal translation;** and finally **omission."**

Idioms cannot be simply translated word for word as the context does not transfer; we need knowledge of the original language to understand it, and knowledge of the target language to find the equivalent.

.2.1.5 Proverbs

Josef (2011:3) According to Webster's dictionary a proverb is a brief popular maxim*." A proverb in simple term is a saying. It expresses useful thought effectively. A saying popularly known and repeated is called a proverb. Sometimes, idioms are termed as phrases with hidden meanings". For example (An apple a day keeps the doctor away*). Eating some fruit daily will help you to remain healthy.

Meider (1985: 119) has defined the proverb as "*a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorizable form and which is handed down from generation to generation".* He also points to some proverbs which refer to the definition of proverbs for example; *"Proverbs are the children of experience," "Proverbs are the wisdom of the streets,"* and *"Proverbs are true words." "Proverbs obviously contain a lot of common sense, experience, wisdom, and truth, and as such they represent ready-*

made traditional strategies in oral speech acts and writings from high literature to the mass media" (ibid: 3-4.) Example (*Beggars must not (can't) be choosers*). Whenever you are not in the position to choose what you want, accept what is given to you. "Half a loaf is better than no bread".

Mollanazar (2001: 53) has defined the proverb as "*a unit of meaning in a specific context through which the speaker and hearer arrives at the same meaning."* For example (*Birds of a feather flock together).* Just as birds of the same kind tend to group together, in the same way people who have the same tastes and habits or who tend to think in the same way, like to mix with each other. Norrick (1985:78) has proposed the following definition for the proverb:"*The proverb is a traditional, conversational, didactic genre with general meaning, a potential free conversational turn, preferably with figurative meaning." For example, (Eat to live and not live to eat).* An army marches on its stomach.

Alshehab(2016:10) defined culture as "*culture refers to the way people act within communities, their language customs, arts, habits and beliefs."* Shunnaq (1994) says*, "no one could deny that language is affected by culture because it is a part of it, and the translators could play abridging role between cultures to achieve mutual understanding. He adds, English and Arabic are not only remote linguistically, and culturally."* The result revealed unaccepted level of students in translating these proverbs. Culture makes a great role among students to use and translate proverbs perfectly. Therefore, translating these two diverse cultures cause many problems. Translators must be aware about culture between source and target languages to overcome some difficulties.

According to these definitions a proverb is a saying repeated expresses feeling. An idiom includes proverb because it has hidden meanings. It is a short sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical and fixed form. Also contains a lot of common sense and experience. Proverbs are encountered by students to translate because involve hidden meanings.

2.1.5.1 Characteristics of Proverbs

According to Seiler (1922:4) as cited in Norrick (1985:46) states *"internal features of proverbs refer to the figurative aspects of proverbs such as metonymy, metaphor and personification, while external features of proverbs refer to rhyme, alliteration and assonance."* Newmark (1998:95) states that*" when translator encounters a text which heavily includes cultural items, it is worth keeping in mind cultures of both source and target languages, and find a proper technique to convey the message of the source text meaning".* This means the translators should act as the facilitators between the two cultures. According to Newmark the culture bound plays great difficulties in translating and understanding proverbs. Also students can translate proverbs literally word for word that make misleading to the receiver. For example the metaphor "*kills two birds with one stone*" ضرب عصفورين بحجر

Also *"the letter is read by its title"* as cited in Oxford Concise Dictionary (2003:35)" *you cannot judge the book by its cover*"المكتوب يقرأ من عنوانه.

Joseph (2011:3) World Famous Proverbs, states that a proverb, according to Webster's Dictionary is "*a brief popular maxim, is a saying expresses useful thought effectively. A saying popularly known and repeated is called a proverb".* Sometimes idioms are termed as phrases with hidden meanings. Proverbs can be said to be sentences with hidden meanings, though not

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always, but possessing a profound meaning always. The book (World Famous Proverbs) aims to bring all the proverbs in common day, today use by people. Complete with meaning and its usage in suitable contexts. For example "*Don't put all your eggs in one basket*". Means don't invest all your efforts or attention in one thing. This book helps learners to translate idioms and proverbs correctly.

Trench (1853: 16-17) states that" *three things go to the constituting of a proverb, i.e. shortness, sense, and salt. These characteristics are elaborated on briefly"*.

1. **Shortness (Brevity)**: According to Trench *"a proverb must have shortness; it must be succinct, utterable in a breath". He points out that "it is, indeed, quite certain that a good proverb will be short-as is compatible with full and forcible conveying of that which it intends. Brevity, "the soul of wit", will be eminently the soul of a proverb's wit. Oftentimes it will consist of two, three, or four, and these sometimes monosyllabic words".* This characteristic is obvious in proverbs such as *extremes meet; forewarned, forearmed* and a thousand more. Furthermore he mentions that: Shortness is only a relative term, and it would perhaps be more accurate to say that a proverb must be *concise*-cut down, that is, to the fewest possible words; condensed, quintessential wisdom but that, if only it fulfill this condition of being as short as possible, it need not be absolutely very short, there are sufficient examples to prove this.

2. **Sense:** Trench states that the sense is sometimes scarified to alliteration.

3. **Salt:** Trench asserts that "*a proverb must have salt, that is, besides its good sense it must in its manner and outward from being pointed and pungent, having a sting in it, a barb which shall not suffer it to drop lightly from the memory"*.

Arora (1984) in her article has investigated the stylistic features of proverbs which are as follow**:**

Alliteration (*Forgive and forget*)

parallelism (*Nothing ventured, nothing gained*)

rhyme (*When the cat is away, the mice will play*)

ellipsis (*Once bitten, twice shy*)

She also proposed some internal features of proverbs which are as follow:

hyperbole (*All is fair in love and war*)

paradox (*For there to be peace there must first be war*)

personification (*Hunger is the best cook*)

Trench and Arora agree that proverbs have three characteristics and seven features.

2.1.5.2 Example of some proverbs: Joseph (2011:3)

"All cats love fish but fear to wet their paws".

When one decides to achieve a certain goal, he has to be prepared to do all it takes to get it without shunning those aspects that he does not fancy.

"As well be hanged for a sheep as for a lamb".

There was a time in Britain, when a man who stole a sheep was punished by being hanged. As the size of the sheep (i.e. whether it was a large sheep or a small lamb) did not affect the nature or extent of the punishment the thief could steal a large animal for the same punishment, thus, this proverb means that one might as well commit a major crime instead of a minor one if the punishment is to be the same.

"Bees that have honey in their mouths have stings in their tails".(ibid)

One should be extremely careful when dealing with people who use sugar-coated words to avoid the venom that will follow.

"The best fish swim near the bottom."

Fish that are expensive and generally high priced are difficult to catch because they do not swim near the surface of the sea.

Thus, things that are worth having can be obtained only by going through hard work and difficulties.

"Better the devil you know, than the devil you don't."

The person you work for may have faults, but you prefer him/her to a new situation. This is because you do not know what the faults of the new person are. Similarly, you prefer to bear with the unpleasantness of the situation you are used to rather than get into a new set up of which you know nothing.

Ali (2013: 9) *"Early to bed, early to rise, makes a man healthy, wealthy and wise"*

A person who wants to be happy and successful in life should always go to bed early and also wake up early. In order to be successful and healthy, one must live sensibly.

"A friend in need is a friend indeed": Joseph (ibid: 83).

A friend who helps you when you are really in need of help is a real friend you know who your real friends are when you are in difficulty, for those who are not sincere will not help you.

2.1.5.3 Proverb Obstacles

Proverb is a type of fixed expressions like idioms; we can translate it as well as idioms. There are some obstacles faced students in translating proverbs such as inability to translate cultural bound expressions properly, giving wrong target language equivalent, irrelevant meaning, wrong paraphrasing and literal translation. Speake (2008) divides proverbs into three categories; the first appears in a form of abstract statement (***absence makes the heart grow fonder***), the second is from everyday experience to express general point such as (***do not cast your pearls before swine)***, the third type includes sayings from specific areas of traditional wisdom and folklore like (***after dinner rest a while, after supper walk a mile).*** When these obstacles solved students understand and translate idioms correctly. Example "***a good deed is never lost***". ازرع الخير و لو في غير موضعه   لن يضيع الخير اينما زرع

2.1.6 Metaphors

Fatima & Shadi (2014) paper state that "*metaphors are figures of speech encompassing imagery or comparisons expressing vivid ideas or feelings*". According to D. A. Cruse (1986:41) *"a metaphor induces the hearer (or reader) to view a thing, a state of affairs, or whatever, as being like something else."* They add this comparison usually expresses ideas more effectively than using words in their literal meanings. The effectiveness of metaphors emanates from the strong relationship they establish between readers and text. Imagery in metaphors stimulates readers' imagination as intended meanings are indirectly expressed. Instead of giving direct access to meaning, metaphors provide avenues that readers' minds should take to unveil meanings hidden in texts".

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Example" your sweet tongue" when rendering becomes "the sweetness of your words" "sweetness" is part of metaphor is kept, but the other part is "tongue" replaced by "words"

According to the definitions above metaphors use comparison, express ideas and the meaning will be indirect. Gibbs (2008) said that "*discerning metaphorical meanings can be difficult."* The challenge becomes greater when translating metaphors from one language into another due to culture and differences between two languages.

2.1.7 Simile

Collins dictionary (1988:743) defines simile as "*simile is an expression which describes a person or thing as being similar to someone or something else".* For example, the sentence *"she runs like a deer"* and *"he's as white as a sheet".* This definition focuses on simile which is one of elements of idioms that compares between two things such as the differences between British and American English.

Ramli (2014) states **"***Simile is one of the elements that can be found in a literary text. It is a common figure of speech found in many languages that represents the semantic structure. It can be challenging for a translator to translate this element since different languages possess different world view and interpretation on the simile".*

According to Kennedy and Gioia (2002) "*simile is a comparison of two things, indicated by some connective, usually like, as, than, or a verb such as resembles and it is usually compares two things that initially seem unlike but are shown to have a significant resemblance".* These two markers, which are 'like' and 'as' are used to identify the similes.

Simile is one of the common figures of speech that found in literary texts and cannot translate literary. Larson (1984:250) states that "*not all similes can be easily understood and it is usually cannot be translated literary*." Consider these definitions simile uses as, like, and other comparisons. Simile is talking about something in a surprising way such as "He is like a lion". "*Lion's share*" They are wasting the lion's share of their income by paying rents of the unnecessarily big house. There are situations don't led translators to understand the real meaning of similes in the source language and these lead to misunderstanding to the target readers, such as "Help yourself." "*Pipe down*" we piped down when we realized he was trying to tell us something important. "*Pull the plug*" I have decided to pull the plug on this project since it is turning out to be a sink hole which is taking in money and not yielding any returns. "*Throw under the bus*" he always looks for someone to blame and throw under the bus for his failings.

2.1.8 Binomials

Joanna & Sauer define binomials as "*Repetition and coordination constitute pervasive phenomena in language and give rise to a host of linguistic structures and choices available to the language user in both speech and writing*". Binomials can be oral or written but there are different characteristics of them.

2.1.9 Phrasal Verbs

Asadu (2015:173-180) defined phrasal verb as *"phrasal verb could be composed of a verb and a preposition, a verb an adverb or a verb with both a preposition and an adverb. Getting to the meaning of finding equivalence to phrasal verb can sometime pose serious problem to translator."*The problem is very complicated because some of the phrasal verbs do not exist

as phrasal verb in target language or translated by different words, or even different parts of speech from the original. According to Longman Dictionary of contemporary English *"phrasal verb is a group of words that is used like a verb and consists of a verb with an adverb or preposition after it."* E.G "*drives off, look out, get on*". (She got into the car and **drove off) (Look out!** There is a car coming) (The bus was full, we couldn't **get on**). Longman Dictionary definition is like that of Asadu; it is not different because they said that phrasal verb is a fixed expression without loss of meaning. American Heritage Dictionary of English language states that *"phrasal verb is an English verb complex consisting of a verb and one or more following particles and acting as a complete syntactic and semantic unit.*" E.G (look up); she looked up the word in dictionary or she looked the word up in dictionary. From these definitions above one can say that phrasal verb is a group of words that is made up of a verb and preposition or an adverb or both to form a new verb with a different meaning. Phrasal verb is a class of idioms we can translate it as well as them. E.G (I ran into =met), (Samia ran away when she was 14 =left home). The present research concentrates on linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic, it is not different from the above because includes translating idioms and proverb is the one item of idiomatic expressions.

We try to find out the reason why learners of English are unable to find the right, appropriate equivalents of English phrasal verbs into Arabic. The results of the analysis show the learners inability to translate phrasal verbs into their exact Arabic equivalents, because of their total ignorance and insufficient exposure to them. Learners tend to rely on the context which is not always helpful as they translate them literally, and this makes their

translation unacceptable. Mc-Millan (2005:2) states that "*phrasal verbs are made up of a verb and a particle. A particle can be an adverb such as (go out, put away), or it can be a preposition such as (deal with). Some phrasal verbs have two particle; both an adverb and a preposition for example (get on with)".* This means that phrasal verbs unlike single and simple verbs in the sense that are a set of words (verb+ adverb/preposition). For example (*put off*), (when he entered the house, he, **put off** the light). (***Broke down***), (Sorry I'm late, the car **broke down**). Phrasal verbs are challenging area in learning and translating English language. Students face different problems trying to use them in their speech and writing as well as in translating them. So students must have knowledge of both languages to help them to understand phrasal verbs and translated perfectly.

2.1.9.1 Characteristic of Phrasal Verbs

There are fundamental similarities and dissimilarities between English and Arabic phrasal verbs. Aldahesh (2008:4-7) said according to Hiltunen (1983:376) investigates "*the treatment of combinations involving a verb and adverbial or prepositional element".*

Phrasal verbs are short, and single units consist of verb+ adverb or both +a preposition such as (**look out, took off**) means take care, means leave the air port. (**Look out!** There is a lion coming), (It was my first flight, I was very nervous as the plane **took off**). Awareness helps students to understand and using idiomatic English phrasal verbs. Turton and Manser (1985:4) define phrasal verbs "*a verb which consists of two or three separate parts. Such as come in, run away, look forward to. The meaning of separate parts tells us little or nothing about the meaning of the whole".* The results that phrasal verbs are short, single and consist of two or three parts cannot translate word for word. An example is "*hit the nail on the head".* Means (guess right*).*

Phrasal verbs is a type of idioms*,* a verb with a particle or preposition contains many phrases made up of a verb and an adverbial particle, for example; *(go back, run away*), or a verb and a preposition for example; (*go through, run into, take after)* etc.

2.2 Review of Related Previous Studies

2.2.1 This part will attempt to review some previous works relevant to the present research.

AL Mubarak (2017:53) the Challenges of Translating Idioms from Arabic into English, A closer look at AL Imam AL Mahadi University, Sudan, PhD, Paper.

This research investigates the problems that face students in translating Arabic into English, but the present study concerned with the linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic. So this research provides some descriptions and explanations of idioms and their definition as Larson (1984) pointed that "*translators who need to make a respectable idiomatic translation would frequently discover that figures of speech a challenge feat. He adds, idioms like "blind as a bat" might sound strange in language, where the correlation between a blind person and a bat never exists as figure of speech.* This research lists the obstacles faced by students while translating idioms from Arabic into English such as an idiom cannot translate word for word and lack of equivalent in target language. The most challenging issues in this research is to translating idioms from the source language into the target language with maximum success in conveying similar connotation, conceptualization, as well as shades of meaning. As the result he found that some significant factors that had been included cultural

aspects, sociolinguistic elements, linguistic and stylistic considerations. *"He said that idioms are fixed expressions and when translation occurs can view as a challenging task among students from Al Imam Al Mahdi University, Sudan, because the meaning of idioms cannot be separated from the implications of their components"*. In addition, idioms cannot get the meaning individually but take them as the whole. He also said that "*it is difficult and hard to match the meaning with its equivalent occurrence".* So all languages have idioms but it is not easy to find equivalent in target language that corresponds to the idioms source language in both form and meaning, because idiom contains a culture-bound aspects that poses a problem for a translator. As a result idioms cannot be translated literally.

Holi Ali (2016:187-201) Translating Idiomatic Expressions from English into Arabic, Difficulties and Strategies, PhD, Rustaq College of Applied Sciences, Oman, Oman Sultanate.

 He said that *"translation is the process of rendering aspects and features of a target text semantically, culturally and pragmatically into another language. Using idiomatic and fixed expressions is not an easy task and cannot be easily achieved. The difference between English and Arabic also could be one of the factors that contributes to the difficulty in translating idiomatic expressions as Arabic is a Semitic language which is quite distant from English which is an Indo-European language and this may hinder effective rendering of meaning".*

In this study Holi provides some definitions of idiomatic expressions from views of scholars as follow:

Dweik & Thalji (2016) state that *"language and culture are inseparable twins and understanding the culture can be the gateway to understanding the language and vice versa".* "Idioms are culture-bound and the majority of them have cultural associations, which make them peculiar and difficult to understand and translate".

Nidda (1964:13) stresses that "*The role of translator is to facilitate the transfer of the message, meaning, and cultural elements from one language into another and create an equivalent response to the receiver".* He adds "*having competence in actively using idiomatic and fixed expressions is not an easy task and cannot be easily achieved".* Holi suggests some ideas to translate idiomatic expressions, first requires knowledge of languages, their culture and strategies that appropriate for rendering and conveying the intended meaning. Secondly idioms are viewed as one class of figurative expression that cannot be understood literally and which functions as a unit semantically. Translator has to render the meaning of an idiom over and above the meaning of the words that constitute it. The ways that help students to translate idiomatic expressions must be aware of culturally-bound and knowledge of two languages. Difficulties faced students is ability to recognize and interpret an idiom correctly on one hand, and looking for the most suitable equivalent in target language. Lack of equivalent in target language can be a source of difficulty. Idioms and cultural-bound expressions contain culture specific items which may be untranslatable in some cases. For example: the idiom "feels blue "cannot be understood by Arabic speakers because the color "blue" is never associated with sadness as in American culture. This study reveals the major difficulty when translating English idioms into Arabic is the use of idiomatic expressions. This research

is a good example for the present study because deals with translating English idiomatic expressions into Arabic.

Elgobshawi (2012:12-50) an Investigation into Difficulties of Understanding and Using English Idioms Facing Sudanese Students Majoring In English Language, PhD, Sudan University of Science and Technology, Khartoum, Sudan.

The researcher has chosen to review the above study as an example, because it deals with idiomatic expressions and their explanations that help the learners to make some comparisons. This research provides some difficulties caused by idiomatic expressions such as complex idioms, phrasal verbs and nominal. Example of complex idioms "makes the best use of (something). Tip up the loose ends". Turn a blind eye on/to (someone)". Phrasal verbs consist of "verb plus particle." Example of nominal form "make up = cosmetics".

The present study is focus on the linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic. This research concerned with difficulties that faced students to understand the idiomatic expressions which is gives a good information for learners to understand and translate idiomatic expressions correctly with excellent meaning and structure form. Ali (2013:59) states that "*an idiom is a group of words with a meaning that is different from the individual words and often difficult to understand from the individual words"*. For example "The teacher told us to **get a move on**" (=hurry; be quick). Another example "I asked her to **keep an eye on**" (=watch; look after). So idioms are important but they can be difficult to use correctly.

This study also provided that "idiomatic expressions are difficult task for students to understand, learn and give the exact meaning". There is no

correspondence in target language. For these reasons you can often learn the meaning of an idiom but then use it incorrectly. For example; "**After her husband died she was down in the dumps".** This idiom means sad and depressed but is completely wrong because the situation is too serious and the idiom is too informal.

Sadeghpour (2012:265-273) To Translate Idioms: Posing Difficulties and Challenges for Translators, Dacoromania Serienoua, Russia.

This study considers the functions of idioms that deal with grammar and lexicology to refer to a sequence of words which is semantically and syntactically restricted, so it is a single unit. For a semantic view point the meaning of individual cannot be summed to produce the meaning of idiomatic expressions as a whole. From syntactic view point the words don't permit the words from the context, e.g. "It's raining cats and dogs".

Sadeghpour said that "*phrasal verbs are idiomatic combinations of a verb and an adverbial particle. English phrasal verbs can be highly idiomatic, their meaning being unpredictable from the sum of their constituent's meanings. (E.g. take in= deceive, lay down = to build, let on = to tell a secret".*

Sadeghpour agrees Elgobshawi for phrasal verbs are idiomatic combinations of a verb and an adverbial particle, the meaning of phrasal verbs cannot understand individually. Sadeghpour suggested "*using bilingual dictionary to help translators for understanding and reveal the sense of phrasal verbs." He adds to pay attention for some idioms can change their meaning depending on context, for example idioms as "at the top of the tree" and put it in sentence; John is at the top of the tree now".*

The reader does not be sure about exact meaning, is it he in a dangerous position, is he hallucinating, or is he hiding? Sadeghpour explains that, one just cannot say now, but put the idiom in a proper context, and the meaning becomes clear; "*Ten years ago John jointed the company, and now he is a*

general manager! Yes he is at the top of the tree" means that he was succeeded to be at the top of one's profession or to be successful".

Oualif (2017:22-31) Translating Idiomatic Expressions from English into Arabic: Difficulties and Strategies, Faculty of Letter and Humanities Ben Msik, Casablanca, Hassan II University, Morocco.

He said that "an idiom is a form of speech or expression that is peculiar to itself. Grammatically cannot be understood from the individual meaning of its elements, and culture plays a great role in term of interpretation. Only by having a solid foundation of the culture of the target language, the translator can catch the implied meaning. It's therefore requires enhancing cross-cultural awareness and needs open minded understanding of culture of the second language from different aspects. Moreover, the difference between the source language and the target language as well as variations in their cultures makes the process of translating a real challenge". The purpose of this paper is to investigate the difficulties that arise when translating English idiomatic expressions into Arabic happened and to rebuild the same sets of idioms of one language in another language in a way that convey same ideas of original language. The present study concentrates on the linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic. Oualif agrees some scholars about difficulties that faced students when translation occurs. Firstly such as idioms cannot translate literally or individually means word for word, example "*It rains cats and dogs*". Secondly cultural-bound, example "*shed crocodile tears*" He added *"a translator to have a good knowledge of both languages and cultures. Translator has to be not only bilingual but also bicultural. People of different languages use completely different expressions to convey a similar meaning".*

Dabaghi, Pishbin & Niknasab (2010:807-814) Proverbs from Viewpoint of Translation, Paper, Isfahan University, Isfahan, Iran.

Linguistic features seems much less problematic such as culture but translated through non-linguistic ones is the most problematic to deal with, including figurative devices such as proverbs. Meider (1985:119) has defined the proverbs as "*a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorizable from which is handed down from generation to generation.*" Mollanazar (2001:53) defined proverb as "*unit of meaning in specific context through which the speaker and hearer arrives at the same meaning".* Meider definition is not different or opposite of Mollanazar because both said that proverb are unit of meaning, the speaker and hearer arrives at the same meaning, but Mollanazar adds proverb is short. The thesis is about proverbs from view point of translation and the present study is about linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic which is not different, idioms include proverbs.

Muhaidat & Neimneh (2014:109-116) Paper in Translation English Metaphors, The Hashemite University, Zarqa, Jordan.

This paper concentrated on to how metaphors can be translated and difficulties that faced students and suggested some recommendations to overcome them. The present study focuses on the linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic. English idiomatic expressions include metaphors and how to deal with. Muhaidat & Neimneh said that "*Metaphors are figures of speech encompassing imagery or comparisons expressing vivid ideas or feelings."* According to D. A.Cruse (1986:41) *"a metaphor induces*

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the hearer (or reader) to view a thing, a state of affairs, or whatever, as being like something else."

Consider the two definitions above; linguistic features, cultural differences, and images in languages make various challenges and difficulties in translating English metaphors.

Fadace (2011:174-181) Paper in Translation Techniques of Figures of Speech, Mashhad, Iran.

This study dealt with translation techniques of figures of speech and their challenges that faced students. He said that according to Rezai (2004:1) "*A figure of speech is a way of saying one thing and meaning another. For example, when Tennyson says that the eagle "clasps the crag with crooked hands" he means that the eagle's claw are annular, bent, and bony-looking-reminding him of mangled human hands.*"

Richards (1965:105) says "*the two most common figures of speech are metaphor, simile, and personification, but there are many other less common ones".* This study focuses on metaphor and simile. "A simile compares one thing to another using like or as, and metaphor compares one thing to another without using like or as." The Collins English Dictionary (2006) defines figure of speech as "*an expression such as a simile, in which word do not have their literal meaning, but are categorized as multi-word expressions that act in the text as units".*

All those definitions agree about figures of speech are simile and metaphor which cannot translate them literally and consider as one unit. The difficulties that faced students are how to make differences between ordinary expressions and metaphors to avoid ambiguity in meaning.

Ramli (2014: 2-92) the Translation of Simile in the Hunger Games Novel, Translation Strategies, Paper, Faculty of Management Muamalah, International Islamic College, University Selangor

This study concentrated on the similes and strategies used by translators in translating elements in the text. The present research focuses on the linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic. The present research gets benefits from the previous one because includes simile which is item of the research. Simile is one of the common figures of speech that found in literary texts. According to Pierini (2007:25) "*similes fulfill an aesthetic function and are usually creative, and it's a way of talking about something in a surprising way. It cannot be translated literary since it may cause misinterpretation in other languages*." Larson (1984:20) states that "*not all similes can be easily understood and it is usually cannot be translated literary."*

Consider the above definitions; simile is one element that can be found in a literary text. It can be challenging for a translator to translate this element since different languages possess different world views and interpretation on the simile. Similes cannot be easily understood and translated literary. simile is a comparison of two things, indicated by some connections usually like, as, than or a verb such as resembles and it is usually compares two things that initially seem unlike but are shown to have a significance resemblance. Kennedy and Gioia (2002). Said that "*Translating simile is not an easy task, because the difficulty in target language".* For example (As brave as a lion*), (*do like that).

Renton (1992:3) metaphorically Speaking, A Dictionary of 3,800 pictures Idiomatic Expressions, United States of America, New York, Warner Books, A Time Warner Company, 1271 Avenue of Americas.

The researcher speaks about metaphors, their types and how to use with negative expressions. Metaphor is a kind of idioms includes hidden meaning that it's difficult to understand. Acynic defined a metaphor as "*a simile with the words of comparison left out*". So the book helps the persons for whom English is a second language, to assist writers and public speakers to become more articulate. Shakespeare in his poet (all the world as stages) he meant that the world becomes as human stages of his age from infant until old. This gives evidence that metaphor has hidden meanings and sometimes used personification to understand it. Metaphor from religion sources such as (an eye for an eye). And (a tooth for a tooth). We can use metaphor in daily life to reflect images. Aristotle said that "*the sole aim of the metaphor is to call up a visual image*". This research investigates the linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic, and metaphor is one types of idioms cannot understand the meanings literary. For example (I'm under two shadows of sun). At the end metaphor sometimes animal can play the role of human being, or thing.

Al-Shawi & Sepore (2012:139-147) PhD Paper, Strategies for Translating Idioms from Arabic into English and Vice Versa, College of Arts, AL-Mustaseirya University, Irag, Baghdad, Amarabac, Journal of American Arabic Academy for Sciences and Technology, Volume 3, Number 6.

The research focuses on translating idioms from Arabic into English and vice versa. Al-Shawi & Sepora said that "*An idiom is a form of speech or an expression that is peculiar to itself. Grammatically, it cannot be understood from the individual meanings of its elements. Culture plays an important role in the course of the idiom interpretation. They add culture can help in many cases to recognize the meaning of idiom"*. This study reveals the difficulties that faced Sudanese university students in translating English idiomatic expressions into Arabic, Using knowledge with awareness in source language and target language may overcome the factors and solve these causes. The researcher has chosen to review the above paper as an example to deal with idioms. It gives attention to the difficulties caused by idiomatic expressions and provides some descriptions and explanations of idioms.

The research deals in depth with some idiomatic expressions as follows:
1. An idiom cannot be understood simply from the meaning of its individual words that pose a serious problem for the translator e.g. *(When cat is away the mice will play)*
2. Culture plays an important role in course of the idiom interpretation, e. g. *(the negotiation between the two parties is not making good progress, and they don't see eye to eye on many issues)* means don't agree.

3. Idiomatic expressions can't translate literally or word for word. E. g. (*the two enemy neighbors agree to forget the past and turn over a new leaf*), means exchange a new leaf or open a new page.

4. The difference between the source language and the target language, e. g. "*It rains cats and dogs*", which means (it rains heavily like water skin bags).

Meryem (2010:11) Proverbs of Idioms in Translation, MA in English, Faculty of Letters and Languages, Mentouri University-Constantine, Algeria.

The aim of a study is to examine the type of difficulties that faced students in translating idioms and tries to suggest solutions to avoid these difficulties. As cited in Carter (1987:65) defined idioms as *"special combinations with restricted forms and meanings of the words which make them up. Accordingly, an idiom is learned and used as a single unit. It should not be analyzed into its constituents; it is unchangeable and always carries a figurative meaning".* E.g. (kick the bucket) this cannot be change, means someone who dies. This definition reflects the fixed of idiomatic expressions and the meaning of constituents not be separated into parts. Jarvie (1993:148) defined "*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, if you say to a native speaker visiting a place for the first time, (how did you find Stratfort?) You will response; great I love it, or I did not like it at all. But if you ask a non-native speaker the same question, the response may be, (how did I find Stratford?). The train took me there. Here (find) is used idiomatically."* This example shows that native speakers can easily understand idioms; but non-native speakers find a lot of problems in recognizing and using them. Carter agrees Jarvie in his definition that idioms can understand and translating as a

single unit. Foreign learners find difficulties in translating idiomatic expressions, because culture plays a great role; e. g. (spill the beans) means reveal a secret. The above study is like the present, so focuses on translating idioms and their problems.

Khalil (2015:2) Overcoming Difficulties in Translation Idioms from English into Arabic, PhD Paper, College of Arts, AL-Mustansiriya University, Published by Guset User.

The study aims to overcome difficulties in translation idioms from English into Arabic, to find reasons and difficulties that faced students in translating idiomatic expressions. The study suggested three strategies to overcome these difficulties, such as literal translation, literary, and omission. Richards and Schmidt (2002:246) defined idiom as "*an expression which functions as a single unit and whose meaning can't be worked out from its separate parts"*. For example (to have a bee in one's bonnet) means one idea or thing. The present study is about the linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic. The above study is a suitable example for it because includes translating idiomatic expressions. As the result Richards and Schmidt definition focuses on an idiom as a single unit to know the meaning as whole, not word for word to be understood correctly. The difficulties faced students are cultural-bound and the different between two languages. For example "*never look a gift horse in the mouth*" means never refuse good fortune when it is there in front you. Another example for culture is *"Adam's ale is the best brew"* means water is the king of food without any reflection or makes a man sick. Khalil said that the real danger comes from translating an idiom literally, since the result will usually be non-sense in the receptor language. Therefore the words of an idiom are not to be translated in isolation. He adds when

expressions and functions correspond in both languages and when functions correspond but expressions differ slightly, the translator can understand the proverb and easily finds the equivalent in the culture he is translating to. Also when functions correspond but expressions differ completely, we try to find suitable corresponding expressions but in case of absolute absence of such expressions, we translate the meaning. When both functions and expressions differ or there are no equivalents in two languages, we try to explain the proverbs and then give their meanings.

Al-Azzam (2018:56) Culture as a Problem in Translation of Jordanian Proverbs into English, International Journal of Applied Linguistics & English Literature, E- ISSN: 2200-3452, Faculty of Arts, -The Hashemite University, Jordan.

The study aims to identify the cultural problems, encountered in translation of Jordanian proverbs into English. The significance of the study focuses on the social, colloquial, and folkloric use of proverbs. The findings of the study are many obstacles such as cultural bounds of Jordon, colloquialism of proverbs and social problems. He said, as states by Meider (2004:4) the proverb is "*a short, generally known sentence or folk which contain wisdom, truth, morals, and traditional views in a morphological and memorizable form and which handed down from generation to generation.*"

Muntean (1969:37) considered "*proverbs as deriving from different genres of folk literature, such as stories, jokes, songs, nursery rhymes, fairy tales and anecdotes which contain certain set phrases and expressions.*"Muntean agrees Meider that proverbs are fixed expressions and have culture-bound to understand as whole meaning such as "*do not count your chickens before they are hatched*"

Many proverbs have direct equivalents in different languages. For example the English expression "out of sight, out of mind" has a similar proverb in Arabic " بعيد عن العين بعيدعن القلب". So sometimes we have difficulty in understanding the proverbs because include idiomatic expressions which the meanings cannot get from the meaning of its individual words. For instance the source language and target language have a great impact on translating fixed expressions. The present study is about the linguistic problems encountered by Sudanese university students in translating English idiomatic expressions into Arabic, which related to the above research that focuses on proverbs and idioms. There are many problems and difficulties encountered when translation occurs. Yowelly and Lataiwish (2000:107) state that "*the bigger difficulty is cultural gap between source and target languages. Translation from Arabic into English and vice-versa helps to understand the differences better. Cultural problems include geographical, religious, historical and linguistic. To know the language first must know the culture traditions and customs of the speakers of that language"*. So translation of proverb is not an easy task: it requires enough knowledge in both languages and cultures. For example القرد في عين امه غزال (the monkey is like gazelle in his mother's eye) regardless of how looks or behaves.

Summary of the Chapter

The researcher has reviewed in this chapter some relevant literature related to English idiomatic expressions which is the subject of the current study. The first half of this chapter attempted to provide theoretical framework of the research. It dealt with the definition of language, translation, idioms, proverbs, metaphors, simile and binomials. The definition of idioms does not provide a suffusion nature of idiomatic expressions due to the structure of sentences and semantic. Most definitions consider idioms are phrases that

have a fixed structure and a non-literal meaning. This anomalous nature of idioms is the cause of many difficulties and problems that encountered students when deal with English idiomatic expressions. They cannot treat English idiomatic expressions as well as other types of fixed expressions. The meaning of translating English idiomatic expressions is not directly related to the meaning of the words that constitute it. The researcher has reviewed in this chapter categories of idioms namely; proverbs, metaphors, simile, and binomials. These statements represent different fields i.e. social, sports, scientific, media, educational, economic, political, and business. The researcher has reviewed in this chapter the characteristics of proverbs, metaphor, and similes that offer their evidence working with idioms because they are types of idioms. The researcher has reviewed the different characteristics of idioms in terms of source language and target language. The second part attempted to survey some of the literature related to present research. It reviewed some previous works, references, researches and recent studies that dealt with idioms. Most of this research is about theory of idioms and their place in language.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

Methodology

3.0 Overview

This chapter aims to describe the general methodology of the study and the steps taken in conducting the research tools. The study was conducted in some Sudanese universities to investigate the linguistic problems encountered by MA students who are studying translation in translating English idiomatic expressions into Arabic. It will deal with four types of idioms namely, proverbs, metaphors, similes and binomials. This study was conducted in two tools; the first tool is the questionnaire which was given to some Sudanese experts teachers in the field of translation to elicit more information. It consists of three parts according to the hypothesis and objectives of the study. The second tool is the MA students test in English idiomatic expressions which was given to students.

The data of the research were obtained from the responses of a test set for university students majoring English language in some Sudanese universities.

3.1 Methods

The researcher adopted descriptive analytical as well as qualitative and quantitative methods. The quantitative data were analyzed through the Statistical Packages for the Social Sciences (SPSS). The Descriptive Statistics were calculated to examine variability of the scores of the respondents as seen in the statistics of the results.

3.2 Procedure

The researcher followed the following steps for the implementation of theresearch tool:

a. Three faculties were chosen where English language is majoring , College of Languages at Sudan University of Science and Technology, Faculty of Arts at Al-Imam Al Mahadi, Faculty of Arts at University of Khartoum.

b. Copies of questionnaire were distributed by hand to teachers, their respondents were given more confidence and would only be used for the present study.

3. 3 Population of the First Tool (Questionnaire)

The population of this study is two groups one is teachers. The researcher used the simple random sampling to select the sample from the population of the study. The following table and figure show the number of distributed questionnaire, the number of received questionnaire with full-required information and   percentages.

3.4 The Sample of the First Tool (Questionnaire)

The study sample respondents differ according to the following characteristics:

- The respondents according to Sex (Male, Female).
- The respondents according to Academic qualifications (MED, DIP, Master, PhD).
- Respondents according to Faculty (Art, Education, Languages).

The following is a detailed description for study sample individuals according to the above characteristics:

Table No (3-1) The Frequency Distribution for the Respondent's Answers according to the sex

SEX	Frequency	Percentage
Male	40	57.1
Female	30	42.9
Total	70	100%

Figure (3.1)
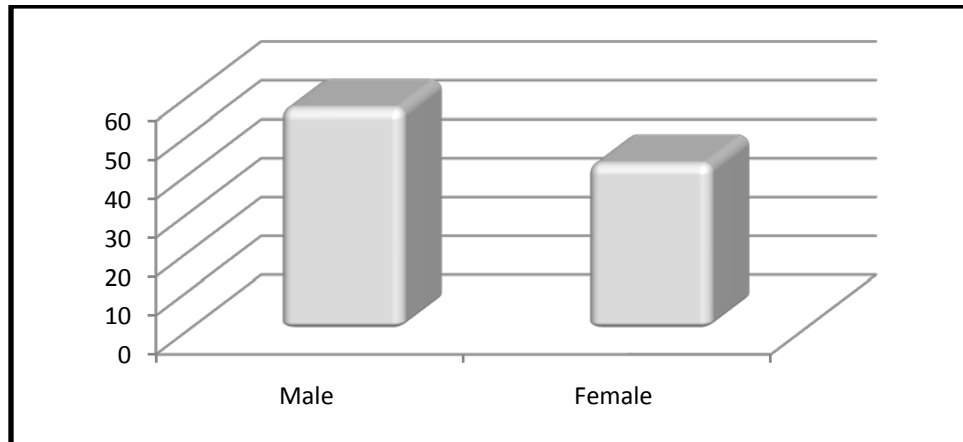
From the above table (3.1) and figure (3.1)   there are 57.1% of the respondents are males, and 42.9% females. That indicated to the number of male teachers.

Table No (3.2) The Frequency Distribution for the Respondent's Answers according to the Qualification

Qualification	Frequency	Percentage
MED	10	14.3
Post graduate diploma	16	22.8
MA	+30	42.9
PhD	14	20
TOTAL	70	100%

Figure (3.2)
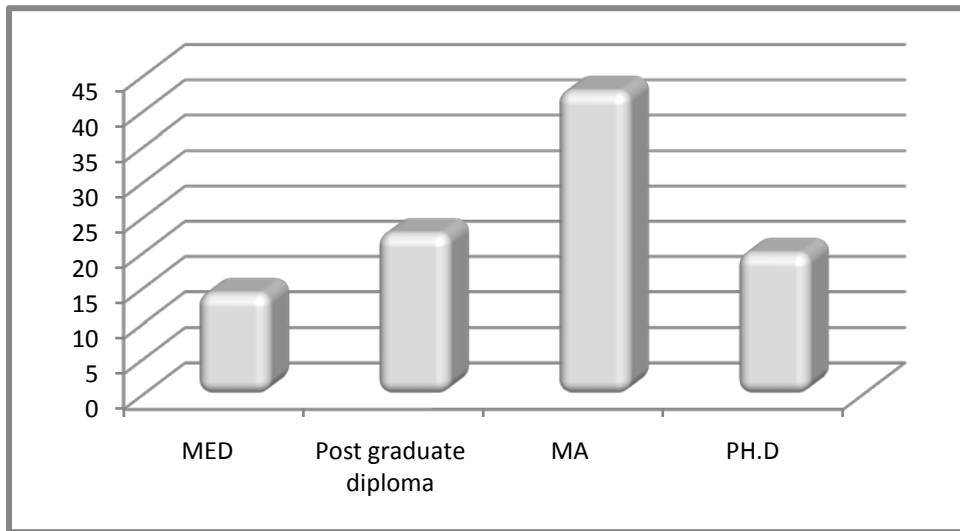
From the above table (3.2) and figure (3.2) it's clear that there are 14.3% of the respondents have MED as qualification and 22.8% have **Post graduate diploma** as qualification, and 42.9% have **MA** as qualification   , and 20 % have **PhD** as qualification. This indicated to the number of MA degrees.

Table No (3.3) The Frequency Distribution for the Respondent's Answers according to the faculty

FACULITY	Frequency	Percentage
Arts	20	28.5
Education	35	50
Languages	15	21.5
Total	70	100%

Figure (3.3)
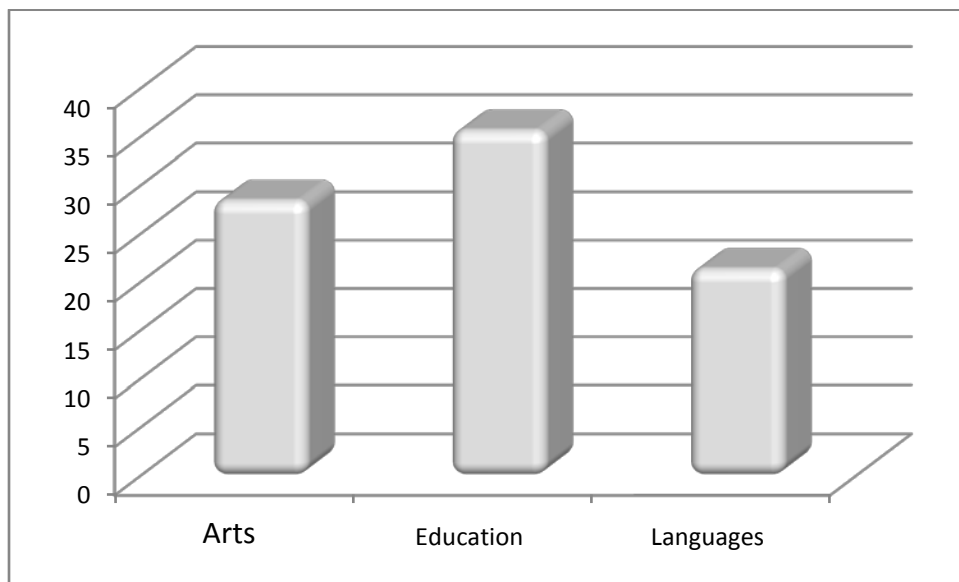
From the above table (3.3) and figure (3.3) it's clear that there are 28.5% of the respondents taught at faculty of **Arts**, and 50% of the respondents taught at faculty of **Education**, and 21.5% of the respondents taught at faculty of **Languages**. Indicated to the number of teachers were more at Faculty of Education.

Table (3.4): Distribution sample of the students

Type of faculty	University	Frequency	Percentage
Arts	Al-Imam Alhadi	50	33.3%
Languages	Sudan University of Science & Technology	40	26.7%
Arts	University of Khartoum	60	40%
Total		150	100%

The above table (3.4) shows the population of the students sample consisted of 150 translations at some Sudanese universities distributed in three Sudanese universities. The subjects were MA students who majoring in English language. Most of them have studied the target language as a compulsory subject when they are in the high secondary school. The number of students was more at Faculty of Arts, University of Khartoum.

3.5 Instrumentation

The researcher designed the following two instruments for conducting his study:

a. A questionnaire for expert teachers.

b. A test on idioms for MA translation students majoring in English language in some Sudanese universities.

3.6 Idioms Test

A diagnostic test was given to translation students who rendering English idioms into Arabic. The researcher developed for this purpose, 20-item test on English idioms. Each statement contains an idiomatic expressions based on O'Dell and Mc-McCarthy's 2010 categorization of idioms namely; proverbs, metaphors, similes and binomids. These statements represent different fields for example; social, sports, scientific, media, educational, economic, political and business.

3.7 Reliability and Validity of the Questionnaire:

3.7.1 Statistical Reliability

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$Validity = \sqrt{\mathrm{Re}\,liability}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to respondents

to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics
Table (3.5)

	Cronbach's Alpha	**N of Items**	**Validity**
Questionnaire	0.81	24	90%
The test	0.89	2	94%

Validity of questionnaire = $\sqrt{\text{Reliability}} = \sqrt{0.81}$ = 90%

Validity of test = $\sqrt{\text{Reliability}} = \sqrt{0.89}$ = 94%

3.8 Face Validity

The tools used for data collection, namely a questionnaire for teachers and a diagnostic test for students, were reviewed by six academic staff who have long experience in the area of translation or rather teaching of translation. The staff who reviewed the two tools as follows:

1. Dr. Abbas Mukhtar Mohamed Badawi, Sudan University of Science &Technology, College of Languages.

2. Dr. Hillary Marino Pitia, Sudan University of Science &Technology, College of Languages.

3. Dr. Ibrahim Ahmed Ibrahim, Karary University, College of Languages.

4. Dr. Alsadig Osman Mohmed, Sudan University of Science & Technology, Faculty of Education.

5. Dr. Muntasir Hassan Mubarak, Sudan University of Science &Technology, Faculty of Education.

6. Dr. Sabir Mirghani, Sudan University of Science &Technology, Faculty of Education.

Summary of the Chapter

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detail description of all the stepts and procedures followed in each tool, including populatiom, sample, validitiy and reliability of each tool. This study was conducted in some Sudanese universities to investigate the linguistic problems encountered by MA students who are studying translation, in translating English idiomatic expressions into Arabic. It will deal with four types of idioms namely, proverbs, metaphors, similes and binomials. This study was conducted into two tools; the first is questionnaire which was given to Sudanese expert teachers in the field of translation to elicit more information. It consists of three parts according to the hypothesis and objectives of the study. The second tool is the test in English idiomatic expressions which was given to students. The data of the research were obtained from the responses of a test set for university students who are majoring English language in some Sudanese universities. The researcher adopted descriptive analytical as well as qualitative and quantitative methods. The chapter also described the steps taken to judge and ensure the validity and reliability of the research tools in addition to that discription of the procedure followed for conducting the research. To sum up the researcher has given the questinnaire and the MA students test to academic staff of English to give their judgement, opinions and recommendations about these instuments with regard to their suitability, relevance and clarity.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

Data Analysis, Results, and Discussion

4.0 Overview

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to (70) respondents who represent the teacher's community in some Sudanese universities and diagnostic test on idioms which was given to (150) students. The data were processed by computer using the Statistical Package for Social Science (SPSS) program. The chapter consists of two sections. The first section provides analysis of the data of teachers' questionnaire whereas the second section shows analyzes of data obtained from the idioms diagnostic test.

4.1 Teachers' Questionnaire

This will attempt to analyze and discuss the statistical results obtained from teachers' questionnaire. The data were gained from the responses of a total sample of (70) teachers at some Sudanese universities. The questionnaire was intended to assess the expert teachers' views on the subject matter of idioms: their relevance to language syllabi at Sudanese universities, the students' abilities of processing English idioms and how best idioms could be taught.

4.1.1The Responses to the Questionnaire

The responses to the questionnaire of the (70) teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.1.2 Analysis of the Questionnaire:

The researcher   distributed the questionnaire on determined study sample (70), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

4.1.3 Statistical Reliability

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is

the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to 30 respondents to calculate the reliability coefficient using the Alpha- Cranbach coefficient; the

Statement (1) Incapability of translating English idioms correctly is due to the lack of pragmatic competence.

Table (4.1)
The Frequency Distribution for the Respondent's Answers of Statement (1)

Valid	Frequency	Percentage
Strongly agree	18	25.7
Agree	40	57.2
Uncertain	5	7.1
Disagree	2	2.9
Strongly disagree	5	7.1
Total	70	100

Figure (4.1)

The Frequency Distribution for the Respondent's Answers of Statement (1)
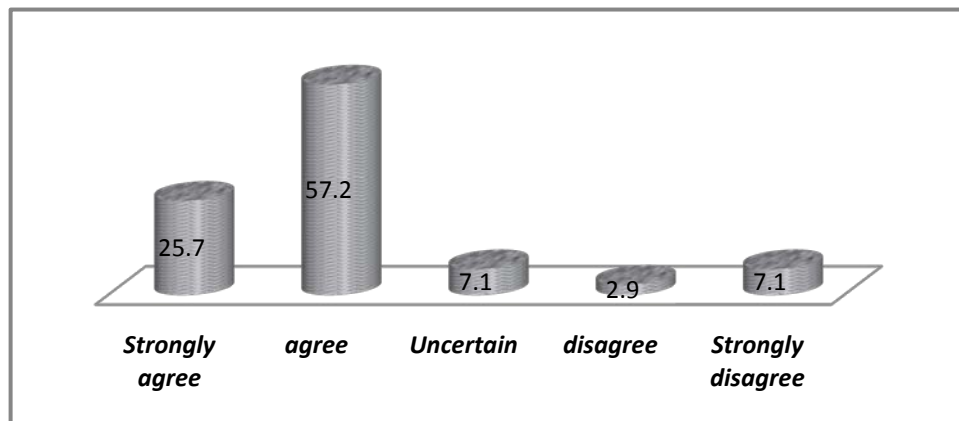
As noticed from the respondent's answers of the statement (1) table (4.1) show that (58) participants agree with percentage (82.9%) this indicated to the experience of teachers in teaching students for a long time. There are (7) participants disagree with percentage (10%) this due to ability of students. Also there are (2) participants are neuter with percentage (7.1%) this indicated to the lack of knowledge in both languages.

Statement (2) One of the problems that translator faces in translating idioms is the lack of equivalence on the idiom level.

Table (4.2)

The Frequency Distribution for the Respondent's Answers of Question (2)

Valid	Frequency	Percentage
Strongly agree	40	57.1
Agree	25	35.7
Uncertain	0	0
Disagree	2	2.9
Strongly disagree	3	4.3
Total	70	100

Figure (4.2)

The Frequency Distribution for the Respondent's Answers of Question (2)

Table (4.2) above shows that (65) participants agree with percentage (92.8%) this indicated idioms lack of equivalence. in target language. There are (5) participants disagree with percentage (7.2%) and there are no uncertain because those have no abilities to find the equivalence in target language.

Statement (3) the most challenging issues in translating idioms from source into target language focus on conveying similar connotation.

Table (4.3)

The Frequency Distribution for the Respondent's Answers of Question (3)

Valid	Frequency	Percentage
Strongly agree	35	50
agree	30	42.9
Uncertain	0	0
disagree	2	2.9
Strongly disagree	3	4.2
Total	70	100

Figure (4.3)

The Frequency Distribution for the Respondent's Answers of Question (3)
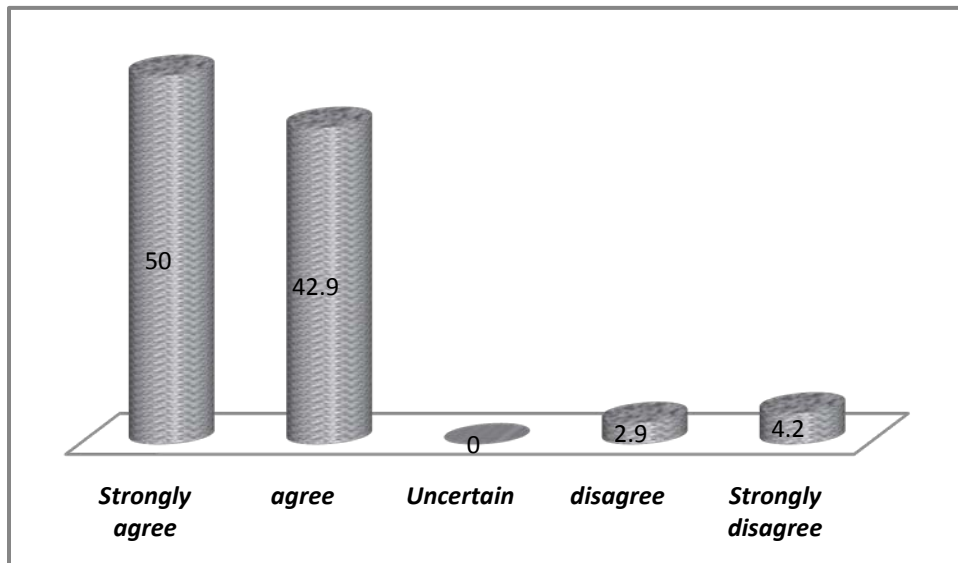
Table (4.3) there are (92.9%) participants agree that "The most challenging issues in translating idioms from SL into TL focus on conveying similar connotation, conceptualization, as well as shading of meaning". There are (7.1%) participants disagree with that and no one neuter. This indicated to how students get the real meaning of idioms into target language.

Statement (4) the existence of idioms that have similar form but different meaning in two languages is a source of difficulty in translation.

Table (4.4)
The Frequency Distribution for the Respondent's Answers of Question (4)

Valid	Frequency	Percentage
Strongly agree	28	40
agree	27	38.6
Uncertain	5	7.1
disagree	3	4.3
Strongly disagree	7	10
Total	70	100

Figure (4.4)
The Frequency Distribution for the Respondent's Answers of Question (4)
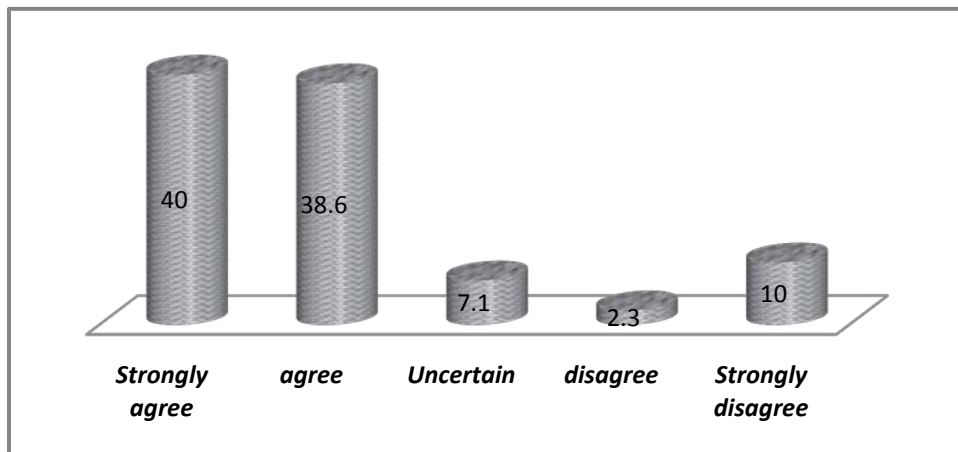
As seen from the table (4.4) above there is (78.6%) participants agree that "the existence of idioms that have similar form but different meaning in two languages is a source of difficulty in translation. Also (14.2%) participants disagree. There is (7.2%) participants uncertain. This indicated that similarity and meaning are not giving obstacles for them. Students avoided these obstacles by more practice and training on idioms subject.

Statement (5) some student translators fail to identify the precise meanings intended by the use of proverbial expressions

Table (4.5)

The Frequency Distribution for the Respondent's Answers of Question (5)

Valid	Frequency	Percentage
Strongly agree	35	50.0
agree	20	28.6
Uncertain	5	7.1
disagree	7	10
Strongly disagree	3	4.3
Total	70	100

Figure (4.5)
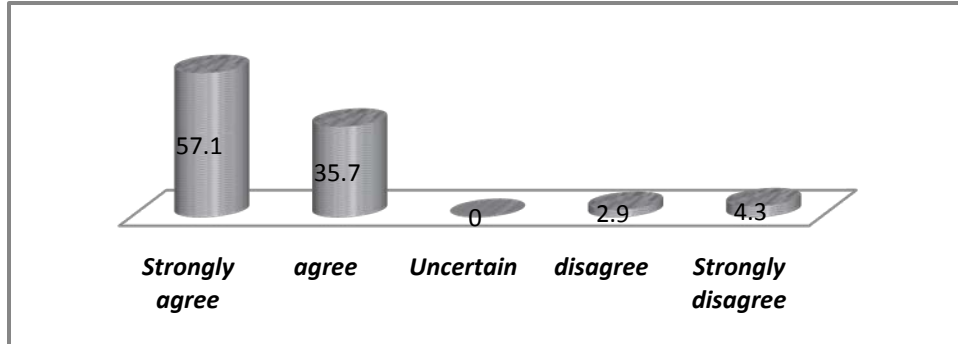**The Frequency Distribution for the Respondent's Answers of Question (5)**
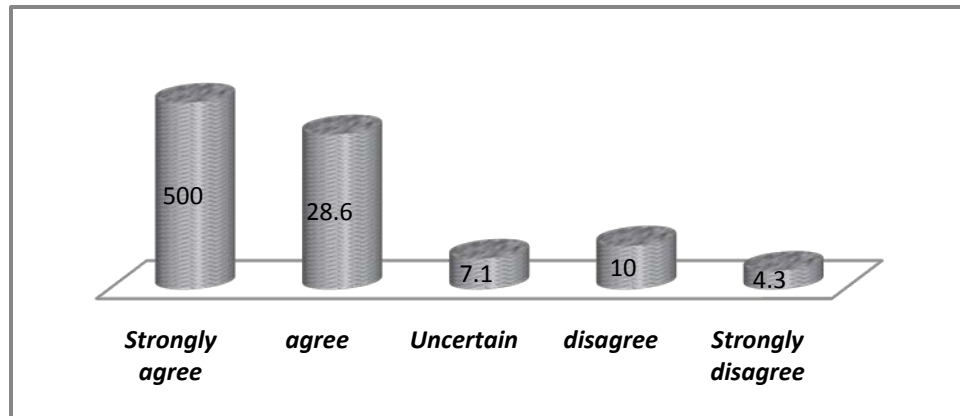
Table (4.5) above shows that (55) participants with percentage (78.6%) agree that some students of translation fail to identify the precise meanings intended by the use of proverbial expressions. There are (10) participants with percentage (14.3%) don't know how to translate proverbs correctly, because proverbs as idioms termed as phrases with hidden meanings, and (5) participants with percentage (7.1%) uncertain about that. According to Webster's dictionary "A proverb is like idiom it has hidden meaning that cannot understand easy".

Statement (6) translating Idioms correctly if they taught them in their

curricula complete absence of idioms in syllabuses.

Table (4.6)

The Frequency Distribution for the Respondent's Answers of question (6)

Valid	Frequency	Percentage
Strongly agree	40	57.1%
agree	25	35.7%
Uncertain	0	0%
disagree	3	4.3%
Strongly disagree	2	2.9%
Total	70	100

Figure (4.6)

The Frequency Distribution for the Respondent's Answers of Question (6)
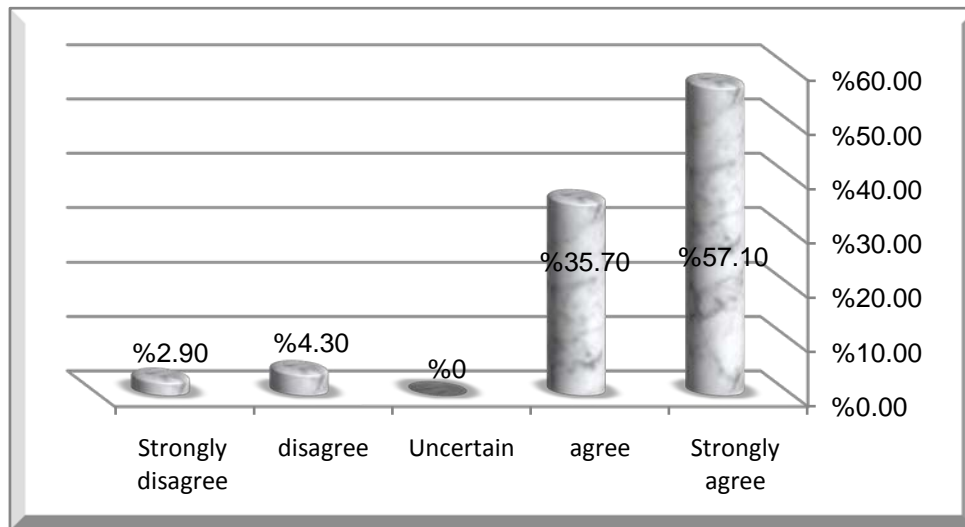
Table (4.6) and figure (4.6) show that (65) respondents with (92.8%) agree

that translating idioms correctly if they taught them in school or university.

Whereas (5) respondents with (7.2%) don't agree and (0.0%) respondents

uncertain. This indicated to abilities of students when translation happens.

Statement (7) difficulty of translating idioms is due to the lack of historical events.

Table (4.7)

The Frequency Distribution for the Respondent's Answers of Question (7)

Valid	Frequency	Percentage
Strongly agree	28	40%
agree	27	38.6%
Uncertain	5	7%
disagree	3	4.3%
Strongly disagree	7	10%
Total	70	100

Figure (4.7)

The Frequency Distribution for the Respondent's Answers of Question (7)
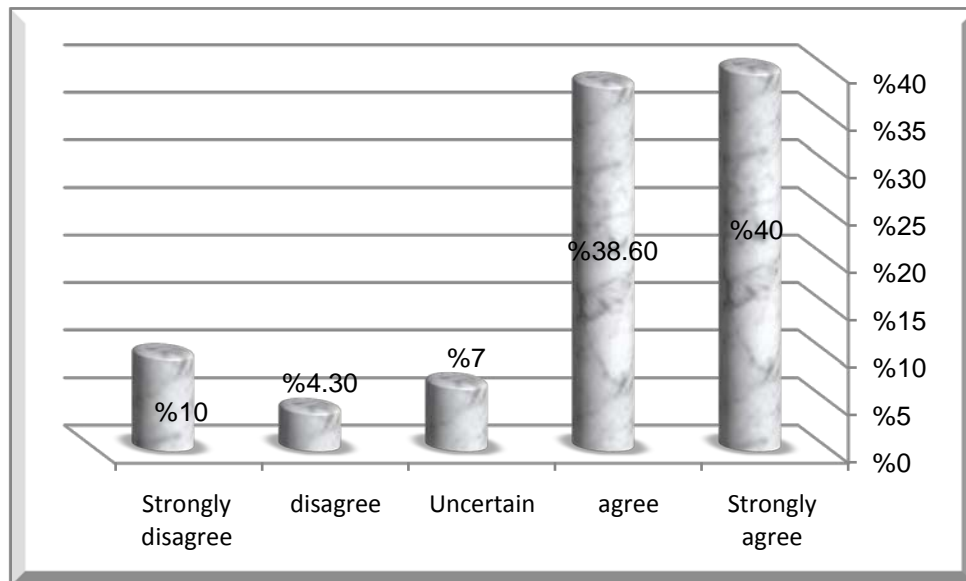
Table (4.7) and figure (4.7) show that (78.6%) respondents agree about the difficulty of translating idioms is due to the lack of historical events. There are (14.3%) respondents disagree and (7.1%) participants uncertain. This reveals students background about using idioms in community.

Statement (8) legends faced students when translating idioms from one language into another.

Table (4.8)

The Frequency Distribution for the Respond's Answers of Question (8)

Valid	Frequency	Percentage
Strongly agree	35	50%
agree	30	42.8%
Uncertain	0	0%
disagree	2	2.9%
Strongly disagree	3	4.3%
Total	70	100

Figure (4.8)

The Frequency Distribution for the Respond's Answers of Question (8)
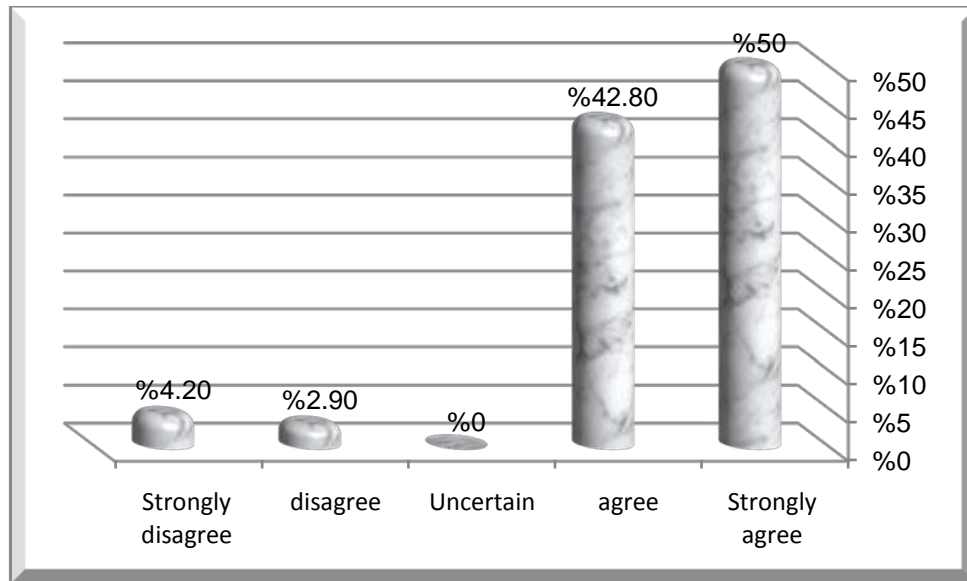
Table (4.8) and figure (4.8) show that (92.8%) respondents agree legends faced students when translating idioms from one language into another. There are (7.2%) participants disagree and (0.0%) participants uncertain. This indicated to obstacle of culture-bound on translating idioms when involve with legends.

Statement (9) the difference between English and Arabic in terms of their origin is one of the factors that contribute to the difficulty in translating one language into another.

Table (4.9)

The Frequency Distribution for the Respondent's Answers of Question (9)

Valid	Frequency	Percentage
Strongly agree	32	45.7
agree	27	38.6
Uncertain	7	10
disagree	3	4.3
Strongly disagree	1	1.4
Total	70	100

Figure (4.9)

The Frequency Distribution for Respondent's Answers of Question (9)
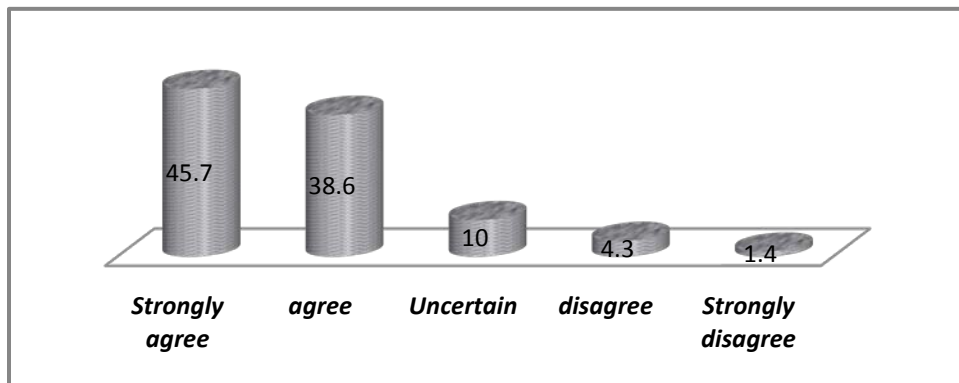
Table (4.9) shows (84.3%) participants consider that the difference between English and Arabic in terms of their origin is one of the factors that contribute to the difficulty in translating one language into another, whereas (5.7%) participants don't agree and (10%) participants uncertain. So students face difficulties between two languages because English and Arabic do not belong linguistically to the same family. So translating from English into Arabic becomes a daunting task for Sudanese MA translators.

Statement (10) Idioms and culturally- bound expressions contain culture specific items which untranslatable in some cases.

Table (4.10)

The Frequency Distribution for the Respondent's Answers of Question (10)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	0	0
disagree	3	4.3
Strongly disagree	2	2.9
Total	70	100

Figure (4.10)

**The Frequency Distribution for the Respondent's Answers of Question (10)**
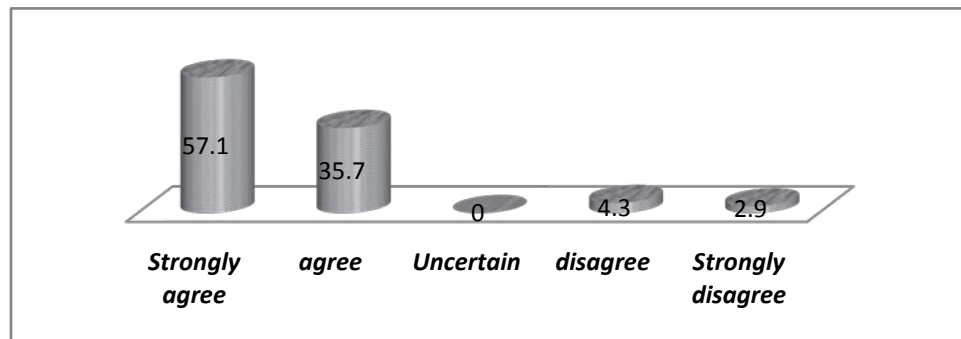
As shown by table (4.10) above (65) of respondents agree that "Idioms and culturally- bound expressions contain culture specific items which untranslatable in some cases." This number eventually constitutes the highest percentage of (92.8%). This view does not, however, receive similar approval from (7.2%) of other respondents. The view that culture constitutes a difficulty in translating idioms in the target language is also confirmed by the students' responses to the idiom test particularly the question on translation. Also this sometimes due to the impact of culture differences on students' interpretation of idiomatic expressions.

Statement (11) the ability to identify idioms is of vital importance, since their meanings should never be understood literary.

Table (4.11)

The Frequency Distribution for the Respondent's Answers of Question (11)

Valid	Frequency	Percentage
Strongly agree	20	28.6
agree	40	57.2
Uncertain	0	0
disagree	5	7.1
Strongly disagree	5	7.1
Total	**70**	**100**

Figure (4.11)

The Frequency Distribution for the Respondent's Answers of Question (11)

As seen from the table (4.11) above that (85.8%) of the respondents agree that their ability to identify idioms is vital importance because their meanings are not understood literary. Difficulties related to English idioms arise from their semantic irregularities, for example (the words making up idioms are not to be taken literally). There are (14.2%) respondents do not agree that and (0.0%) participants uncertain to show their abilities about difficulty of idioms in translation.

Statement (12) the difference of languages in the social cultures is a cause of difficulty when translation occurs from one language into another.

Table (4.12)

The Frequency Distribution for the Respondent's Answers of Question (12)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	2	2.9
disagree	3	4.3
Strongly disagree	0	0
Total	**70**	**100**

Figure (4.12)

The Frequency Distribution for the Respondent's Answers of Question (12)
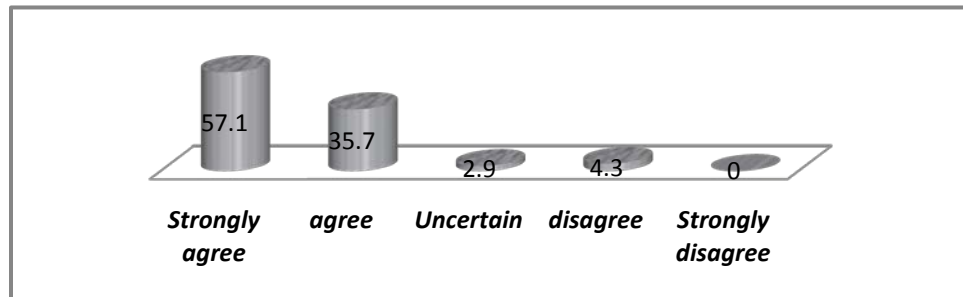
As shown by table (4.12) above (92.8%) of respondents agree that students realize the difference of languages in social cultures caused difficulties, whereas (4.3%) respondents disagree and (2.9%) uncertain. These contradict views, with regard to the given statement; raise the question about the opportunity students really have to translate the source language into the target language and vice versa. This indicated to our environment provider in social community to give such opportunity. Surveying some Sudanese universities language syllabi they do not introduce idioms in a separate course, but idioms appear in another language courses. Therefore, English idioms should be including in curriculum texts.

Statement (13) Translating cultural texts are not an easy task.

Table (4.13)

The Frequency Distribution for the Respondent's Answers of Question (13)

Valid	Frequency	Percentage
Strongly agree	50	71.4
Agree	15	21.5
Uncertain	1	1.4
Disagree	4	5.7
Strongly disagree	0	0
Total	70	100

Figure (4.13)

The Frequency Distribution for the Respondent's Answers of Question (13)
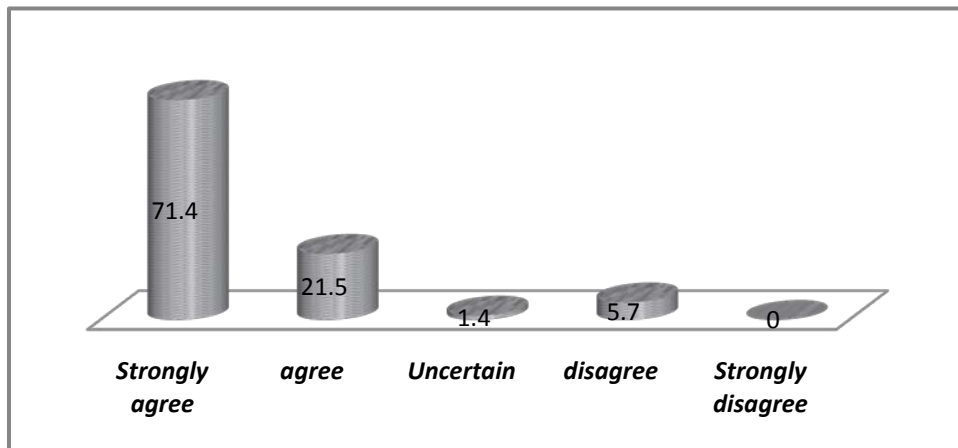
Table (4.13) above demonstrates that (92.9%) respondents agree whereas (5.7%) respondents disagree and (1.4%) uncertain. Because culture makes difficulty in translating idioms in target language due to the impact of cultural differences on students 'interpretation of idiomatic expressions. The view that culture constitutes a difficulty in translating idioms in target language, and also confirmed by the students' responses to the idioms test particularly the question on translation.

Statement (14) Idioms are not being part of language syllabi because they often represent aspects of informality of speech such as phrasal verbs.

Table (4.14)

The Frequency Distribution for the Respondent's Answers of Question (14)

Valid	Frequency	Percentage
Strongly agree	35	50%
agree	20	28.6%
Uncertain	5	7.1%
disagree	7	10%
Strongly disagree	3	4.3%
Total	70	100

Figure (4.14)

The Frequency Distribution for the Respondent's Answers of Question (14)
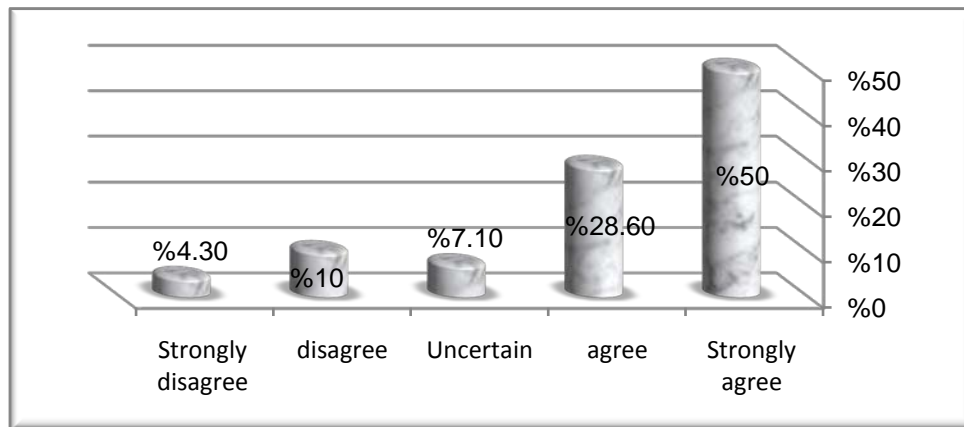
Table (4.14) and figure (4.14) show that (78.6%) respondents agree idioms are not being part of language syllabi because they often represent aspects of informality of speech such as phrasal verbs. There are (14.3%) respondent's disagree and (7.1%) participants uncertain. This indicated to opinion of students either idioms include phrasal verbs or informal spoken language rather than written formal language.

Statement (15) students are to develop their own study skills when dealing with idioms in translating one language into another.
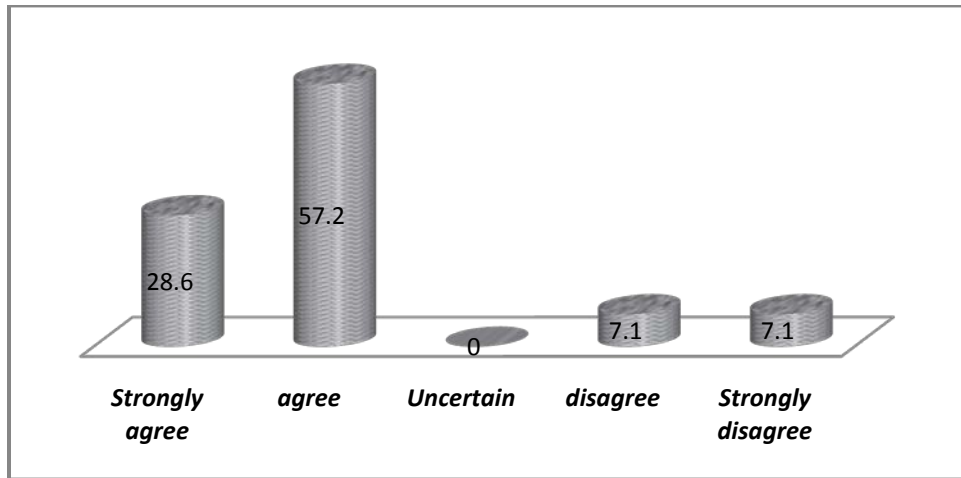
Table (4.15)

The Frequency Distribution for the Respondent's Answers of Question (15)

Valid	Frequency	Percentage
Strongly agree	50	71.4%
agree	15	21.5%
Uncertain	0	0%
disagree	4	5.7%
Strongly disagree	1	1.4%
Total	70	100

Figure (4.15)

The Frequency Distribution for the Respondent's Answers of Question (15)
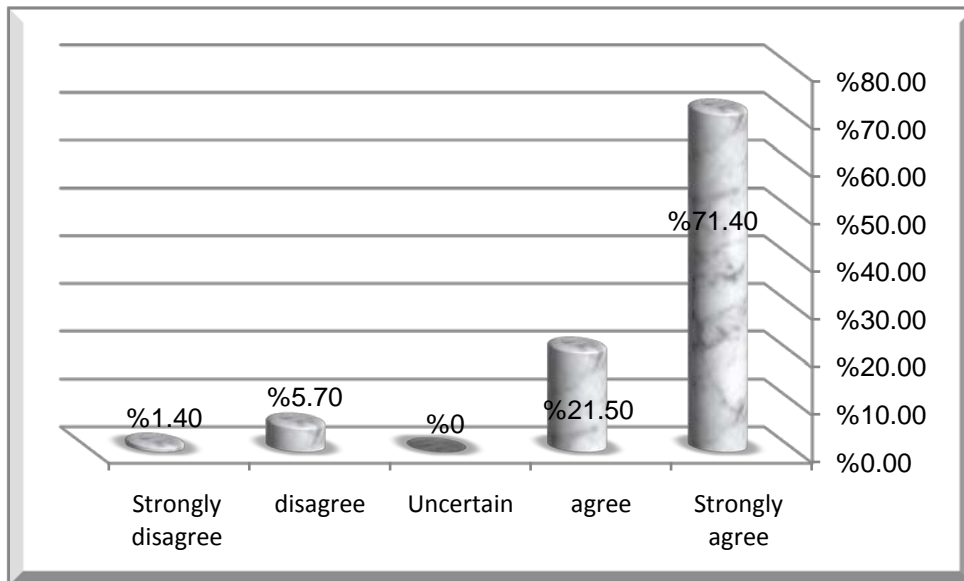
As seen from the table (4.15) and figure (4.15) show (92.9%) respondents agree that students develop their own skills when dealing with translating idioms. There are (7.1%) disagree but (0.0%) uncertain. This reveals that students translate idioms correctly when they are known before and vice versa.

**Statement (16)** provide English idioms expressions materials in Sudanese universities help students to translate them correctly

Table (4.16)

The Frequency Distribution for the Respondent's Answers of Question (16)

Valid	Frequency	Percentage
Strongly agree	40	57.1%
agree	25	35.7%
Uncertain	2	2.9%
disagree	3	4.3%
Strongly disagree	0	0%
Total	70	100

Figure (4.16)

The Frequency Distribution for Respondent's Answers of Question (16)
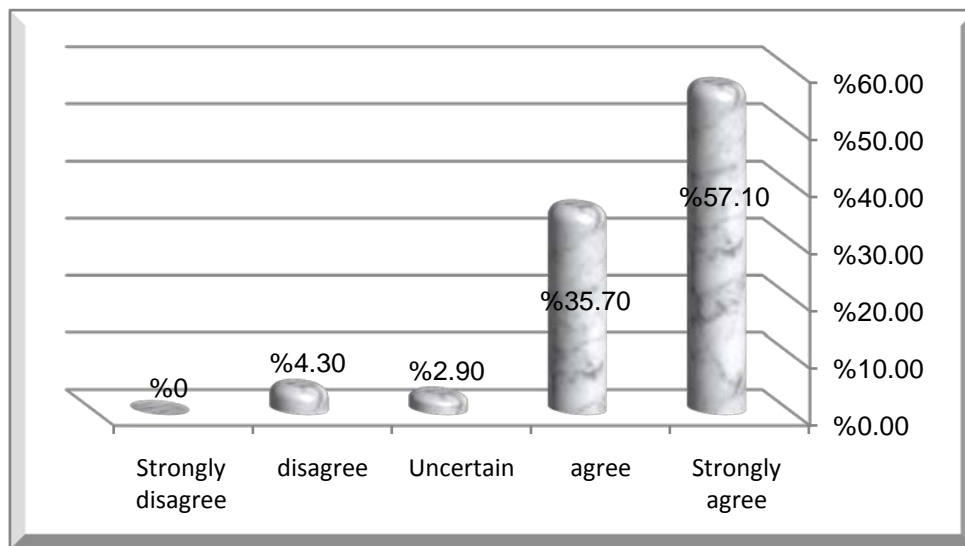
Table (4.16) clearly shows (92.8%) participants agree about provide English idioms expressions materials in Sudanese universities help students to translate them correctly. There are (4.3%) participants disagree and (2.9%) participants uncertain. This indicated to importance of idioms materials in institutions to give more sufficient.

Statement (17) MA Students in Sudanese universities translating idioms with similar meaning and form (total equivalence).

Table (4.17)

The Frequency Distribution for the Respondent's Answers of Question (17)

Valid	Frequency	Percentage
Strongly agree	30	42.9
agree	29	41.4
Uncertain	3	4.3
disagree	4	5.7
Strongly disagree	4	5.7
Total	**70**	**100**

Figure (4.17)

The Frequency Distribution for the Respondent's Answers of Question (17)
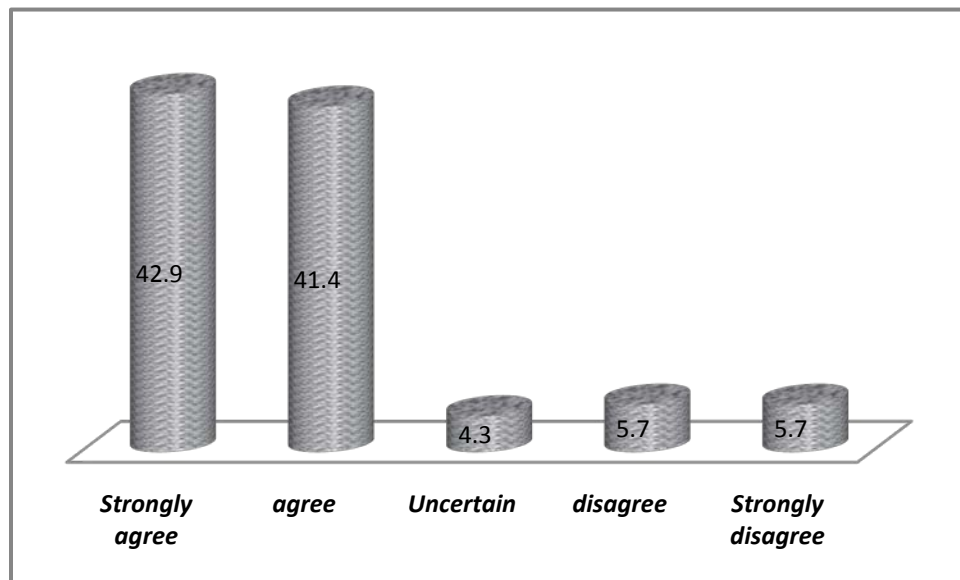
As seen from the table (4.17) above that (84.3%) of respondents agree that MA students in Sudanese universities translating idioms with similar meaning and form (total equivalence) whereas (11.4%) disagree and (4.3%) uncertain. This indicated for students do not translate English outside their educational institution. So the meaning of their translation is distortion.

Statement (18) MA Sudanese university translation students utilize idioms with similar meaning but different form (partial equivalence).

Table (4.18)

The Frequency Distribution for the Respondent's Answers of Question (18)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	2	2.9
disagree	3	4.3
Strongly disagree	0	0
Total	70	100

Figure (4.18)

**The Frequency Distribution for the Respondent's Answers of Question (18)**
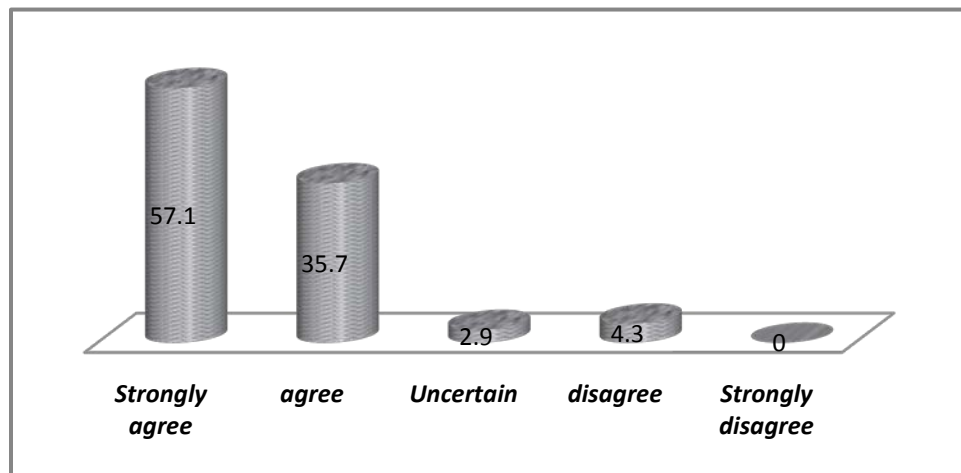
Table (4.18) above clearly shows that (92.8%) respondents agree that utilize idioms with similar meaning but different form, whereas (4.3%) respondents disagree and (2.9%) uncertain. Because similarity caused difficulty to students' ability to translate idioms, they do not know the exact meaning from other fixed expressions such as phrasal verbs. We can notice that on idioms test which was given to MA students of translation. Students get the similarity due to the negligence of idioms syllabi at Sudanese universities.

Statement (19) Idioms are not translated individually so as to express the whole intended meaning.

Table (4.19)

The Frequency Distribution for the Respondent's Answers of Question (19)

Valid	Frequency	Percentage
Strongly agree	20	28.6
agree	29	41.4
Uncertain	10	14.3
disagree	10	14.3
Strongly disagree	1	1.4
Total	70	100

Figure (4.19)

The Frequency Distribution for the Respondent's Answers of Question (19)
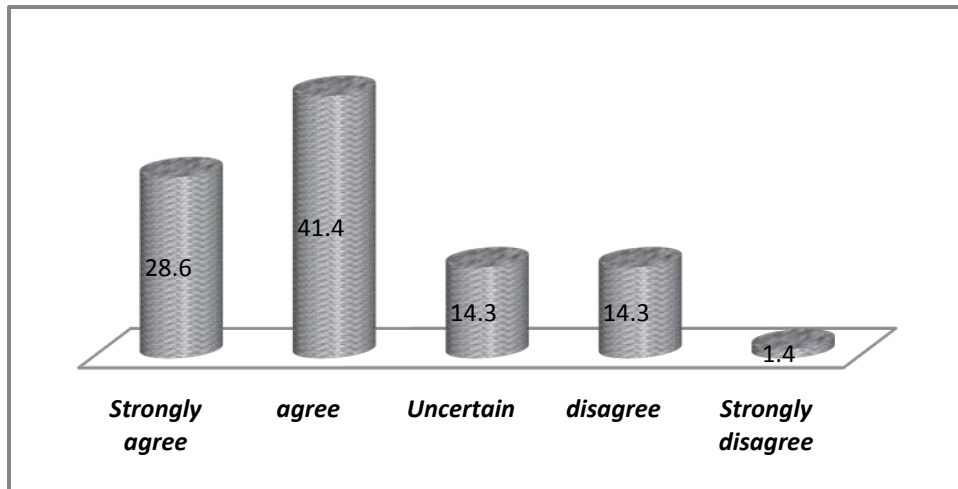
Table (4.19) above shows that 70.0%) respondents agree with get the meaning of idioms as whole whereas (15.7%) disagree and (14.3%) uncertain. Idioms are difficult to understand because they cannot always be explained in terms of their constituent parts. Difficulties related to idioms arise from their semantic irregularities for example the words making up; idioms are not to be taken literally.

Statement (20) MA translation students translating idioms word for word.

Table (4.20)

The Frequency Distribution for the Respondent's Answers of Question (20)

Valid	Frequency	Percentage
Strongly agree	21	30.0
agree	39	55.7
Uncertain	4	5.7
disagree	2	2.9
Strongly disagree	4	5.7
Total	70	100

Figure (4.20)

The Frequency Distribution for the Respondent's Answers of Question (20)
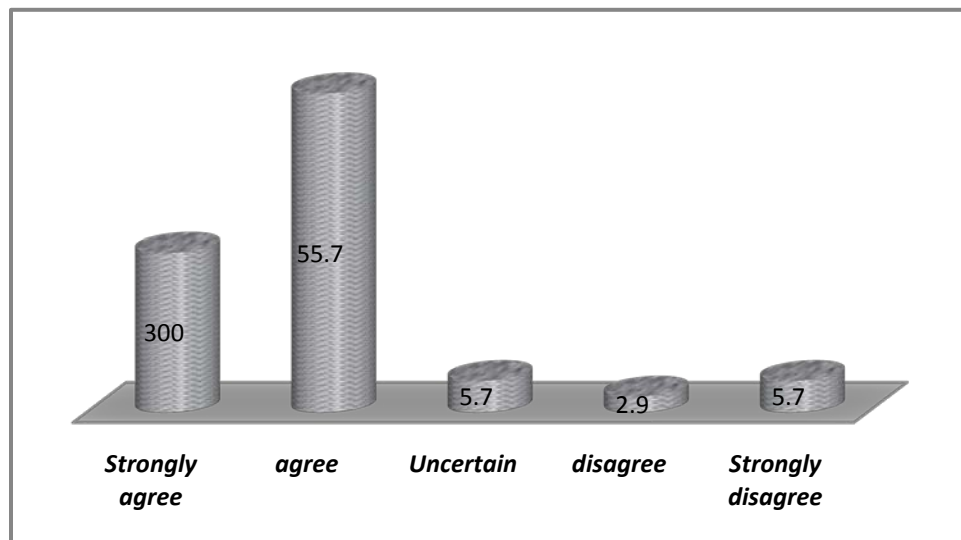
As shown by table (4.20) above (85.7%) respondents agree that students translate idioms word for word because built their responses on the fact that students have little opportunity to translate English idioms. There are (8.6%) disagree and (5.7%) uncertain. This indicated to some students they do not find themselves involves in real English idioms to translate perfectly.

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Statement (21) Idioms are translated with real meaning.

Table (4.21)

The Frequency Distribution for the Respondent's Answers of Question (21)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	0	0
disagree	3	4.3
Strongly disagree	2	2.9
Total	70	100

Figure (4.21)

**The Frequency Distribution for the Respondent's Answers of Question (21)**
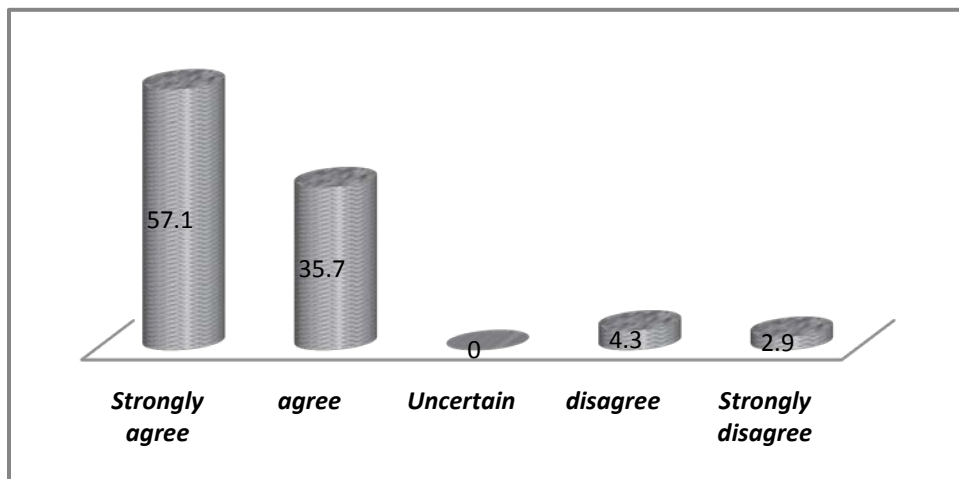
Table (4.21) above shows (92.8%) respondents agree with that idioms are translated with real meaning, whereas (7.2%) respondents disagree and (0.0%) uncertain, because students should develop their own study skills when dealing with English idioms especially translating from one language into another. Also the meaning of translating English idiomatic expressions is not directly related to the meaning of the words that constitute it.

Statement (22) Students are translating idioms from source language into target language focus on conceptualization.

Table (4.22)

The Frequency Distribution Respondent's for the Answers of Question (22)

Valid	Frequency	Percentage
Strongly agree	20	28.6%
agree	40	57.2%
Uncertain	0	0%
disagree	5	7.1%
Strongly disagree	5	7.1%
Total	70	100

Figure (4.22)

The Frequency Distribution Respondent's for the Answers of Question (22)
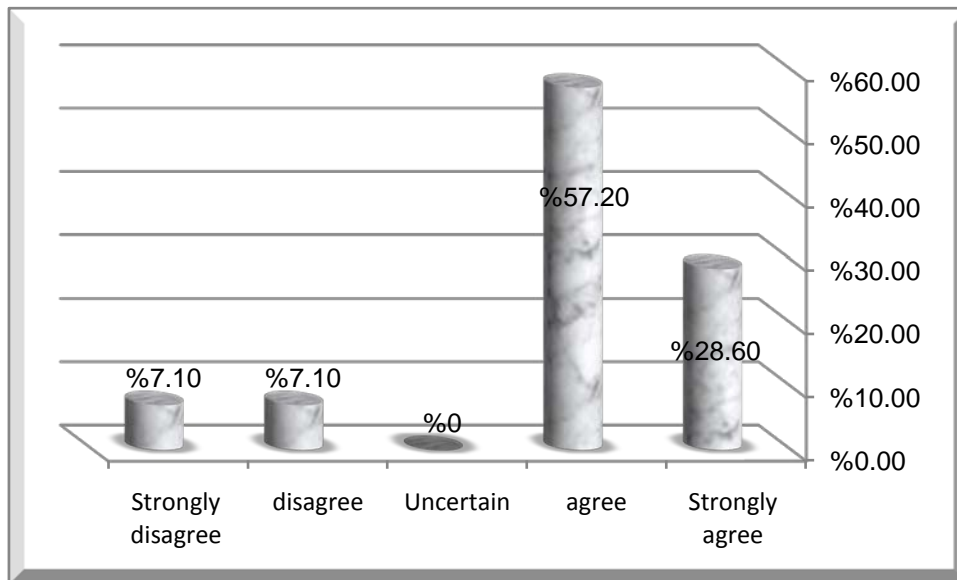
Table (4.22) shows that (85.8%) respondents agree students translating idioms from source language into target language focus on conceptualization. On the other hand (14.2%) respondents disagree, and (0.0%) uncertain. This reveals about students abilities to translate idioms perfectly

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Statement (23) MA translation students translating idioms metaphorically.

Table (4.23)

The Frequency Distribution Respondent's for the Answers of Question (23)

Valid	Frequency	Percentage
Strongly agree	40	57.1%
agree	25	35.7%
Uncertain	2	2.9%
disagree	3	4.3%
Strongly disagree	0	0%
Total	70	100

Figure (4.23)

The Frequency Distribution Respondent's for the Answers of Question (23)
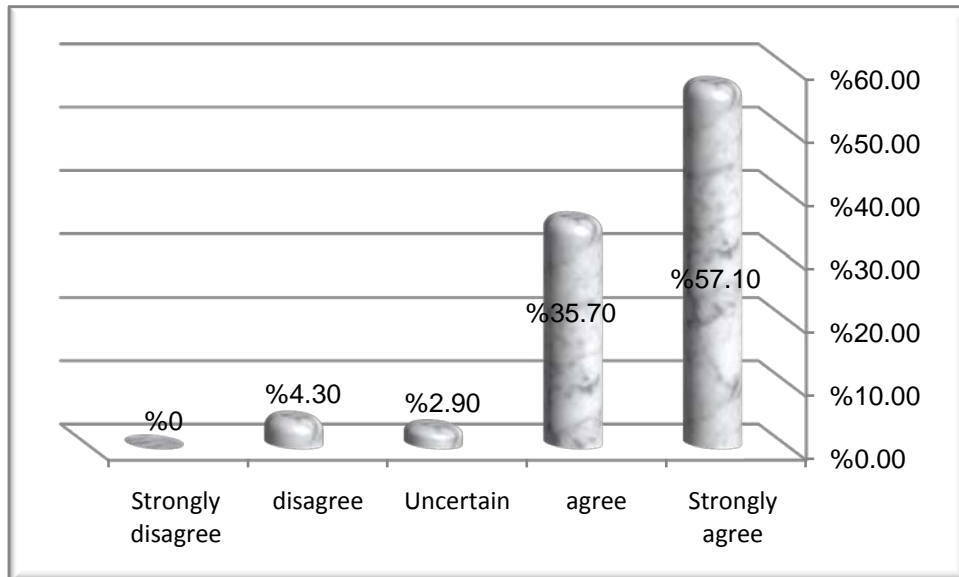
As shown from the table (4.23) that (92.8%) participants agree students translating idioms metaphorically. There are (4.3%) participants disagree and (2.9%) uncertain. This indicated that students have high abilities to translate idioms.

Statement (24) MA translation students depend on their mother tongue when dealing with idioms in translating one language into another

Table (4.24)

The Frequency Distribution Respondent's for the Answers of Question (24)

Valid	Frequency	Percentage
Strongly agree	21	30.0%
agree	39	55.7%
Uncertain	4	5.7%
disagree	2	2.9%
Strongly disagree	4	5.7%
Total	70	100

Figure (4.24)

The Frequency Distribution Respondent's for the Answers of Question (24)
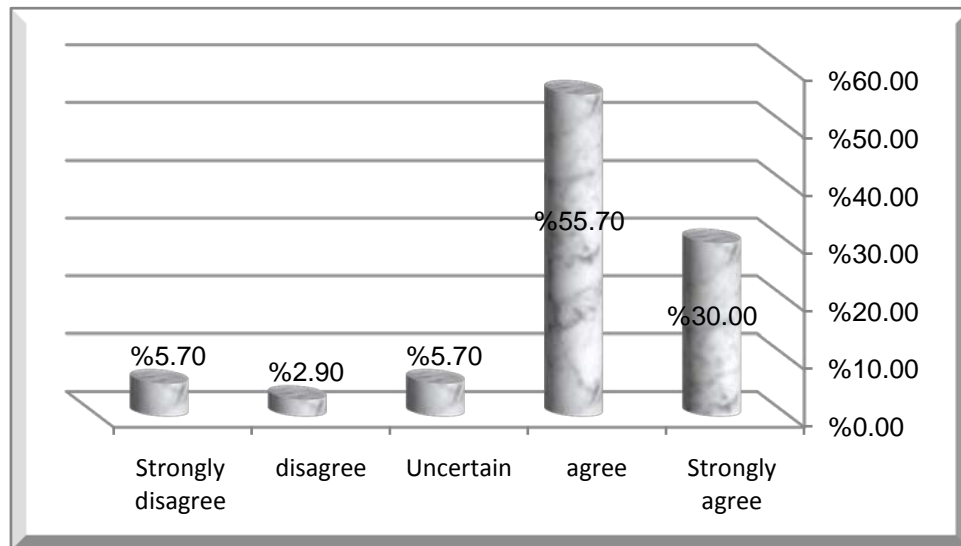
As seen from the table (4.24) the highest percentage of participants (85.7%) agree MA translation students depend on their mother tongue when dealing with idioms in translating one language into another. There are (8.6%) participants disagree and (5.7%) uncertain. This indicated to ability of students unable to translate idioms correctly unless use their mother tongue.

Table (4.25) Chi-Square Test, Results for Respondents' Answers of the Questions of the Hypothesis One: There are some problems encountered by MA translation students in translating English idiomatic expressions into Arabic.

No.	Statement	mean	SD	Chi square	p-value
1	Incapability of translating English idioms correctly is due to the lack of competence.	4.6	0.3	20	0.000
2	One of the problems that translator faces in translating idioms is the lack of equivalence on the idiom level.	3.4	0.7	27	0.000
3	The most challenging issues in translating idioms from SL into TL focus on conveying similar connotation.	4.5	0.2	23	0.000
4	The existence of idioms that have similar form but different meaning in two languages is a source of difficulty in translation.	3.9	5.6	26	0.000
5	Some students of translation fail to identify the precise meanings intended by the use of proverbial expressions.	3.5	1.5	32	0.00
6	Translate Idioms correctly if they taught them in their curricula complete absence of idioms in syllabuses.	2.5	0.6	28	0.00
7	Difficulty of translating idioms is due to the lack of historical events.	3.9	5.6	26	0.00
8	Legends faced students when translating idioms from one language into another.	4.5	0.2	23	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (1) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Incapability of translating English idioms correctly is due to the lack of competence.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (2) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**One of the problems that translator faces in translating idioms is the lack of equivalence on the idiom level.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**The most challenging issues in translating idioms from SL into TL focus on conveying similar connotation.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (4) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level

(5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**The existence of idioms that have similar form but different meaning in two languages is a source of difficulty in translation.**

\The calculated value of chi-square for the significance of the differences for the respondents' answers in question (5) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " **Some students of translation fail to identify the precise meanings intended by the use of proverbial expressions".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (6) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Translate idioms correctly if they taught them in their curricula complete absence of idioms in syllabuses."**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (7) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which

support the respondent who agreed with the statement "**Difficulty of translating idioms is due to the lack of historical events".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (8) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Legends faced students when translating idioms from one language into another".**

Table (4.26): Chi-Square Test, Results for Respondents' Answers of the Questions of the Hypothesis Two: There are linguistic and cultural factors that expected to cause such problems.

No.	Statement	mean	SD	Chi square	p-value
9	The difference between English and Arabic in terms of their origin is one of the factors that contribute to the difficulty in translating one language into another.	3.2	2	25	0.000
10	Idioms and culturally- bound expressions contain culture specific items which untranslatable in some cases.	2.5	0.6	28	0.00
11	The ability to identify idioms is of vital importance, since their meanings is not understood literary.	4.6	0.8	27.7	0.00
12	The difference of languages in the social cultures is a cause of difficulty when	2.4	0.9	25.7	0.001
13	Translating cultural texts is not an easy task.	4.5	1.4	17	0.00
14	Idioms are not being part of language syllabi because they often represent aspects of informality of speech such as phrasal verbs.	3.5	1.5	32	0.00
15	Students are to develop their own study skills when dealing with idioms in translating one language into another.	4.5	1.4	17	0.00
16	Provide English idioms expressions materials in Sudanese universities help students to translate them correctly.	2.8	0.8	20	0.001

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (9) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level

(5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**The difference between English and Arabic in terms of their origin is one of the factors that contribute to the difficulty in translating one language into another.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (10) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Idioms and culturally- bound expressions contain culture specific items which untranslatable in some cases.**

 The calculated value of chi-square for the significance of the differences for the respondents' answers in question (11) was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**The ability to identify idioms is of vital importance, since their meanings is not understood literary.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (12) was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of

the respondents, which support the respondent who agreed with the statement "**The difference of languages in the social cultures is a cause of difficulty when translation occurs from one language into another.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (13) was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Translating cultural texts is not an easy task.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (14) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Idioms are not be part of language syllabi because they often represent aspects of informality of speech such as phrasal verbs".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (15) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Students are to**

develop their own study skills when dealing with idioms in translating one language into another."

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (16) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Provide English idioms expressions materials in Sudanese universities help students to translate them correctly."**

Table (4.27): Chi-Square Test, Results for Respondents' Answers of the Questions of the Hypothesis Three: Some recommendations could be suggested to deal with these linguistic problems that are encountered by MA Sudanese university students in translating English idiomatic expressions into Arabic.

No.	Statement	mean	SD	Chi square	p-value
17	MA Sudanese university students translating idioms with similar meaning and form (total equivalence).	2.7	2.6	15	0.00
18	MA Sudanese university translation students utilize idioms with similar meaning but different form (partial equivalence).	2.8	.80	20	0.001
19	Idioms are not translated individually so as to express the whole intended meaning.	2.5	.70	21	0.008
20	MA translation students translating idioms word for word.	3.5	2.7	21	0.00

21	Idioms are translated with real meaning.	2.4	4.2	33	0.00
22	Students are translating idioms from source into target language focus on conceptualization.	4.6	0.8	27.7	0.00
23	MA translation students translating idioms metaphorically.	2.8	0.8	20	0.001
24	MA translation students depend on their mother tongue when dealing with idioms in translating one language into another.	3.5	2.7	21	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (17) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**MA Sudanese university students translating idioms with similar meaning and form (total equivalence).**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (18) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**MA Sudanese university translation students utilize idioms with similar meaning but different form (partial equivalence).**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (19) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Idioms are not translated individually so as to express the whole intended meaning".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (20) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**MA translation students translating idioms word for word.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (21) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Idioms are translated with real meaning".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (22) was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of

the respondents, which support the respondent who agreed with the statement "**Students translating idioms from source language into target language focus on conceptualization."** The calculated value of chi-square for the significance of the differences for the respondents' answers in question (23) was (20) which are greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**MA translation students translating idioms metaphorically."**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (24) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Students depend on their mother tongue when dealing with idioms in translating one language into another."**

According to the previous results it's clear that the hypothesis of our study is accepted.

4.2 MA Students' Test

4.2.1 The Idioms Test

The results obtained from the idioms test administered to English language majors will be displayed and analyzed. The test aimed at assessing Sudanese English language major' performance as relates to understand and translating idioms correctly. It was developed by the researcher to cover different areas

of difficulties in translating English idioms. The test items included questions that measured the students' abilities of dealing with idioms in different fields and to avoid using mother tongue on target language.

4.2.2 Students' abilities to understand and translating idioms

The questions of idioms diagnostic test were intended to measure students' abilities to overcome the difficulties of English idioms. The difficulties referred to translate word for word, lack of equivalent in target language, cultural bound and socio-linguistic elements. The test was made up of two questions each one involves ten items to testify the hypotheses of the study.

-The first question consisted of two parts (five items each) testing the difficulties students encountered in handling the meaning and similar equivalents of English idioms.

-The second question also consisted of two parts (five items each) testing the structural difficulties of translating idioms involve phrasal verbs.

-In the following pages the researcher provides the results and discussion of each item of the idioms test.

Question One :(A)

Choose a suitable meaning and similar equivalents for the underlined idiomatic expressions then translate it into Arabic.

    Q.1 The negotiation between America and Korea is not making good progress**. They do not see eye to eye on many issues.**

  a. don't consider   b. don't find information   c. don't agree

………………………………………………………………………………

    Q. 2 The child broke two of her mother's antique cups but she **got away with murder.**

  a. punished for her deed   b. not punished for her deed c. rewarded for her deed

……………………………………………………………………………………

Q.3 the two tribes' neighbors agreed to forget the past and **<u>turn over a new</u>**

<u>leaf.</u>

a. behave better to each other b. to watch each other c. exchange a new leaf

……………………………………………………………………………………

Q.4 Kids don't usually **<u>hit the sack</u>** early these days.

a. go to school   b. go to the market   c. go to bed

……………………………………………………………………………………

Q.5 It was cloudy all the morning today then **cleared up** about midday but it

never rained.

a. get better   b. get worse   c. get narrow

……………………………………………………………………………………

Table (4.28)

The frequency and percentage distribution of the students according to question one (A)

Valid	Frequency	Percentage
Success	55	36.7
Failure	95	63.3
Total	150	100

Figure (4.25)

The frequency and percentage distribution of the students according to question one (A)

From the above table (4.28) shown that there are (55) students in the study's sample with percentage (36.7%) are success the test in section number 1 (***Choose a suitable meaning and similar equivalents for the underlined idiomatic expressions. Then translate it into Arabic.***). There are (95) participants with percentage (63.3 %) are failure. This reveals that respondents do not recognize the linguistic clue provided in the contrast in structure of the sentences and to get the meaning of idioms is very difficult.

Question One (B)

Translate the underlined English idiomatic expressions into Arabic

Q.1 Did she tell you there were no bath rooms in the hotel? Yes I think she was **pulling my leg** when she said that.

…………………………………………………………………………

Q.2 She's just pretending to be sorry and is only **shedding crocodile tears.**

…………………………………………………………………………

Q.3 I don't know which one to choose. **Well, make up your mind.**

…………………………………………………………………………

Q.4 The letter will be immediately with you. She will type it in **two shakes of a lamb's tail.**

…………………………………………………………………………

Q.5 I'm really sorry but I've forgotten to bring the book you lent me.

That's ok.Never mind.

…………………………………………………………………………

Table (4.29)

The frequency and percentage distribution of the students according to question one (B)

Valid	Frequency	Percentage
Success	60	40
Failure	90	60
Total	150	100

Figure (4. 26)

The frequency and percentage distribution of the students according to question one (B)

From the above table (4.29) shown that there are (60) students in the study's sample with percentage (40.0%) are success the test in section number 2 **(Translate the underlined English idiomatic expressions into Arabic)** There are (90) respondents with percentage (60.0 %) are failure. This is because target language does not allow literal interpretation.

Question two: (A)

Choose the correct word to complete the idiomatic expressions in bold. The meaning of each idiom is *italicized* at the end of the sentence. Then translate them into Arabic.

Q.1 Students didn't go to their schools yesterday. It was **raining cats and**……all day. (*it rains heavily*)

a. goats   b. dogs   c. rats

…………………………………………………………………………

Q. 2 My mother is (130) **as old as the……..** (*extremely old*)

a. earth   b. moon   c. hill

…………………………………………………………………………

Q. 3 Mona and Medina are as different as……**and cheese**. (*completely different*)

a. chalk   b. wheat   c. butter

…………………………………………………………………………

Q.4 Do you give confidence when she says, to pay you back that money! **I smell a…….** (*to be suspicious*)

a. rat   b. fox   c. snake

…………………………………………………………………………

Q.5 I have known Hamed for more than eight years. He is very careful and never **puts all his……….in one basket.** (*rely too much on one plan*)

a. bananas   b. dates   c. eggs

…………………………………………………………………………
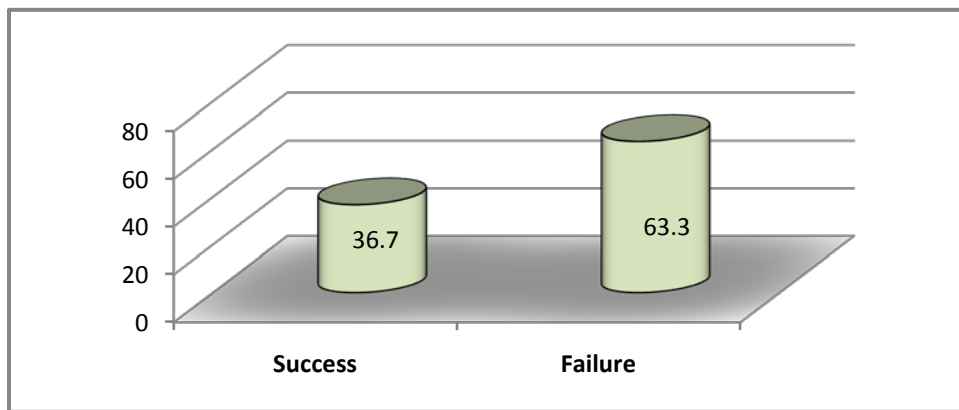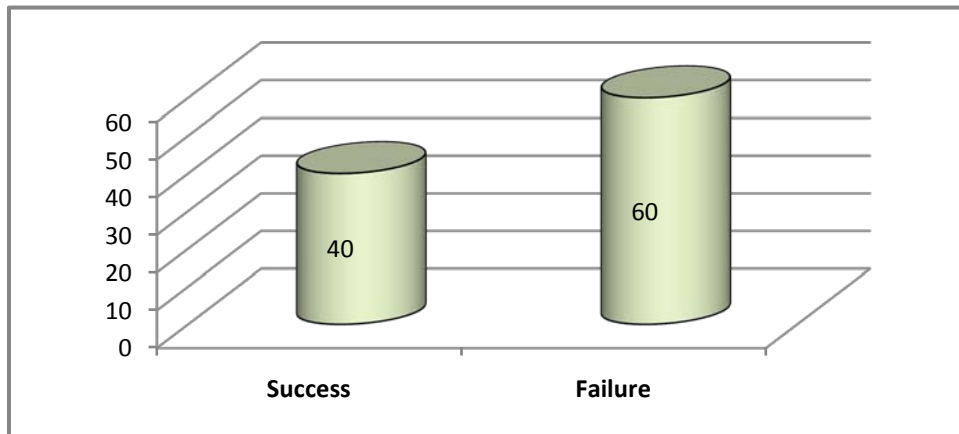
Table (4.30)

The frequency and percentage distribution of the students according to question two (A)

Valid	Frequency	Percentage
Success	54	36
Failure	96	64
Total	150	100

Figure (4. 27)

The frequency and percentage distribution of the students according to question two (A)
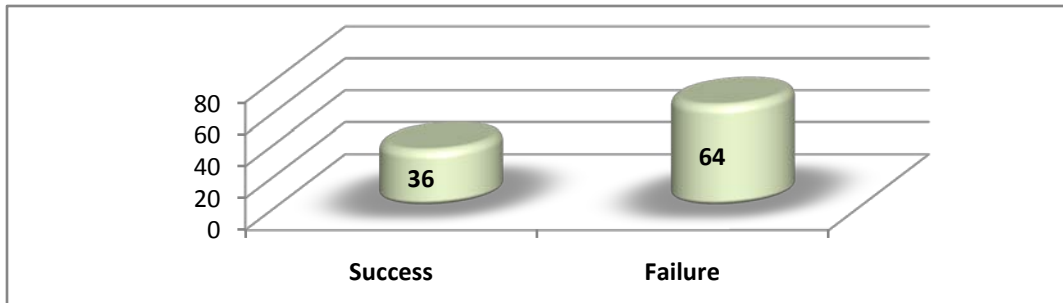
From the above table (4.30) shown that there are (54) students in the study's sample with percentage (36.0%) are success the test in section one (**Choose the correct word to complete the idiomatic expressions in bold. The meaning of each idiom is *italicized* at the end of the sentence. Then translate them into Arabic).** There are (96) respondents with percentage (64.0 %) are failure. This indicated to ability of students do not able to differentiate between idioms and another fixed expressions. Respondents encountered lexical difficulties with target idioms and lack of familiarity with the same idioms.

Question Two (B)

Fill with the phrasal verbs in the following sentences with an appropriate particle. The meaning of each phrasal verb is *italicized* at the end of the sentence. Then translate the underlined sentences which contain phrasal verbs into Arabic.

Q.1 It was my first flight. I was very nervous as the plane **took…..** (*Leave*)

      a. on   b. off   c. at

…………………………………………………………………………………

Q. 2 I was so tired this morning that I couldn't **get…..** (*awake*)

    a. up   b. at   c. down

…………………………………………………………………………………

Q.3 **Look……!** There's a car coming. (pay *attention*)

    a. on   b. out   c. off

…………………………………………………………………………………

Q.4 When I touched him on the shoulder, **he turned…….**(*look a side*)

    a. out   b. off   c. around

…………………………………………………………………………………

Q.5 I don't earn much money from my present job so I'll **look…….** another

(*search*)

   a. for   b. after   c. at

…………………………………………………………………………………

Table (4.31)

The frequency and percentage distribution of the students according to question two (B)

Valid	Frequency	Percentage
Success	54	36.7
Failure	96	63.3
Total	150	100

Figure (4.28)

The frequency and percentage distribution of the students according to question two (B)
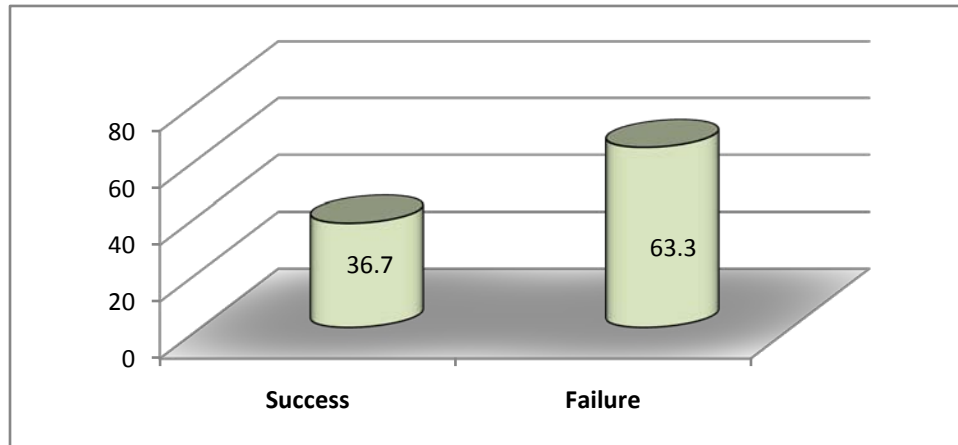
Table (4.31) shown that (36.7%) students in the study's sample are success the test in section two (**Fill with the phrasal verbs in the following sentences with an appropriate particle. The meaning of each phrasal verb is *italicized* at the end of the sentence. Then translate the underlined sentences which contain phrasal verbs into Arabic).**There is (63.3%) respondents' failure. This indicated to lack of familiarity of syntactic structure of the target language.

Table (4.32) one sample T-TEST for the questions of the study

Sections	N	mean	SD	t-value	DF	p-value
1	150	3.6	0.2	14.5	149	0.002
2	150	2.7	1.81	17.1	149	0.001
For all	150	6.33	4.03	15.50	149	0.032

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the section (1) was (14.5) which is greater than the tabulated value of T – TEST at the degree of freedom (149) and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the section No (2) was (17.1) which is greater than the tabulated value of T – TEST at the degree of freedom (149) and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

4.3 Verification of the Study Hypotheses

4.3.1 The first hypothesis: There are some problems encountered by MA translation students in translating English idiomatic expressions into Arabic. This hypothesis is confirmed by the results of the study, according to the answers of teachers' questionnaire and respondents of student's test. Most of expert teachers believe that students faced difficulties in translating English

idioms into Arabic. Their views in questionnaire improve and reinforce student's respondents. Students promote their skills and performance if they were taught English idioms at schools and university tertiary.

4.3.2 The second hypothesis: There are linguistic and cultural factors that expected to cause such problems. This hypothesis is confirmed by the findings of the study. Because the results show that; these eight statements have been accepted, justified and reinforced the first hypothesis which said that "there are some problems encountered students when translating English idiomatic expressions into Arabic."Through practicing students promote their skills in translating idioms into Arabic and verse versa.

4.3.3 The third hypothesis: Some recommendations could be suggested to deal with these linguistic problems that are encountered by MA Sudanese university students in translating English idiomatic expressions into Arabic. This hypothesis is confirmed by the finding of the study. Because the results show that; these eight statements have been accepted, justified and reinforced the two hypotheses which said that "there are some problems faced students in translating English idiomatic expressions into Arabic. Students overcome these linguistic problems by knowledge of both languages and if there is more practice, intensive course in university tertiary. From teachers' views students are weak and do not get the meaning of idioms easily. Idioms will include in curricula to help students and improve their skills in translating them. Students should be aware about cultural-bound and know the origin of idioms.

Summary of the chapter

This chapter has presented and discussed the results of teachers' questionnaire and idioms test. The questionnaire was addressed to teachers' staff at Faculties of Arts, Education and languages at different Sudanese universities. It assessed their opinion about the difficulties of idioms in addition to their views on the relevance of idioms to target language and cultural bound. On the other hand, the test was administered to Sudanese university students majoring in English language at some Sudanese universities. It attempted to test the research hypotheses that students encounter difficulties while translating and rendering English idioms. A sample of 70 teachers responded to the questionnaire and a sample of 150 students performed the test. The data obtained from the questionnaire and the test were computed and analyzed through the Statistical Package for the Social Science (SPSS). Responses were presented in tables and figures. The chapter consisted of two sections. The first section reported the results of teachers' questionnaire whereas the second dealt with the results of the idioms test.

CHAPTER FIVE

**SUMMARY, CONCLUSIONS,
RECOMMENDATIONS AND SUGGESTIONS
FOR FURTHER STUDIES**

CHAPTER FIVE

Summary, Conclusions, Recommendations and Suggestions for Further Studies

5.0 Overview

The present chapter will provide a summary of the whole study. It will also present conclusions. Recommendations drawn from these findings will be made. The chapter will finally offer some suggestions for further studies.

5.1 Summary of the Study

The purpose of this study is to investigate the difficulties that English idioms pose to English language majors in Sudanese universities. It attempts to explore the cultural aspects, translating word for word, and linguistic features. The research also aims at investigating the impact of negligence of idiomatic expressions in language curricula.

The present study has provided a description of the general characteristics of idioms. Researches on idioms as presented in literature review have revealed that they are difficult to translate correctly. It shows that their fixed expressions make them a challenge to foreign language learners. Researches that dealt with the subject of idioms in the context of the Sudan revealed students' lack of familiarity with idioms which was seen as a result of their negligence in language curricula.

The researcher used the analytical descriptive method. To collect the required data, the researcher designed a test on idioms for students, in

addition a questionnaire which he addressed to some staff teachers at Sudanese universities.

Three hypotheses stemmed from the questions of the study. The first hypothesis which stated that Sudanese university students encounter difficulties in handling the meaning of English idiomatic expressions was supported by the results of student's idioms test. This hypothesis supported by the teachers from their responses to the questionnaire.

The second hypothesis which claimed that Sudanese university students' encounter by linguistic and cultural factors that cause problems in translating English idioms into Arabic was confirmed by the responses of both the students to idioms test and the responses teachers to the questionnaire. The third hypothesis stated that some recommendations suggested to overcome the difficulties that encountered by MA Sudanese university students was also confirmed by the teachers' questionnaire.

The study adopted the Descriptive Analytical Method and the data obtained were analyzed by using (SPSS) program and critically discussed.

5.2 Conclusions

From the performance of students in idioms test and the responses of teachers' questionnaire, the following conclusions were revealed:

1. The general performance of students in idioms test revealed respondents' low abilities in recognizing characteristics of idiomatic expressions.

2. Students lack knowledge about the characteristics of idioms that enable them to deal with their difficulties.

3. Respondents did not use a particular strategy when dealing with unknown idioms.

4. Performed better only when the target idiom had a direct equivalent in their mother tongue or when context support was provided.

5. Literal interpretation and transfer from mother tongue were two strategies respondents fell to when encountering difficulties with target idioms and they both generally ended with the irrelevant responses.

6. The results of teachers' questionnaire showed that participants generally agreed that the difficulties related to idiomatic expressions aroused from their complex characteristics.

7. From students' performance of the idioms test revealed students' lack of familiarity with idiomatic expressions.

8. Responses of teachers' questionnaire showed lack of familiarity due to language syllabi at Sudanese universities.

9. It was found out that the negligence of idioms in language curricula led to their negligence in the context of teaching.

10. Teachers agreed that teaching based on providing context support and etymological information might facilitate translating idioms perfectly.

5.3 Recommendations

In the light of findings of the study the researcher recommends the following:

1. Idioms should be taken into account when designing language syllabi at tertiary level.

2. Idioms should be an integral part of the syllabi. Such syllabi should, of course, reflect the culture of target language. Since idioms are culture-specific to language then the passages in those syllabi should include idioms and relate them to a particular culture domain. The cultural information provided in these passages will help students to translate and understanding the meanings of idioms.

3. Idioms should provide with relevant context to practice in and outside the classroom.

4. Teachers at all levels should be trained so as to achieve their job professionally. Untrained teachers always play a great role in the weakness of students' skills.

5. The Educational system and English syllabi should be followed series from basic up to university.

5.4 Suggestions for Further Studies

The following areas should be investigated in further research:

a. Concentrate on researches that solve problems of idiomatic expressions which encountered students to promote skills in translation.

b. Focus on researches of cultural bound interference that encountered students in both foreign and mother tongue language.

c. Researches should be done to assess teacher's attitude towards the teaching of idioms.

d. Researches should be conducted to investigate the effect of comprehension of idioms.

e. Comparative studies on idioms to find similarities and dissimilarities between English and Arabic regarding the characteristics of idiomatic expressions.

f. Ministry of Education should design relevant syllabi in English idioms for basic and secondary schools.

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APPENDICES

Appendices

Appendix (1)

Referee Committee

The research tools; the idioms test and the teachers' questionnaire were reviewed by six academic staff that has long experience in the area of translation or rather teaching of translation. They were requested to ensure the validity of these tools. Their recommendations and suggestions about the validity of the items of each of these two tools were taken into consideration, and were incorporated in the final version.

1. Dr. Abbas Mukhtar Mohamed Badawi, Sudan University of Science &Technology, College of Languages.

2. Dr. Hillary Marino Pitia, Sudan University of Science &Technology, College of Languages.

3. Dr. Ibrahim Ahmed Ibrahim, Karary University, College of Languages.

4. Dr. Alsadig Osman Mohmed, Sudan University of Science & Technology, Faculty of Education.

5. Dr. Muntasir Hassan Mubarak, Sudan University of Science &Technology, Faculty of Education.

6. Dr. Sabir Mirghani, Sudan University of Science &Technology, Faculty of Education.

Appendix (2)
Students' Diagnostic Test on English Idioms

Question One :(A)

Choose a suitable meaning and similar equivalents for the underlined idiomatic expressions then translate it into Arabic.

Q.1 The negotiation between America and Korea is not making good progress**. They do not see eye to eye on many issues.**

a. don't consider   b. don't find information   c. don't agree

………………………………………………………………………………

Q. 2 The child broke two of her mother's antique cups but she **got away with murder.**

a. punished for her deed   b. not punished for her deed   c. rewarded for her deed

………………………………………………………………………………

Q.3 the two tribes' neighbors agreed to forget the past and **turn over a new leaf.**

a. behave better to each other b. to watch each other c. exchange a new leaf

………………………………………………………………………………

Q.4 Kids don't usually **hit the sack** early these days.

a. go to school   b. go to the market   c. go to bed

………………………………………………………………………………

Q.5 It was cloudy all the morning today then **cleared up** about midday but it never rained.

a. get better   b. get worse   c. get narrow

………………………………………………………………………………

Question One (B)

Translate the underlined English idiomatic expressions into Arabic

Q.1 Did she tell you there were no bath rooms in the hotel? Yes I think she was **<u>pulling my leg</u>** when she said that.

…………………………………………………………………………

Q.2 She's just pretending to be sorry and is only **<u>shedding crocodile tears.</u>**

…………………………………………………………………………

Q.3 I don't know which one to choose. **<u>Well, make up your mind.</u>**

…………………………………………………………………………

Q.4 The letter will be immediately with you. She will type it in **<u>two shakes of a lamb's tail.</u>**

…………………………………………………………………………

Q.5 I'm really sorry but I've forgotten to bring the book you lent me. **<u>That's ok.Never mind.</u>**

…………………………………………………………………………

<u>Question two: (A)</u>

Choose the correct word to complete the idiomatic expressions in bold. The meaning of each idiom is *italicized* at the end of the sentence. Then translate them into Arabic.

Q.1 Students didn't go to their schools yesterday. It was **raining cats and**……all day. (*it rains heavily*)

a. goats　　　　　　　　b. dogs　　　　　　　c. rats

…………………………………………………………………………

Q. 2 My mother is (130) **as old as the……..** *(extremely old)*

a. earth　　　　　　　　b. moon　　　　　　　c. hill

…………………………………………………………………………

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Q. 3 Mona and Medina are as different as……**and cheese**. (*completely different*)

a. chalk   b. wheat   c. butter

……………………………………………………………………….

Q.4 Do you give confidence when she says, to pay you back that money! **I smell a…….** (*to be suspicious*)

a. rat   b. fox   c. snake

……………………………………………………………………

Q.5 I have known Hamed for more than eight years. He is very careful and never **puts all his……….in one basket.** (*rely too much on one plan*)

a. bananas   b. dates   c. eggs

……………………………………………………………………

Question Two (B)

Fill with the phrasal verbs in the following sentences with an appropriate particle. The meaning of each phrasal verb is *italicized* at the end of the sentence. Then translate the underlined sentences which contain phrasal verbs into Arabic.

Q.1 It was my first flight. <u>I was very nervous as the plane **took…..**</u> (*Leave*)

a. on   b. off   c. at

………………………………………………………………………

Q. 2 I was so tired this morning that <u>I couldn't **get…..**</u> (*awake*)

a. up   b. at   c. down

………………………………………………………………………

Q.3 <u>Look……!</u> There's a car coming. (pay *attention*)

a. on   b. out   c. off

………………………………………………………………………

Q.4 When I touched him on the shoulder, **he turned…….**(*look a side*)

a. out   b. off   c. around

………………………………………………………………………………

Q.5 I don't earn much money from my present job <u>so I'll **look……** another</u> (*search*)

 a. for   b. after   c. at

………………………………………………………………………………

Appendix (3)

Teachers' Questionnaire

Dear Colleague:

This questionnaire serves as data collection tool for a research work entitled: **Investigating the Linguistic Problems Encountered by Sudanese University Students in Translating English Idiomatic Expressions into Arabic.** I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below. Thank you very much for your cooperation.

Elhady Ishag Hmouda Ishag
Ph.D   Candidate
Sudan University of Science & Technology

Please tick (√) in front of your choice.
Part One: Personal Information
Please indicate with X in the brackets chosen.
Sex: Male **[   ]**   Female **[   ]**
Qualification: Ph. D [   ]   M.A [   ] M.ED [   ] Postgraduate Diploma [   ]
Faculty (where you work): Arts [   ]   Education [   ]   Languages [   ]
Part Two:
Please indicate the answer that shows the degree of your agreement/disagreement by ticking one of the options as shown below:

(A)

NO	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Incapability of translating English idioms correctly is due to the lack of competence.					
2	One of the problems that translator faces in translating idioms is the lack of equivalence on the idiom level.					
3	The most challenging issues in translating idioms from SL into TL focus on conveying similar connotation.					
4	The existence of idioms that have similar form but different meaning in two languages is a source of					

	difficulty in translation.					
5	Some students of translation fail to identify the precise meanings intended by the use of proverbial expressions.					
6	Translate Idioms correctly if they taught them in their curricula complete absence of idioms in syllabuses.					
7	Difficulty of translating idioms is due to the lack of historical events.					
8	Legends faced students when translating idioms from one language into another.					

(B)

9	The difference between English and Arabic in terms of their origin is one of the factors that contribute to the difficulty in translating one language into another.					
10	Idioms and culturally- bound expressions contain culture specific items which untranslatable in some cases.					
11	The ability to identify idioms is of vital importance, since their meanings is not understood literary.					
12	The difference of languages and the social cultures is a cause of difficulty when translation occurs from one language into another.					
13	Translating cultural texts is not an easy task.					
14	Idioms are not being part of language syllabi because they often represent aspects of					

	informality of speech such as phrasal verbs.					
15	Students are to develop their own study skills when dealing with idioms in translating one language into another.					
16	Provide English idioms expressions materials in Sudanese universities help students to translate them correctly.					

(C)

17	MA Sudanese university students translating idioms with similar meaning and form (total equivalence)					
18	MA Sudanese university translation students utilize idioms with similar meaning but different form (partial equivalence).					
19	Idioms are not translated individually so as to express the whole intended meaning.					
20	MA translation students translating idioms word for word.					
21	Idioms are translated with real meaning.					
22	Students are translating idioms from source into target language focus on conceptualization.					
23	MA translation students translating idioms metaphorically.					
24	MA translation students depend on their mother tongue when dealing with idioms in translating one language into another.					