People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohammed Seddik Ben Yahia- Jijel

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Students' Difficulties in Understanding Metaphors in English Songs The Case of Third Year Students at Mohammed Seddik Ben Yahia University

Dissertation Submitted in Partial Fulfillments of the Requirements for the Degree of Master in

Didactics of Foreign Languages

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2020-2021

Declaration

We hereby declare that the dissertation entitled "Students' Difficulties in Understanding Metaphors in English Songs: The Case of Third Year Students at Mohammed Seddik Ben Yahia University" is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially of fully. In case any material is not documented, we shall be responsible for the consequences.
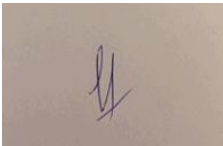
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Dedications

بِسْمِ ٱللّٰهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

I dedicate this work to my mother Fatima Zohra and my father Ali for their support, and prayers.

To my brothers and my sisters.

To my nephews, and my nieces.

To my close friends inside and outside Algeria.

Aïcha

Dedications

I thank Allah, the almighty for giving me the strength and patience to undertake and complete this work I dedicate this thesis above all, to:

To my precious parents who supported me and pushed me through my limits in getting this degree.

To my brothers and sisters for their support in my life.

To my best friends inside and outside Algeria.

To all the teachers who guided me in my studies.

Karim

Acknowledgement

Abstract

Understanding metaphors in general, and metaphorical songs in particular has been a delicate issue for Third Year Students. Because of the intense metaphorical meaning that must be transferred, in addition to the challenges of communicating cultural elements from one language to another on the other hand. The goal of this research is to look at the difficulties that Third Year students at Mohammad Seddik Ben Yahia University-Jijel with understanding metaphors from English into Arabic in songs. The research is based on the following assumptions: Students' problems with metaphors are generally linked to a lack of knowledge of culture differences, which leads to their cultural background being limited. It is also based on the premise that students' difficulties are often the consequence of haphazard translation methods. The data was gathered using two instruments: A questionnaire had been analyzed using the SPSS software and a test, both of which were administered to a sample that consists of fifty (50) third Year students. As the results of this study, students face difficulty in understanding metaphors in songs from English into Arabic owing to cultural and contextual variables. Therefore, they were unable to properly translate them since they do not understand them. Based on the results it showed that students have lack in vocabulary as well as a good understanding of translation methods and procedures. As a result, it is suggested that students expand their understanding of these techniques and methods, and that they pay particular attention to cultural and contextual factors while translating metaphors.

Key words: EFL Students, metaphor, translation, understanding, songs.

LIST OF ABBREVIATIONS AND SYMBOLS

1- **EFL: E**nglish as a **F**oreign **L**anguage.

2- **SLA: S**econd **L**anguage Acquisition.

3- **SL: S**ource **L**anguage.

4- **ST: S**ource **T**ext.

5- **TL: T**arget **L**anguage.

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General Introduction

a) **Background of the Study**

Understanding metaphors and translating them have been a source of contention. Translation academics unanimously agree on the importance of the role that translation plays as a mediator between people. Translation was characterized as a bridge that connects diverse individuals and fosters communication. Translation is frequently reduced to simply transferring words from one language to another. Nonetheless, language and culture are said to be intertwined. And one of the culture components in songs. A component that people from all over the globe feel compelled to learn in various languages and with diverse meanings in order to better understand each other's' cultures and dive deeper into their roots. Before, it has been fascinating to interpret metaphors, which are recognized as one of the most complicated and challenging typefaces, owing to their unique vocabulary, which comprises a variety of artistic tools and figures of speech. Metaphors are one of the most often used figures of speech. As a result, it will be the focus of the present study. Despite the fact that many researchers were interested in metaphor studies, seeking to explain them was not a given comparable weight. When it came to Arab speakers, it was especially important to translate songs from English into Arabic. Theresia (2017) researched some of Adele's metaphorical lyrics in several various songs from various albums and got to the conclusion that many people assume her lyrics imply something when they really mean something else. However, this research paper will discuss the difficulties and solutions in understanding metaphors in Adele's songs.

b) **Statement of the Problem**

Translation involves a person's abilities and understanding of different languages. When EFL learners try to translate songs from English into Arabic, especially those with

metaphors, they run into a host of difficulties and concerns, and we will look for the reasons of those difficulties.

c) Research Questions

To fulfill the aim of this study, we address a series of questions about the difficulties Third Year EFL students face in understanding metaphors in English songs.

1. What are the difficulties Third Year EFL university students face in understanding metaphors in English songs?

2. What are the strategies that might assist third-year EFL students in overcoming these difficulties?

3. How do cultural variations influence students' interpretations of metaphors in songs?

d) Research Hypothesis

On the light of the above questions, our hypotheses can be stated as follows:

1. If Third Year EFL students at Mohammed Seddik Ben Yahia University are not knowledgeable about English metaphors, they might face difficulties in translating English songs.

e) Aims of the Study

Through this research, we aim to study the difficulties that Third Year EFL students face in understanding metaphors in English songs. It also focuses at studying the obstacles of learners to enhance their cultural awareness and to provide answers and suggestions. They face problems in translation to solve them.

f) Data Collection

Because the goal of this study is to discover the students' difficulties concerning understanding metaphors in English songs, we consider our research to be descriptive. For Third Year EFL students at Mohammed Seddik Ben Yahia University, Jijel we created two study's instruments. First, a test is directed to fifty (50) students of English as the major mean of data collection. The aim of the students' test was to discover student's problems that may face in understanding and translating metaphors. In addition to this, a questionnaire is also set directly after the test was done, to collect the different information about students'' difficulties in understanding and translating metaphors in English songs.

g) Structure of the Study

The current research is divided into two main chapters: the first is a review of the literature, and the second is dedicated to the field work, in addition to a general introduction that provides an overview of the issue and a general conclusion that summarizes the whole work.

The theoretical part is divided into two sections. The first section is named "metaphors in songs." It begins with defining songs and figurative language, then goes on to clarify the meanings of both English and Arabic metaphors, components, types, and purposes. Furthermore, section two illuminates the concept of translation and literary translation, followed by an explanation of metaphor, culture and translation. The final component of the literary review chapter addresses the translation strategies and problems.

And the practical part as chapter two, and it is entitled "Data collection, Analysis, and Results." It is divided into two sections. The first section is called "the corpus." It describes Adele Laurie Blue Adkins' biography, her work, her styles, features, and her 21 albums, and it delves into the metaphors in her songs "Rolling in the Deep" and "Turning Tables." The

approach used in the study is described in the second section of the practical part. It begins by introducing the population and the sample, followed by a description of the research tools, which are the students' test and questionnaire i.e. Students must specifically translate 19 lyrics sentences from songs and answer the questionnaire.

Chapter One: The Theoretical Part

Introduction

In general, translation is a difficult process. It is regarded as a serious task for translators to transfer into a language metaphorical lyrics that are written in a different. Metaphors are recognized to be difficult to translate in any language. Furthermore, the translation of metaphorical songs has become problematic. Among other reasons, metaphors have two distinct meanings: a literal meaning of the term and an indirect figurative one that must be recognized and connoted in context and on the basis of someone's background knowledge.

This theoretical chapter is divided into two parts. Distinct features of metaphors and the methods of heir translation are explored. The first is about defining the metaphor as a speech figure in songs. With its various components and goals, it was the most important and frequently used figure of speech. The second part provides an overview of translation, literary translation, several popular translation approaches and the techniques used to translate metaphors. Finally, the students' difficulties in translating this figure is being explored.

1. **Section One: Metaphor in Songs**

The following section provides a summary of metaphors in English songs. It will define metaphors in both English and Arabic from various perspectives, as well as their components and types. In addition, we will shed light on its purpose and importance.

1.1. Definition of Songs

Songs have become ingrained in our lives. The songs for some can be a revenue's source. Songs occur mostly daily in our lives, if by chance or on purpose. Song lyrics are an

individual's expression of what they have seen, learned, or experienced. When a song writer expresses his or her knowledge, he or she plays with words and vocabulary in order to increase the appeal and uniqueness of the lyrics. Song, on the other hand, is defined by Hornby (2000, 1281) as "a short piece of music with words that you sing."

According to the Oxford Learner's Pocket Dictionary, it explained that, ''Song is a short piece of music with words that you sing p 423''. According to Wikipedia: 'A song is a musical composition intended to be performed by the human voice. This is often done at distinct and fixed pitches (melodies) using patterns of sound and silence. Songs contain various forms, such as those that includes the repetition and variation of sections"

Each country have a special song or national anthem, which represents the figures in that location as a cultural aspect of the nation. Algeria has 58 Wilayas, for instance, and each region has its unique songs representing its culture and custom. According to Hornby (2000, 802), lyrics represent feelings and emotions, which associated with singing, and are written for a lyric poem, which is the words of a song.

1.2. Definition of Figurative Language

Figurative language is not deviant—it is not a way of talking that calls for particular or additional cognitive procedures unless in extraordinary situations. In many types of conversation, metaphorical language is as popular as literal, and contextual comprehension is no longer difficult. We may say that the usage of words in situations in which they are not usually employed is metaphorical language. When a writer is speaking literally, the facts are stated as they are.

Figurative language freely uses figures like metaphors to speak. While the speech figure is a style of rhetoric that uses strange pairings of words to generate a certain impact.

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According to Chesterton (523), speech is a figure when the speaker or writer is not listed in the usual words for freshness or concentration purposes. He further explained that speech figures are rarely employed to make obvious misleading assertions. In fact, they frequently convey facts that can no longer be literal; they bring attention to these facts and accentuate them.

Although various linguists differently define speech figures, the meaning and concept are almost the same. Figures of speech Perrine (1982) provided the means to communicate one message and another. She argues that the numbers must never be taken literally and transcend beyond straight translations the meanings of words, sentences and phrases. She emphasizes that a speech figure is something that is not usual.

Figurative language is used to describe words or phrases that have a meaning other than their literal meaning. Analyzing song compositions using figurative phrases must necessarily be contextualized in the context of the analysis of figurative expressions within the song, since the use of imagery is almost surely motivated by the song creation of the topic as its fundamental strength. The traditional notion was that figurative language, including metaphors and idiomatic idioms, is developed from and is more sophisticated than normal plain English. Figurative language demands the same kind of linguistic and pragmatic activities as conventional literal language according to current thought. Glucksberg (2001).

1.3. English Metaphors

1.3.1. Definition of English Metaphors

According to Ghazala (1995), metaphor is the most general, frequent, and simple figure. Figures of speech are also known as metaphorical gestures. Given that, metaphor is the most commonly used and recognized figure.

Metaphors have many definitions that are proposed by specialists. So, the Oxford learner's pocket dictionary defines metaphor as "the use of words to show something other than the literal meaning," as in "she has a heart of stone." Keraf (2009:139) "metaphor is a figure of speech which compares two things directly, but in a simple form".

Elbow (1998) defines metaphor as "putting different objects together when they are actually apart," and he regards it as a "force-fit" and a "mistake." However, using metaphor in a piece of literature adds legitimacy and beauty to the work (p.79).

1.3.2. Components of English Metaphors

English language scholars define metaphor components differently, and Newmark (1981:85) is one of them who spoke about metaphor in accompanying phrasings:

a) The object (the point) is the metaphor's representation of the variable.

b) Image (vehicle) is an entity representation.

c) The sense is the similarities or properties between the object and the image.

d) The metaphor is the word taken from the picture (or image) over the length of the language form of the whole content.

1.3.3. Types of English Metaphors

Newmark (1981) divided metaphor into six types and they are: dead, cliché, stock, adapted, recent and original:

1- **Dead Metaphors:** Linguists assert that a dead metaphor is straightforward to translate. Metaphors are constructed using universal metaphors for space and time, such as' field 'and' tine. '

2- **Cliché Metaphors:** These allude to the use of cliché phrases in writing. (For instance, a transparent deception).

3- **Stock or Standard Metaphors:** Make reference to a well-known metaphor that is commonly used in informal language (e.g. he sees fear in my heart).

4- **Adapted Metaphors:** Those in which the immutability of a stock metaphor has been altered or personalized in some way. Proverbs are often used.

5- **Recent Metaphors:** Instances in which an anonymous metaphorical neologism has gained widespread use in the source language. Newmark classifies this as a living metaphor (E.g. groovy).

6- **Original Metaphors:** The writer invents new metaphors to spice up the conversation. They are sometimes used to emphasize certain points or as a reiteration. (Pages 104–108).

1.3.4. Purposes of English Metaphors

Writers often employ metaphors in their work to express specific messages. According to Newmark (1988), metaphors serve two purposes. The first is the cognitive reason, also known as the "referential purpose." It refers to the representation of something or someone in a simple and concise manner, as opposed to literal or physical words. The second is the aesthetic intent, which is also known as the "pragmatic purpose." It is ornamental in the sense that metaphor is used to entice and surprise the reader (p.104).

The value of metaphors in literary texts was summarized by Murray and Rosamund (2006). In two major areas the first argument to make is the significance of metaphors in individuals' relation .i.e., metaphors are absolutely essential in the formation of words, and their meaning, and that meaning can be deduced from them. Metaphors, which are linked to conversation, describe very well items that seem vague at first. Metaphors are used by writers to enhance the beauty of their writing and to pique the readers' interest in continuing to read. Some things are difficult to comprehend unless they are accompanied by metaphors (p.34).

1.4. Arabic Metaphors

1.4.1. Definition of Arabic Metaphor

According to Abdul-Raof (2006), Arabic metaphors are "Linguistic Allegory" which is known in Arabic as "al-istiarah" and it is viewed as the top of figurative skills in all speech and forms. "Metaphor is the master figure of speech and is a compressed analogy" (p.218). The significance of metaphor lies in the speaker's ability to understand and diagnose the secret message. In Arabic rhetoric, metaphor is similar to simile or "Teshbih".

On the other hand, Ghazala (1995), defines metaphor as: […an expression of language which is meant to be used and understood in an indirect, non-literal way. It is a figure of speech which aims at achieving a kind of resemblance between two objects, without stating the similarity in full term, or using either particle "like or as"]. (p.151)

1.4.2. Components of Arabic Metaphors

According to Abdul-Raof (2006), the Arabic metaphor has three components: "1 the borrowed-from – this is the simile's likened element; 2 the borrowed-to – this is the simile's likened-to; and 3 the borrowed – this is the borrowed lexical object taken from the borrowed-from and given to the borrowed-to." (218-219)

1.4.3. Types of Arabic Metaphors

Metaphor in Arabic is thought to be divided into several types; however, the two most common types of Arabic metaphors are the Isti 'aarah Tesriheyah استعارة تصريحية ('the explicit metaphor') and the Isti'aarah mekaniyah استعارة مكنية ('the implicit metaphor').

استعارة تصريحية

Explicit metaphor: "This is the case when the linkened is explicitly stated" " هي ما صرح فيها بلفظ المشبه به" Ajaaj and Ramadan,

(2006/2007 :26)

استعارة مكنية

Implicit Metaphor: "is the case when the linkened is omitted and replaced with an element of its features"

Ajaaj and Ramadan, (2006/2007: 28) "هي ما حذف فيها المشبه به ورمز اليه بشيء من لوازمه"

According to Abdul-Raof (2006), there are six Arabic metaphors that he mentions in his book as follows:

"1 -Explicit metaphor" Since metaphor is a type of effective simile, explicit metaphor is a mode of discourse in which the likened element is retained but the likened-to element is omitted (p. 219).

Then he discussed the second type, which is:

"2 -Implicit metaphor" An Implicit metaphor is achieved by ellipsing the likened element from a given proposition. (p. 220)

According to him, the third type is:

"3-Metaphorical proverbial" The simile feature is removed from the proverbial metaphor, but the other metaphor components are kept. Proverbial metaphor, unlike other types of metaphor, exists as a whole proposition rather than being expressed by a single lexical object. It is worth noting that there is no lexical hint in this type of metaphor. The hint is cognitive since the addressee can deduce the meaning using cognitive reasoning and common sense. (p. 221)

The fourth metaphor, according to him, is:

"4-Improved Metaphor In this mode of discourse, the communicator cites certain lexical objects in his or her discourse that are semantically important to the borrowed-from.

"5 Naked Metaphors" The speech act in this mode of allegorical discourse includes lexical objects that are semantically relevant to the borrowed-to. (p.223)

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"6-Absolute metaphor" In this mode of discourse, the text producer does not add any lexical elements that are semantically important to the likened-to and the likened. (P.224)

2. Section Two: Translation of Metaphor

This section includes a general definition of translation. It seeks also to give an overview about the most commonly used types of translation, then it will introduce some strategies specific to the translation of metaphors. Since the current research is understanding students' difficulties in translating metaphors, the focus of the following section will be on exposing and discussing those problems and difficulties.

2.1. Definition of Translation

Translation is chiefly characterized in dictionaries as the reproduction of a text from one language to another language. "The activity or process of changing the words of one language into the words in another language that have the same meaning" (Cambridge dictionary). Or defined as "The process of translating words or text from one language into another" (Oxford dictionary).

Translation is a mental activity which is concerned with rewording a specific text or speech from the original source into another language conserving the same meaning. According to Nida and Taber (1982,p.12)"Translation consists in reproducing in the receptor language the closest natural equivalent of the source language (SL) message firstly ,in terms of meaning and secondly, in terms of style". While Catford (1965, p.20) define it as "the replacement of textual material in one language (SL), by equivalent textual material in another language (TL)".

Bell (1991, p.2) also refers to equivalence in his book when he stated that translating is reproducing in the TL what has been expressed in SL, while keeping the semantic and stylistic in the same level. Finishing with Ghazala (1995, p.7) who recap the concept of translation by introducing it as the tools and techniques for conveying the SL text meaning into the TL.

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2.2. Types of Translation

Translation is a realistic process where the translator seeks to find the suitable correspondent in the target language. Various approaches of translation exist in the study for conveying the most equivalent appropriate text, researchers tended to subdivide them into different types.

2.2.1. Schleiermacher Classification

Schleiermacher (1838) drew a distinction between two types of translation where he mentioned them as free and literal translation (cited in Shuttleworth and Cowie, 1997, p.59).

2.2.1.1. Literal Translation

Catford (1965, p.25) claims that literal translation focuses on structural and grammatical similarity starting with word for word equivalence. This kind of translation targets the form of the text by replacing the source text linguistics units with their correspondent linguistics units in the target text, despite other factors like culture or context. According to Nida and Taber (1982, p.203) "Only literal translation can be considered faithful", He referred in his statement to biblical and sacred texts translation. The main aim in literal translation is to find an equivalent of the SL word in the TL focusing on the word-order, grammar of the SL rather than the TL. Even though literal translation has its effectiveness, in Casagrande's opinion, it may lead to the destruction of meaning which "can be misleading" (Shuttleworth and Cowie, 1997, p.94).

2.2.1.2. Free Translation

This kind of translation focuses more on the meaning rather than the form. A rendering in which "the message of the original text has been so transported into the receptor language that the response of the receptor is essentially like that of the original receptors" (Nida and

Taber,1982,p.200). Free translation gives the translator enough freedom to translate a message based on his comprehension only. According to (Barkhudarov, 1969) a translation "made on a level higher than is necessary to convey the content unchanged while observing target language norms". (Cited in Shuttleworth and Cowie, 1997, p.62). Moreover, Nida (1964, p.159) claims that a free translation's aim is "relating the receptor to modes of behavior relevant within the context of his own culture".

2.3. Other Types of Translation

In addition to the above mentioned types, each translator may follow a particular division for the types of translation but basically these types can be outlined as the following:

2.3.1. Semantic Translation

This type differs from faithful translation where the semantic one focuses more on aesthetic value than the meaning. It is a flexible translation since it gives importance to the translator to be creative and keeps him involved.

2.3.2. Idiomatic Translation

It reproduces the SL massage but tends to distort the contextual meaning by the use of idioms and colloquialisms that were not used in the original text.

2.3.3. Adaptive Translation

This type of translation used to interpret the different literary works such as plays and poetry. It is the most unrestricted type of translation because it replace the ST cultural specific items with the TL ones.

2.3.4. Word-for-Word Translation

This type of translation highlights the focus on the form more than the meaning. It preserves the word order in the SL and every word is translated by its most common meaning.

2.4. Culture, Translation and Metaphor

2.4.1. Definition of Culture

A large number of researchers tried to construct a proper definition for the term culture. Since there is no official confirmed definition for culture, a humble attempt is conducted to give a brief definition of culture from the various points of view of different scholars. According to Taylor culture is "that complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society" (cited in Kroeber and Kluckhohn 1952, p.43). Culture is a means of communication that Newmark (1988, pp.94-103) defines as "a way of life and its manifestations peculiar to a community that uses a particular language as its means of expression". Also it can refer to culture as a knowledge system shared by a large group of people, while Lado (1957, p.111) explains culture as "structural systems of patterned behavior'. Based on these previous perspectives we conclude that culture involves behaviors, knowledge, beliefs, religion and all aspects of life that forms peoples' environment.

2.4.2. Definition of Cultural Gap

The term cultural gap refers to the various differences in values, behavior, education, religions and ideology between two cultures which hinders mutual understanding and comprehension between them. Cultural gap causes difficulties in transmitting messages from the source language to the target language, while doing a successful translation for cultural terms like metaphors requires covering the cultural and linguistic gaps. According to Yowelly and lataiwish (2000, p.107), "the greater the gap between the source and target culture, the more serious difficulty would be".

2.4.3. Relation between Culture and Translation

The process of translation represents an attempt to bridge the gap between two different cultures. The cultural differences between a two linguistic communities will highly influence an interpretation of specific message as Nida (1964, p.130) explain it as "the differences between cultures may cause many serious problems for the translator than do differences in language structure" even though the two languages belongs to the same culture the problems also will occur, according to Nida (1964, p.132) "translation problems may happen even when the source language (SL) and the target language (TL) have some similar linguistic and cultural features". Translation problems are not related only to cultural differences or cultural gaps; they also include the combination of both cultural and linguistic problems. The lack of equivalents in the target language can be among these problems. Following the translator's personality may create a serious problem in translation, every translator shares a different cultural point of view from another one's. "A target language culture can also be extended by the introduction of new ideas and styles…the translational act may give rise to new forms of the target language" (Holman and Boase-Beier 1999, p.15).

2.5. Strategies for Translating Metaphors

The term strategy in translation studies can be referred also by such terms as "procedure," "technique," "method," "approach". But many researchers define them in different ways and different meanings, according to Krings (1986, p.18) translation strategy is "translator potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task". Loescher (1991, p.8) translation strategy as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it". As it is noted in this definition, the concept of consciousness is important in distinguishing strategies which are used by the translators or the learners. In this sense, Cohen

(1994, p.4) affirm that "the element of consciousness is what distinguishes strategies from these processes that are not strategic". Moreover Bell (1998, p.188) claimed the difference between global (those related to whole texts) and local (those related with text parts) strategies and validated that this distinction is the product of different types of translation problems.

Venuti (1998, p.240) expresses that translation strategies "involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it".

2.5.1. Vinay and Darbelnet's Techniques

According to Vinay and Darbelnet (1995) taxonomy as techniques of translation highlighting that translators deal with ideas and desire in various semantic fields rather than individual words, and they exclude individual lexemes as units of translation. These techniques used to deal with variances between SL and TL structures distinguishes two significant methods of translation. A direct translation, which generally covers borrowing, calque and literal translation. An oblique translation, which embraces transposition, modulation, and equivalence as well as adaptation (Cited in Shuttleworth and Cowie, 1997, p.18).

2.5.1.1. Direct Translation

It includes the following procedures (p.42):

2.5.1.1.1. Borrowing

It represents the simplest method used for translation, borrowing consists of using foreign phrasing in the target text. Also it is used in the case when the content discussed in the SL is undefined to the receptors.

2.5.1.1.2. Calque

This strategy is a particular kind of borrowing where the translator borrows an expression from the source language by translating literally each part of the original elements.

It creates either, a lexical calque which preserves the syntactic structure of the target language while introducing a new mode of expression; or a structural calque that results in interference of a new construction in the language.

2.5.1.1.3. Literal Translation

The translation of the text from the source language keeping its structure and the context to the target language is the direct transfer. It is called word-for-word translation. This method is most often used when the SL and TL are from the same family and when they share the same culture, they become more effective.

2.5.1.2. Oblique Translation

The methods are utilized when the differences between the two languages are structural and metalinguistic (p.115):

2.5.1.2.1. Transposition

It consists of replacing one word class with another preserving the meaning of the text and the result of this procedure is flexible for the translator and clear for the readership.

2.5.1.2.2. Modulation

This process requires a shift of viewpoint in the form of the text. Adaptation of this kind may be needed in contexts where, while a grammatically valid interpretation, verbatim or transposed translation seems nonetheless unidiomatic or timid in the target tongue.

2.5.1.2.3. Equivalence

The term 'reformulation' often refers to the production of a comparable work in the TL using entirely different aesthetic and structural strategies. The equivalence is used typically to translate idioms, proverbs, exclamations, expletives like "Ouch" into English (the meaning, albeit not the picture).

2.5.1.2.4. Adaptation

This method is used when the scenario in the target language culture is not working in the source language message. In this circumstance the translator must reproduce a more or less comparable setting.

2.5.2. Newmark's Translation Strategies

As it is known that metaphors are very frequent and widely used in texts and speeches. Newmark's (1988, p.106) perspective model of metaphors translation is the most known and used by the researchers around the world, he (1988) proposes the following strategies:

1) Reproducing the same image in the TL: it is considered the best technique for translating stock metaphors. When the metaphor image of the TL is similar to the SL and it is known in both languages.

2) Replacing the image in the SL with a standard TL image: this is the case where there is no corresponding SL image in the TL.

3) Translating metaphor by simile: this strategy showed that the image of the metaphor is still expressed, but its implied meaning became more obvious since a simile is more direct than a metaphor.

4) Translating metaphor by simile plus its sense: have the same context as the previous one, however along with a simile translator should provide more explanation to make it clear for the readership.

5) Converting a metaphor to its sense: this is a technique where the image of the source language is reduced to its sense and must be rewritten to be comprehend in the target language.

6) Deleting the metaphor: this is the case where the metaphor is redundant.

7) Combining the same metaphor with the sense: it is used to provide more explanation with the intended meaning, because generally a metaphor can be used to discuss more than one thing, thus the readership will be frustrated if no extra explanation is given.

2.6. Difficulties in Translating Metaphors

The translator may encounter problems during the translation process in the source language which directly prevents him from translating. Those difficulties are usually grammatical, stylistic, cultural and lexical problems. According to Ghazala (1995, p.24-29) a translation "problem can be posed by grammar, words, style and/or sounds…grammatical, lexical, stylistic and phonological problems".

2.6.1. Grammatical Problems

English and Arabic belong to different families that why they have different separated grammars. The most common problems of translating into Arabic are due to the several grammatical features of English that are classified as follow:

a. The translation of tenses and articles.

b. The translation of verbs 'be', 'have' and modals.

c. The translation of nominal, verbal and conditional sentences.

d. The translation of adjectives and personal pronouns.

2.6.2. Stylistic Problems

Any text given the style of writing is very important for creating the meaning. The various use of formal and informal style causes serious problems of translation in both English and Arabic language. Due to the fact that meaning will be transmitted differently or the stylistic role is ignored. Other issues are related to fronting, active and passive style, parallelism, ambiguity, redundancy, and some other stylistic functions.

2.6.3. Lexical Problems

Lexical problems most of the time occurs when the translator or the student does not understand a word or expression directly and the meaning is not clear. Lexical issues are top problems posed for students due to their thinking about translation only on word level, translating words as they are in isolation. Examples of some lexical problems are: literal meaning, synonyms, idioms, proverbs, titles and metaphors etc.

2.6.4. Phonological Problems

Those problems generally occur in poetry and advertising. The main focus of this kind of problems is on sounds by the means of the translation of sounds from source language into target language due to specific purposes.

Conclusion

Concerning this chapter the clarifications of some concepts such as translation, figures of speech, and metaphors were included. Metaphors were tackled from the point of views of two different languages (English and Arabic). In addition since translation is not related only to linguistic level, but also is closely related to cultural one. Moreover; translator face difficulties when translating metaphors, the problem is mainly in finding the exact meaning. A further aspect tackles in this chapter is the main strategies of good translation, which is an important point to achieve a good translation close to the original one.

Chapter Two: Data Collection, Analysis and Results

    Introduction:

       This is the practical component of the study. It is dedicated to the corpus presentation, and analysis of the data gathered. It aims to look at the challenges that third-year EFL English students at Mohammed Seddik Ben Yahia, Jijel have in translating metaphorical songs from English into Arabic. Students are expected to interpret metaphors drawn from two songs, 'Rolling in the deep' and 'Turning tables' from Adele's 21 album. This chapter attempts to study how students translate and what kinds of obstacles they encounter while translating metaphors. In addition, several possible options are discussed in this chapter.

   1. Section One: The Corpus

       This section aims to provide an outline of the analysis corpus. This is a collection of songs by the well-known British singer Adele Lurie Blue Adkins. It was chosen because of the singer's popularity and significance in English music, as well as the fact that she is one of the most vocalists who uses metaphors in the English songs. It will begin with a brief biography of the singer, followed by a spotlight on some of her style's characteristics. Adele's English songs have had an impact on her listeners. Finally, the segment will concentrate on launching the 21 Album with two songs, 'Rolling in the Deep' and 'Turning Tables,' as well as the metaphors it contains.

   1.1. Biography of Adele Lurie Blue Adkins

       According to Lonsky (2015), Adele was awarded a recording deal by XL Recordings after graduating from the British School of Art and Technology in 2006. In 2016, at a private celebration, she married Simon Konecki and in 2017 she became one of the wealthiest of the

artists under the age of 30. She was divorced and left with her single kid called Angelo James after two years of marriage in 2019.

1.2. Her Work and Influence for Pop Music

Lonsky (2015) stated that, In 2008 Adele released her debut album, 19. Adele was shown to American viewers via the TV programme "Saturday Night Live." In early 2009 for her luxury blues song "Chase the sidewalk," she got the Grammy award for the best Newcorner and best female pop vocial performances.

1.3. Her Styles' Features

The music of Adele is a soul-pop combination. The soul and passion are shown in her songs. Many of her songs are inspired from her private relationship and her sadness, which mixed with her voice lead to songs that are fascinating to listen to and motivate the songs to be created and how highly reminiscent. A significant aspect of her music is also the piano, which provides the backdrop and soul for her songs.

1.4. Adele's 21 Album

Wikipedia states Adele's 21 album is her second album. XL Recordings and Columbia Records released on 24 January 2011 in Europe and 22 February 2011 in North America. The album was developed after the singer's age. 21 Has the folk and motown soul influences of her 2008 debut album 19.

There are 11 songs in her 21 album and we selected two for our research and they are, 'Rolling in the Deep' and 'Turning Tables.'

According to Wade (2011), 21 album is absolutely amazing. After only a few plays, you'll feel as if you've known it your entire life. Adele will be an even bigger award magnet by the end of the year, leaving her contemporaries in the dust. Exceptionally brilliant.

1.4.1. Rolling in the Deep:

'Rolling in the Deep' is a well-known English song that has received a lot of praise from fans. Adele wrote the lyrics and composed the song. Between 2010 and 2017, the show tune based on this lyric became extremely popular. This melody's recurring line is "Rolling in the Deep." It happens over and over again. This line implies emotional closeness and reliance, particularly in a romantic relationship.

1.4.2. Turning Tables:

The song is about a lover, who is continually "turning the tables" on the victim. No matter what she does or how hard she tries to make things right, she is always blamed and told that it is not enough. This song seems like the fact that the relationship is too exhausting and she cannot deal with the pain that caused by her relationship.

1.4.3. Metaphors in "Rolling in the Deep and Turning Tables":

Figures of speech, especially metaphors, abound in "Rolling in the Deep" and "Turning tables." This section attempts to explain the metaphorical significance of the metaphors used in those Songs from Adele's 21 album

1.4.3.1. Metaphors in 'Rolling in the Deep':

1- Symbols:

There's <u>fire</u> starting in my heart

And it's bringing me out <u>the dark</u>

See how I'll leave with every <u>piece of you.</u>

Fire means Adele anger, while the dark it means the missing of the truth while every piece of you means everything about her ex. In other words, it indicates that they're going to leave it forever and not allow it have the better of it, as they know in their hearts that it's going to regret it and recall that they missed more than when they had gone.

2- Personification:

The scars of your love remind me of us.

The scars of your love they leave me breathless

She also carries the wounds of their love with her, and they leave her feeling defeated because she realizes they should have been perfect.

3- Hyperboles and Paradox:

You had my heart inside of your hands. (Hyperboles)

You had my heart inside of your hands and you played it to the beat. (Paradox)

In the aforementioned texts she understands that she should have done everything and that as he understands that he would never wish that he met her and ends up in his tears of grief and anguish (Rolling in the deep). He recognized that he had her heart (in your hands you had my heart), and he didn't care. "Played it to the beat" is a beautiful way to phrase "he played her." He kept her heart in his hands, felt the beating but dismissed it in his little game as background music.

4- Hyperbola

But I've heard one of you and I'm gonna make your head burn.

She is more than convinced she has nothing to fear or disgrace since she didn't break any laws (no story to be told). He has much to be humiliated (heard one of you), but at the other hand, and she will ensure he recalls that he was the one who created the truth, broke her heart and did the wrong thing in the relationship (make your head burn). She wants him to suffer harder by reminding her, till he knows it and starts to suffer (think of me in the depths of your despair). She doesn't want him yet to feel good or even live a happy life

Throw your soul through every open door

Count your blessings to find what look for

Turn my sorrow into treasured gold

Now that they finish, he'll most probably be a terrible guy, and he'll go out with every female who meets him (throw you at every open door), but it doesn't make him happy. What she offered him must ultimately have made him joyful, proud, and thanks should he be if he ever finds it again. The suffering he would eventually endure as a consequence of losing her will ultimately be his reward, and make up for all the anguish and rage that she is suffering now.

1.4.3.2. Metaphors in 'Turning Tables':

1- Hyperbole:

Close enough to start a war

All I have is on the floor

God only knows what we are fighting for

All that I say, you always say more

The term 'war'. This term is hyperbolically used to indicate only a fight. Then, there is the statement that everything that the writer possesses is on the floor. While it is true that throughout the conflict which includes a party turning the tables objects would fall into the floor, but plainly they are not "all" that Adele possesses. The sentence "God only knows what we're fighting for" puts emphasis that both sides are no longer aware what the root of their dispute is. Finally, there is the line "All that I say, you constantly say more" which helps to illustrate that the fight has grown extremely passionate and seems unending.

2- Dead Metaphor

Under your thumb I can't breathe

In other words, that he has her under his control, and whenever she wants to challenge him, she surrenders, she remains under his control as a result, and she feels strangled as a result.

No, I won't rescue you by just deserting me.

Means he feels she needs him to end things with her, but she wants to end things with him only, for her own self.

3- **Affective Meaning**

It's time to say goodbye to turning tables.

Means she's sick of playing the game that he feels they're playing and running in circles.

Under haunted skies I see you.

It means that while he is in a bad mood, she realizes who and what he truly is.

Where love is lost, your ghost is found.

It means she understands why and where she fell in love with him; she has discovered the ghost where the "true him" went and/or who he turned into.

I braved a hundred storms to leave you.

It means she's wanted numerous times to abandon him and the hundreds of storms were his moods/tempers

4- **Personification**

I'll be my own saviour, when the thunder calls for me.

"I'll be my own saviour," she says, implying that she will be able to rescue herself again. "When the thunder calls for me," she refers to his booming mood summoning her name.

5- **Orientational Metaphor**

Standing on my own two feet.

It means she'll have to stand up with/or by herself without any help.

2. Section Two: Data Collection and Analysis

2.1.Population and Sampling

The population of this study includes third-year EFL students from Mohammed Seddick Ben Yahia University, Jijel, who enroll in the English Department. The random selection of fifty (50) students of EFL is based on the idea that Third Year students should respond to the survey and test since they have worked on translation and translation of metaphors for two years. The questionnaire and test answers shall also be provided by the student.

2.2.Data Collection Procedures

This research is both qualitative and quantitative in nature. The researches rely on an exploratory test, in which participants needed to translate some English metaphors into Arabic. Its purpose is to understand those student's difficulties in translating metaphors from English songs into Arabic. The second tool used for data collection is questionnaire, it was given directly after the test.

The discussion of student's test and questionnaire starts with the description of both tools, then it is followed by their analysis, and ends with the discussion and interpretation of the results.

2.3. Students' Test

2.3.1. Administration of the Test

The selected sentences were administrated by the researchers to Third Year students in the classroom. The translation of the test took approximately 1 hour.

2.3.2. Description of Students' Test

Students are given a test that consists of 19 sentences; each sentence contains an underlined metaphor. The participants are asked to translate them into Arabic. These metaphors are selected from the songs in Adele album's "21", and should be translated into Arabic. The songs are full of figures of speech, especially metaphors, this serves the aim of this research. In addition the language used is comprehensible due the singer's use of simple style and wording. Hence, students are supposed to translate the metaphor successfully. Otherwise, an unsuccessful translation will enable the researchers to find the types of difficulties that caused student's failure.

The participants' translation shows the researchers the Students' language level, the method used, and the problems they encounter in translating these metaphors from English to Arabic.

2.3.3. Analysis of Students' Test Results

Concerning the analysis of the test, it is based on the translation methods that students have already dealt with, and were covered in the theoretical chapter. Each sentence will be compared to the Arabic translated model, and evaluated according to some criteria such as the appropriate interpretation and translation of the metaphorical meaning.

All the students answered the test and returned back their papers. Hence, all the fifty samples were analysed yet, not all students translated all the sentences.

The table below is divided into five columns, the first one contains the SL sentence, the second contains the Arabic model translation, and the third is about typical translations

suggested by students. The fourth column shows the frequency of occurrence, and the last one includes the percentage.

2.3.4. The Analysis of Students' Translation

- **Sentence 01:** All the participants (50) translated the first sentence. However, six (06) of them produced different translations using the two common methods of translation, word for word and free translation.

Table 01. Students' Answer in Sentence 01

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
There's a fire starting in my heart.	هناك غضب عارم يشتعل في قلبي	هناك نار تشتعل في قلبي	44	88%
Total			50	100

As it can be noticed from the table, most of the participants 88% translated the first metaphor using literal translation. They transferred each SL word into its TL equivalence, while keeping the same order of the components of the metaphor. Student's answers differs a bit from the Arabic model, for example the use of word "نار" by students instead of using "غضب عارم" which emphasizes the anger inside the metaphor. This is may be due to the cultural differences, which made the students struggle to find the appropriate expression.

The second suggested answer by 6 students was '' هناك شوق يحرق قلبي''. It can be noted that 12% of the participants fail to express the metaphorical meaning of fire.

- **Sentence 02:** Out of 50 participants, 39 attempted to translate the metaphor but, 16 students did not translate well. While the other 11 students did not provide an answer.

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Table 02. Students' Answer in Sentence 02

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
Reaching a fever pitch, it's bringing me out of the dark.	يبلغ الذروة و يوضّح لي الطريق وما يجب فعله	يبلغ الى درجة حرارة عالية و تخرجني من الظلام	23	46%
Total			50	100

The table shows that 23 students which represent 46% translated the sentence using literal translation. The students here did not preserve the metaphorical meaning when they translated each SL word into their equivalent.

- **Sentence 03:** All the participants (50) translated the third sentence. They came up with different suggested translations, as they used two various methods that led to different results.

Table 03. Students' Answer in Sentence 03

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
Finally, I can see you crystal clear.	أخيرا ظهرت على حقيقتك	اخيرا استطيع رؤيتك كوضوح الكريستال	34	68%
Total			50	100

As it is shown in the table, 68% of students used word-for-word translation to transfer the metaphor. They translate each SL word into it equivalent in TL, while they did not conserve the sentence metaphorical meaning. Because, the word "crystal" here mean's the

person's reality not as to see a person like a jewellery.

The rest 32% students preferred to use free method when transferring "Finally, I can see crystal clear" to "و اخير استطيع رؤيتك كوضوح الشمس", so basically they got the metaphorical meaning which is the real picture of a person, but still it is different from the model answer.

- **Sentence 04:** All the participants translate the fourth sentence. Except for (2) students did not attempt to translate the metaphor, while the other participants suggest different translations using the two main method literal and free translation.

Table 04. Students' Answer in Sentence 04

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
And I am gonna make your head burn.	سأقضي عليك	سوف اجعل راسك يحترق	**31**	**62%**
Total			**50**	**100**

The above table shows that 31 students with frequency of 62% translate the metaphor using literal method. They failed in expressing the metaphorical meaning of the sentence because the focus was on the form and neglected the meaning. While the other participants with the percentage of 34% translated this metaphor using free translation strategy. Yet, they did not preserve the metaphorical meaning. They translated it as:"سوف اجعل راسك يحترق". The students thought that the singer wants to do a surprise, as a result they got the wrong understanding of the metaphor.

- **Sentence 05:** Out of the (50) participants (48) translate this sentence. They produced different translations using the two common translation methods as in the previous

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analysis, the majority which represent 60% used word-for-word translation, while 34% used free translation and 6% did not provide an answer, may be because they found it hard to translate due to their lack of vocabulary.

Table 05. Students' Answer in Sentence 05

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
See how I'll leave with every piece of you.	سأذهب، لكن ليس قبل أن آخذ حقي منك	شاهد كيف سأرحل بكل قطعة منك	**30**	**60%**
Total			**50**	**100**

From the table it can be concluded that most participant, which refers to 60% percent of the population preferred to use word-for-word method as they failed in producing the intended metaphorical meaning. The use of literal method in this case is not appropriate in relation to the purpose of the translation here, the singer wants to express the feeling of revenge as she is leaving, while the students unfortunately misunderstood the meaning. The other 34% suggested translation was "شاهد كيف سأتخلى عن كل شيىء يتعلق بك", here the students used the free method for transferring the sentence but they did not produce the exact meaning, it still differs from the Arabic model answer.

- **Sentence 06:** When coming to the sixth sentence, mostly all the participants were able to translate it, except 4 of them who did not provide an answer. All the students used the literal translation method to transfer this sentence.

Table 06. Students' Answer in Sentence 06

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
The scars of your love remind me of us.	تذكرني جراح حبّك بأوقات جمعتنا	ندبات حبك تذكرني بنا	**46**	**92%**
Total			**50**	**100**

The above table that shows 92% of the participants translate this sentence using word-for-word translation strategy. They understood the metaphorical meaning which is the memories between a two persons loved each other. However, because of the lack of vocabulary they didn't provide a translation similar to the Arabic model answer.

- **Sentence 07:** This sentence was translated by all the participants. However, they mixed two methods that result in 02 different translations. The students used the two main common translation methods literal and free translation.

Table 07. Students' Answer in Sentence 07

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
You had my heart inside of your hands.	كان قلبي ملكك	انت كنت تملك قلبي بين يديك	**30**	**60%**
Total			**50**	**100**

As it is shown in the table 60% of the participants translate the sentence using word-for-word translation. They transfer it focusing on the word order while they conserved a part of the metaphorical meaning of the sentence, this method did not produce the exact meaning. The other 40% of students translate the sentence as "لقد ملكت حبي" using the free translation method, here they conserved the metaphorical meaning while, and they did not concentrate on the form of the sentence.

- **Sentence 08:** The majority of the participants (45) translated this sentence, only 5 of them did not. They used two method of translation which are word-for-word and free translation.

Table 08. Students' Answer in Sentence 08

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
And you played it to the beat.	لكنّك تلاعبت به	ولعبت به على الايقاع	40	80%
Total			50	100

The results above in the table shows that 80% of the participants preferred to use word-for-word translation. They failed in expressing the metaphorical meaning here, translating each SL word into its equivalents did not help in producing the exact meaning. While the other 10 % produced a different translation using the free translation method. Which they translated as " و لعبت ب مشاعري", this translation is closed to the exact meaning but, it still differ from the

Arabic model answer.

- **Sentence 09:** (39) out of (50) participants translate this sentence. 11 students did not provide an answer, because of the lack of vocabulary or did not understand the sentence. While the rest suggested different translations using the literal and free translation.

Table 09. Students' Answer in Sentence 09

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
Throw your soul through every open door.	ستبحث بضياع عمن تشبهني	ألقى روحك من كل باب مفتوح	**23**	**46%**
Total			**50**	**100**

This table shows that 46% of the participants used the literal method in transferring this sentence. This translation strategy did not help the students in producing the metaphorical meaning of the sentence. While the other 38% suggested translation was ''استغل كل باب مفتوح لك'', which is completely wrong in the meaning because the student here used the free translation method but, they did not produce the intended meaning.

- **Sentence 10:** Concerning the translation of this sentence, the majority of the participant's represents 64% transferred the sentence using word-for-word strategy. However, 9 students did not attempt to translate the metaphor, while the other 18% provided wrong answers.

Table 10. Students' Answer in Sentence 10

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
Turn my sorrow into treasured gold.	بفضلك تعلّمت من خطئي	حول حزني الى ذهب ثمين	**32**	**64%**
Total			**50**	**100**

This table demonstrate that 64% of the participants translated the sentence depending the word-for-word method. They did not understand the metaphorical meaning of the sentence, while they applied the wrong method for translating it. Hence, the use of free translation is more appropriate in the latter case, whereas the lack of vocabulary and differences between the two cultures made the translation process hard for the participants.

- **Sentence: 11** Out of (50) participants only (44) students tended to translate this sentence. The majority of the participants represent (62%) transferred the sentence using the literal translation strategy, while the other (26%) provided wrong answers. The rest which represent (12%) did not translate it, maybe because they have a lack of vocabulary.

Table 11. Students' Answer in Sentence 11

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
Think of me in the depths of your despair.	ستتذكرني عندما ترافق غيري	فكر بي في اعماق يأسك	**31**	**62%**

			50	100
Total				

The above table introduces that 62% from the total number of the participants translated each SL word of the sentence into its equivalent in the TL, while keeping the same word order. Students' translation cannot be considered as a successful one because it did not conserve the metaphorical meaning of the sentence.

- **Sentence 12:** The majority of the participants (41) translated this sentence, only 9 of them did not. The translation method used here is the word-for-word method.

Table 12. Students' Answer in Sentence 12

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	percentage
Under your thumb I can't breathe.	لا أستطيع العيش تحت هيمنتك	لا أستطيع التنفس تحت ابهامك	**41**	**82%**
Total			**50**	**100**

This table shows that (82%) of the participants preferred to apply the word-for-word translation. The students failed at expressing the image of the sentence, they focused on the form and forget about the metaphorical meaning.

- **Sentence 13:** Concerning this sentence it was translated by all the students. The participants which represent 80% used the direct translation method, while the rest of

the students 20% preferred to apply the free translation that resulted in two different translations.

Table 13. Students' Answer in Sentence 13

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
No, I won't rescue you to just desert me.	لن أعطيك الفرصة لهجري	لا لن انقذك لتهجرني	**40**	**80%**
Total			**50**	**100**

The above table illustrate that large number of students (80%) chose word-for-word translation focusing on the form and meaning. It considered to be appropriate in this case. However, because of the lack of vocabulary, they could not provide an answer similar to the Arabic translation model. The rest 20% used another different method which is the free translation, the students reproduce the metaphor as: ''لن اعطيك فرصة ثانية لأحزاني''. The use of free translation method did not provide the exact meaning of the metaphor.

- **Sentence 14:** The majority of the participants (42) translated this sentence using word-for-word translation method. While the rest (8) students did not provide an answer, because they did not understand the image in the sentence or found it difficult to translate.

Table 14. Students' Answer in Sentence 14

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SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
It's time to say goodbye to turning tables.	آن الأوان للتوقف عن لعب دور الضحية	لقد حان الوقت لتوديع الطاولات المقلوبة	**42**	**84%**
Total			**50**	**100**

The results in the above table shows that (84%) of the students used the direct translation method. The students failed at expressing the metaphorical meaning of the sentence, they focused on the form and they did not expressed image here. A specific metaphor meaning in a culture can be ambiguous in another one.

- **Sentence 15:** Out of the (50) students only (36) translated this sentence. (24) Of the participants transferred the metaphor using word-for-word translation method. While the other (12) students provided wrong translations, and the rest (14) did not attempt to translate the sentence.

Table 15. Students' Answer in Sentence 15

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
Under haunted skies I see you.	بإمكاني رؤيتك على حقيقتك	تحت سماء مسكونة اراك	**24**	**48%**
Total			**50**	**100**

As it is illustrated in the table above that (48%) of the participants preferred to use the word-for-word method. They failed in expressing the image of the metaphor by using the direct method of translation. The others which represent (24%) suggested totally wrong translations, this is due to the wrong selection of the translation method and maybe because of the cultural differences, which struggle the students translation process.

- **Sentence 16:** Not all the (50) students translated this sentence. While 10 of them did not respond, the other (40) students, provided two different answer by using the two common methods of translation. Word-for-word and free translation.

Table 16. Students' Answer in Sentence 16

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
Where love is lost your ghost is found.	لن يولد الحب اينما توجد نفسك	عندما ضاع حبك وجد شبحك	**32**	**64%**
Total			**50**	**100**

The above table shows that (64%) of the participants used the word-for-word translation. The students focused on the form of the sentence and forgot about its metaphorical meaning. The other suggested answers by (16%) they translated the sentence as: '' اينما توجد انت يختفي الحب'', the use of free translation method here produced the intended meaning, however, it still differs from Arabic model answer. Thus, the use of free translation here is more appropriate then the word-for-word method.

- **Sentence 17:** This sentence was translated by all the (50) participants. They used two common translation methods: free and literal translation, which led to two different suggested translations

Table 17. Students' Answer in Sentence 17

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
I braved a hundred storms to leave you.	حاولت مرارا وتكرارا حتى أتمكّن من هجرك	لقد تحديت مئة عاصفة لاتركك	**29**	**58%**
Total			**50**	**100**

As it is illustrated in the table above (58%) of the students used the word-for-word translation method. They did not produce the exact metaphorical meaning using the literal translation method; however, the participants understood the sentence but, they could not provide an appropriate model answer. The other suggested translation which represent (42%) from the students, they rendered as: ''واجهت العديد من الصعوبات لارحل عنك'', the use of free translation method here was appropriate to produce the metaphorical meaning of the sentence.

- **Sentence 18:** Out of (50) participants, (41) students translated this sentence. 9 of them did not provide answers, while (27) of the participants used literal translation method. The rest which represent (14) presented wrong translation of the sentence.

Table 18. Students' Answer in Sentence 18

SL Sentence	Arabic Model Answer	Typical Students Translation	Frequency of Occurrence	Percentage
I'll be my own saviour, when the thunder calls for me.	سأحمي نفسي إذا ما واجهت غضبك	ساكون منقذ نفسي حينما يناديني الرعد	**27**	**54%**
Total			**50**	**100**

As in the analysis of the previous sentence, it shows that (54%) of the participants used the direct method of translation. They failed in expressing the metaphorical meaning of the sentence, they preserved the meaning of the first part in the sentence but, transferring each word into its equivalent in the second part of the sentence did not produce the exact meaning of the sentence. Hence, the use of word-for-word method in the latter case was not appropriate.

- **Sentence 19:** Concerning the last sentence, the majority of the students translated using the direct method. While 9 of them did not attempt to translate it, maybe because they found it difficult or the lack of vocabulary prevented them.

Table 19. Students' Answer in Sentence 19

SL Sentence	Arabic Answer	Model	Typical Students Translation	Frequency of Occurrence	Percentage
Standing on my own two feet.	مستعدة للعيش بدنوك		أقف على قدمي	**41**	**82%**
Total				**50**	**100**

As the table above shows that 82% of the participants used word-for-word method for translating the last sentence. The students here failed in producing the intended meaning of the metaphor in the sentence, this rendering cannot be classified as a successful translation. Thus, the use of literal translation method was not appropriate for this case.

2.3.5. Discussion of Results of the Students' Test

The preservation of the metaphorical meaning in the process of translation considered the Arabic model answer as the successful one. For producing the appropriate image they selected different translation methods. However, they used the most suitable method and strategy for each metaphor in order to convey the figurative meaning. Evaluating student's answers with the Arabic model, as it is observed that students generally rely literal translation. The use of this method did not produce a successful translation. In contrast to those who used the free translation method, their focus on the context helped them in producing the purposeful metaphorical meaning. Yet, they did not produce the same image used by the translators, this

is may be due to the cultural differences. As for the lack of vocabulary, students always struggle in selecting the appropriate words in the translation process.

2.4. Students' Questionnaire

2.4.1. Administration of the Questionnaire

The researchers worked with a random number of Third Year EFL students at Language Department of Mohammed Seddik Ben Yahia, Jijel and asked the teachers' permission to distribute the papers to the students for answering them.

2.4.2. Description of the Questionnaire

Treffers (1994) believe that, 'questionnaire' is viewed as a series about a study questions that are addressed to elicit specified responses; in other words, it is a method of promptly and methodically collecting pleasant data. The information gleaned from a questionnaire survey may be used in a variety of ways. It may be used to establish a broad picture of language usage in a specific society in order to plan future studies; it may be used to contextualize the social actors being studied.

All of the information obtained in the latter is the initial stage in data collecting. Researchers may use the information gathered to select target informants.

A questionnaire addressed to third students was administered to participants. It comprised 20 closed questions.

a. Background knowledge of the gender and age of the learners

b. Using a series of words which include "Disagree, Strongly Disagree, Neutral, Agree, and Strongly Agree," learners are instructed to tick the precise response to each of the twenty (20) questions.

2.4.3. Analysis of the Questionnaire

The next part is about the students' questionnaire, which includes the students' background (gender + age) and twenty (20) questions. The responses of the students and the analysis using the SPSS software will be provided as follows:

➢ **Table of Frequencies**

The following table demonstrates the gender identity of the sample, according to (table 20), out of 50 respondents (100%), 45 were females, and the others 05(10%) were males.

Table 20. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	10,0	10,0	10,0
	Female	45	90,0	90,0	100,0
	Total	50	100,0	100,0	

As the data in the (Table 21) shows, the ages of the respondents. As it can be seen, the most of respondents' ages are between 19 and 23 with (96%) and the least of them are between 24 and 28 with (04%).

Table 21. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	1	2,0	2,0	2,0
	20	21	42,0	42,0	44,0
	21	17	34,0	34,0	78,0
	22	7	14,0	14,0	92,0
	23	2	4,0	4,0	96,0
	24	1	2,0	2,0	98,0
	28	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Q01: *I find listening to English songs helpful in learning new vocabulary.*

Including that all 50 (100%) students correctly responded. On the other hand, the aim of this inquiry is mainly to determine whether or not learners find listening to English songs useful in learning new vocabulary. Of course, only if they are listening to English music

would they choose the answer. Some Students may be unsure what the word signifies. Some

students may just guess the answer randomly. However, according to (Table 23), 25 (50%) of

the students agreed, 25 (42%) agreed strongly, and only 04 (8%) were neutral.

Table 22. Q_01

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	4	8,0	8,0	8,0
	A	25	50,0	50,0	58,0
	SA	21	42,0	42,0	100,0
	Total	50	100,0	100,0	

Q2: *I like to listen to metaphorical songs.*

The aim of the question is to find out if the learners want to listen to metaphorical

songs. The second question has the same goal as the first one. As shown in (Table 23), 18

(36%) of the students responded 'Neutral,' nearly the same frequency as 17 (34%) 'Agree,' and

10 (20%) 'Strongly agree,' while 05 (10%) did not. This question is primarily intended to give

warm-up knowledge to students for the next eighteen (18) questions, so they can have an

easier time selecting one of the options.

Table 23. Q_02

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	10,0	10,0	10,0
	N	18	36,0	36,0	46,0
	A	17	34,0	34,0	80,0
	SA	10	20,0	20,0	100,0
	Total	50	100,0	100,0	

The following questions (Tables 24, 25, 26, 27, & 28) were designed to elicit the most

relevant techniques used by students when they translate metaphors from English into Arabic

and the results of the questions (Q3, Q4, Q5, Q6, & Q7) shows that:

Q3: *I feel discouraged when I cannot translate metaphorical words from English into Arabic.*

In the (Table 24) shows that most of the students 25 (50%) 'Agree' about feeling discouraged when they cannot translate metaphorical words from English into Arabic. It has been stated 'Strongly agree' from only 10 (20%), and 09 (18%) 'Neutral' and rest stated that 04 (8%) of them 'Disagree' and 02 (4%) 'Strongly disagree'. The researchers believe that the reason behind the students answer is that; Students are not familiar with translating metaphors successfully and it can be because of the lack of vocabulary.

Table 24. Q_03

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	8,0	8,0	8,0
	SD	2	4,0	4,0	12,0
	N	9	18,0	18,0	30,0
	A	25	50,0	50,0	80,0
	SA	10	20,0	20,0	100,0

Q04: *I struggle in translating English sentences into Arabic because of the lack of English vocabulary.*

The next question aims to know if the students struggle in translating English sentences into Arabic because of the lack of English vocabulary. The question reveals (Table 25) that slight majority of students 17 (34%) 'Agree', 14 (28%) students answered with 'Neutral' and there was 08 (16) students 'Disagree' about it, 06 (12%) 'Strongly agree' and 05 (10%) 'Strongly disagree'. This item contains two crucial points. First, to see if students really have this issue. Second, the alternatives from the options let the students to choose the proper one in order to determine the proper answer based on their study background in translating

sentences from English into Arabic. As results, the researchers can see that the lack of vocabulary is one of the most common difficulties that is faced by the students

Table 25. Q_04

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	8	16,0	16,0	16,0
	SD	5	10,0	10,0	26,0
	N	14	28,0	28,0	54,0
	A	17	34,0	34,0	88,0
	SA	6	12,0	12,0	100,0
	Total	50	100,0	100,0	

Q05*: I use translation methods while I am translating sentences from English into Arabic.*

The focus on the fifth question is to know if the students take into consideration translation methods while they are transiting or not. On other words, the purpose of this question is to measure the students' interest in translation using the correct methods. As you we can see in (Table 26) slight majority of the students 21 (42%) 'Agree' about using them the translation methods while they translate sentences from English into Arabic, while 13 (26%) answered with 'Neutral' wand 9 (18%) students are 'Strongly agree'.

Table 26. Q_05

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	6	12,0	12,0	12,0
	SD	1	2,0	2,0	14,0
	N	13	26,0	26,0	40,0
	A	21	42,0	42,0	82,0
	SA	9	18,0	18,0	100,0
	Total	50	100,0	100,0	

Q06: *I understand metaphorical words better when they are included in a whole text.*

This inquiry is about knowing if the third year EFL students understand metaphorical words better when they are included in a whole text or not. Clearly, as we can see in the (Table 27), the majority of the students 24 (48%) 'Agree', however 16 (32%) 'Strongly agree'. As a result, students cannot understand metaphors when they are out the context, because they do not have enough knowledge about the vocabulary or even enough knowledge about a foreign language and the a different culture, in this case students can understand the metaphors only in a whole text .i.e. they can rely on guessing the meaning of the metaphors when it is out of the context.

Table 27. Q_06

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	6,0	6,0	6,0
	N	7	14,0	14,0	20,0
	A	24	48,0	48,0	68,0
	SA	16	32,0	32,0	100,0
	Total	50	100,0	100,0	

Q07: *The course of translation has helped me to translate metaphors.*

The following table is designed to know if the participants find the course of translation has helped them to translate metaphors or not. The collecting data regarding this question (Table 28) shows that the results has almost same percent. A slight majority of the students 19 (38%) 'Agree', 11 (22%) 'Strongly agree', 9 (18%) of the students 'Neutral' and other 9 (18%) 'Disagree' while it has been stated that only 02 of the students (04%) 'Strongly disagree'. As we can see that few of the students find the translation course helpful for them in translating metaphors.

Table 28. Q_07

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	9	18,0	18,0	18,0
	SD	2	4,0	4,0	22,0

		Frequency	Percent	Valid Percent	Cumulative Percent
	N	9	18,0	18,0	40,0
	A	19	38,0	38,0	78,0
	SA	11	22,0	22,0	100,0
	Total	50	100,0	100,0	

The following questions that are related to them (Tables 29, 30, 31, 32, and 33) were created expressly to determine if the learners are familiar with the translation process or not.

Q08: *Sometimes I am confused which is the best translation method that I should use to translate metaphors.*

According to the data in (Table 29), the majority of the respondents 22 (44%) 'Agree' that sometimes they are confused about the best translation method they should use to translate metaphors. 13 (26%) of students 'Strongly agree', and 10 (20%) choose 'Neutral'. The goal of the eight questions is to test whether the students can be sure what method they are suing while they are translating metaphors from English into Arabic. The results shows that most of third year EFL students are confused. However, just 4 (08%) 'Disagree' and only one student (02%) 'Strongly disagree'.

Table 29. Q_08

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	8,0	8,0	8,0
	SD	1	2,0	2,0	10,0
	N	10	20,0	20,0	30,0
	A	22	44,0	44,0	74,0
	SA	13	26,0	26,0	100,0
	Total	50	100,0	100,0	

Q09: *I rely on direct translation techniques to translate sentences that include metaphors.*

The following data in (Table 30) is a result to know if the students they rely on direct translation techniques (method) to translate sentences that include metaphors. Out of 50 (100%) students, 20 (40%) tick 'Neutral' and 12 (24) 'Disagree', while 10 (20%) 'Agree' and

5 (10%) 'Strongly agree'. As a results we can see from the answers that half of the respondents rely on it and half do not.

Table 30. Q_09

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	12	24,0	24,0	24,0
	SD	3	6,0	6,0	30,0
	N	20	40,0	40,0	70,0
	A	10	20,0	20,0	90,0
	SA	5	10,0	10,0	100,0
	Total	50	100,0	100,0	

Q10: *I use word for word translation while I am translating metaphors.*

According to the data in (Table31), out of the total answers shows that 16 (32%) students 'Strongly disagree' and 13 (26%) 'Disagree' that they use word for word translation when they translate metaphors. On the other hand, 09 (18%) 'Agree', other 09 (18%) 'Neutral' and only 03 (6%) 'Strongly agree'. As a result most of the student are pretty sure they do not use word for word translation when they translate metaphors.

Table 31. Q_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	13	26,0	26,0	26,0
	SD	16	32,0	32,0	58,0
	N	9	18,0	18,0	76,0
	A	9	18,0	18,0	94,0
	SA	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

Q11: *For me borrowing is the most common translation technique to translate metaphors*.

This item was sated up in order to show whether EFL third year students think that borrowing method is the most common translation technique to translate metaphors or not. As it is expected, most answers were positive. 16(32%) answered by 'Agree', 15 (30%)'Neutral', 12 (24%) 'Strongly agree' and only 04 students 'Disagree' while 03 'Strongly disagree'

Table 32. Q_11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	8,0	8,0	8,0
	SD	3	6,0	6,0	14,0
	N	15	30,0	30,0	44,0
	A	16	32,0	32,0	76,0
	SA	12	24,0	24,0	100,0
	Total	50	100,0	100,0	

Q12: *I find literal translation method helpful as a new translator.*

Concerning the data in (Table 33) out of the total students answers as: 22 (44%) answered 'Neutral' find literal translation method helpful, and 12 (24%) 'Agree' while 08 (16%) 'Disagree' and 06 (12%) 'Strongly Disagree'

Table 33. Q_12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	8	16,0	16,0	16,0
	SD	6	12,0	12,0	28,0
	N	22	44,0	44,0	72,0
	A	12	24,0	24,0	96,0
	SA	2	4,0	4,0	100,0
	Total	50	100,0	100,0	

The following questions (Tables 34, 35, & 36) were designed to elicit third-year students' reactions to learning translation both inside and outside of the classroom, and their responses to Q13, Q14, and Q15 were as follows:

Q13: *I love using online dictionaries because they are very helpful in the translation process in metaphors.*

The aims of the above question is to know if students love using online dictionaries in translating metaphors. The data shows (Table 34) the majority of the students 19 (38%)

'Agree' and 12 (24%) their answer were 'Neutral' and 08 (16%) are 'Strongly agree'. We can see that the students are having difficulties in translating the metaphors and they like to rely on the online translation because it can be for them more helpful than their translation course while actually the online translation cannot give them correct meaning of metaphors it will only provide them with word for word translation.

Table 34. Q_13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	7	14,0	14,0	14,0
	SD	4	8,0	8,0	22,0
	N	12	24,0	24,0	46,0
	A	19	38,0	38,0	84,0
	SA	8	16,0	16,0	100,0
	Total	50	100,0	100,0	

Q14: *The level of difficulty of the texts that are used in the class motivates me to keep working in the translation course*

From the following table (Table 35) third year EFL students' answers are almost close to each other regarding the 14 question, the purpose of it is to know if the level of difficulty of the texts that are used in the class motivates learners to keep working in the translation course or not. Slight majority of the students 14 (28%) replied with 'Neutral', 12 (24%) of them 'Agree' and 10 (20%) are 'Strongly disagree'.

Table 35. Q_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	9	18,0	18,0	18,0
	SD	10	20,0	20,0	38,0
	N	14	28,0	28,0	66,0
	A	12	24,0	24,0	90,0
	SA	5	10,0	10,0	100,0
	Total	50	100,0	100,0	

Q15: *When my translation teacher gives us texts to translate, I rely mostly on the translation applications.*

From the following table we notice that half of the students 25 (50%) 'Agree' that they rely mostly on translation application when their translation teacher gives them texts to translate. While 11 (22%) replied 'Neutral'. As a result to the finding we can tell that third year students they use application because it is the easiest method for them.

Table 36. Q_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	10,0	10,0	10,0
	SD	5	10,0	10,0	20,0
	N	11	22,0	22,0	42,0
	A	25	50,0	50,0	92,0
	SA	4	8,0	8,0	100,0
	Total	50	100,0	100,0	

The following tables (37, 38, 39, 40, & 41) were created to discover the most common problem for Third Year EFL students while they translate. The data shows that:

Q16: *I believe that multiple meanings of words can cause me struggles when translating.*

Regarding the above question, as before the students are requested to tick one of the given options. And as it is shown in the table below (Table 37); it is noted that the answers are positive. A slight majority 16 (32%) are 'Strongly agree', 11 (22%) 'Agree' while 11 (22%) 'Neutral'.

Table 37. Q_16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	7	14,0	14,0	14,0
	SD	5	10,0	10,0	24,0
	N	11	22,0	22,0	46,0
	A	11	22,0	22,0	68,0
	SA	16	32,0	32,0	100,0

| | | Total | 50 | 100,0 | 100,0 | |

Q17: *I rely only on my background knowledge in the translation process.*

In the following (Table 38) shows that 14 (28%) of the students replied 'Neutral' that they rely only on their background knowledge in the translation process. While, 13 (26) 'Agree', 10 (20%) 'Strongly agree', and 10 (20%) 'Disagree'. We can tell that their background knowledge is limited because as t shown in   Q13 & Q15 that most of them they like to use online translation so it is helping them more.

Table 38. Q_17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	10	20,0	20,0	20,0
	SD	3	6,0	6,0	26,0
	N	14	28,0	28,0	54,0
	A	13	26,0	26,0	80,0
	SA	10	20,0	20,0	100,0
	Total	50	100,0	100,0	

Q18: *As third year EFL student I find the translation process hard when there is no equivalent in the target language.*

The (Table 39) presents the data of the giving question if third year EFL student they find the translation process hard when there is no equivalent in the target language. The majority of the students 27 (54%) 'Agree' and 9 (18%) 'Strongly agree'. As a results the cultural differences is making huge problems on third year students when they are doing their translation.

Table 39. Q_18

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	4,0	4,0	4,0
	SD	5	10,0	10,0	14,0
	N	7	14,0	14,0	28,0
	A	27	54,0	54,0	82,0
	SA	9	18,0	18,0	100,0

Q19: *I face stylistic problems when translating texts from English into Arabic.*

The next (Table 40) shows that out of the total students 19 (38%) 'Agree' about facing stylistic problems when translating texts from English into Arabic. In the same vein, 15 (30%) 'Neutral' and 11 (22%) 'Strongly agree'. Yet only 04 (08%) tick 'Strongly Disagree' and one student tick 'Disagree'

Table 40. Q_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2,0	2,0	2,0
	SD	4	8,0	8,0	10,0
	N	15	30,0	30,0	40,0
	A	19	38,0	38,0	78,0
	SA	11	22,0	22,0	100,0
	Total	50	100,0	100,0	

Q20: *I believe that culture has a huge impact on translation process especially when translating metaphors.*

Last but not least, the below data (Table 41) presents students answers of the last question if they believe that culture has a huge impact on translation process especially when translating metaphors. And as expected high majority of the students 36 (72%) ticked 'strongly agree' and 9 (18%) 'Agree'. Yet only 4 students replied with 'Strongly disagree'. And from their answers we can confirm that the culture is really a very huge issue for students and it is causing them difficulties in understanding metaphors.

Table 41. Q_20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	8,0	8,0	8,0
	N	1	2,0	2,0	10,0
	A	9	18,0	18,0	28,0
	SA	36	72,0	72,0	100,0
	Total	50	100,0	100,0	

2.4.4. Discussions Results of the Students' Questionnaire

Based on the data and analysis shown above, it was discovered that Third Year EFL Students at Mohammed Seddik Ben Yahia University gives their answers based on their knowledge, and based on their responses, we can summarize why they struggle with translating metaphors from English into Arabic. One of the main reasons is that they have a serious lack of vocabulary, which is a common issue for them, and they do not rely on translation methods but instead, rely solely on their background knowledge. On the other hand, they claim that culture is a major barrier to comprehending metaphors translated from English into Arabic. The findings clearly indicate that students are having difficulties comprehending metaphors, which is affecting their performance when translating metaphors.

Another surprising result is that the students acknowledged they like using online dictionaries, even if they feel they need assistance in their translation course, which may be the reason why the students choose to utilize online translation when translating metaphors from English into Arabic. As a result, the goal of this questionnaire was to investigate students' capacities and interest in understanding metaphors in English then translating them into Arabic. And to learn exactly what difficulties Third Year students face, and the researchers were able to draw clear conclusions about the students' perception of the term culture, the importance of culture in translation, and how culture can be elucidated. Furthermore, culture should be incorporated into EFL instruction since the vast majority of students, when asked to answer Q20, believe that culture has a significant effect on translating metaphors.

Conclusion

This chapter explored the difficulties students face in understanding metaphors in songs from English into Arabic. The data collected by means of the test and the questionnaire were carefully analyzed. Clearly, third year students' level of translation is average; however, they must develop and improve their own methods of translation, both literal and free translation. The main obstacle is the differences between the source and target culture. This has led to the distortion of cultural –specific metaphors. Along with a misunderstanding of the metaphor's context and a significant lack of vocabulary.

General Conclusion

The present research was conducted to investigate third year EFL students' difficulties in understanding metaphors in English songs, especially to expose the issues and difficulties in translating metaphors from English into Arabic. This research included quantitative and qualitative methods, and it was divided into two chapters, a theoretical and a practical one.

The theoretical chapter contains two sections. The first section focused on metaphors in songs and addressed various elements of English and Arabic metaphors. The second section focused on the techniques, problems, and solutions of metaphors' translation.

The practical chapter consists of two sections: the first one is entitled The Corpus, while the second one Data Gathering. The corpus introduces the singer Adele's biography, her work, her style, and her 21st album. Section two focuses on the investigation of this research. Thus, a translation test from English into Arabic and a questionnaire were addressed to third year EFL Students. The study of the test and the questionnaire's findings reveal that third year

EFL students encounter various difficulties owing to cultural and contextual backgrounds in addition to their lack of vocabulary.

We sum up, that the hypotheses of this research are confirmed: If Third Year EFL students at Mohammed Seddik Ben Yahia University are not knowledgeable about English metaphors, they might face difficulties in translating English songs.

Limitations of the Study

This study was characterized by insufficient time allocated to the analysis of the translation of sentences in a deeper way. Furthermore, the exceptional situation in Algerian universities during this academic year posed a problem with regards to the administration of the research tools, because there were only a limited number of students that we could barely persuade to participate in the study by answering both the questionnaire and the test. It was extremely difficult to reach university students due to the COVID-19 pandemic.

Pedagogical Recommendations

The researchers put forward some recommendations that may be helpful:

- Students need to know that they can learn and retain new vocabulary even through listening to metaphorical songs or reading their lyrics.
- Students need to be aware of using translation methods and not rely on their background knowledge only.
- Students need to take into consideration that learning second language acquisition

(SLA) is also based on learning a foreign culture.

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Appendices

Time: 1h

Level: Third Year EFL Students

Year: 2020-2021

I. The Students' Test

Dear student, please translate the following sentences from English into Arabic language. Please do not use any dictionary in doing this test. The result of this test will not affect any of your academic writing score. Thank you.

1. There's a fire starting in my heart.

   ……………………………………………………………………………………………………

   ……………………………………………………………………………………………………

2. Reaching a fever pitch, it's bringing me out the dark.

   ……………………………………………………………………………………………………

   ……………………………………………………………………………………………………

3. Finally, I can see you crystal clear.

   ……………………………………………………………………………………………………

   ……………………………………………………………………………………………………

4. And I am gonna make your head burn.

   ……………………………………………………………………………………………………

   ……………………………………………………………………………………………………

5. See how I'll leave with every piece of you.

   ……………………………………………………………………………………………………

   ……………………………………………………………………………………………………

6. The scars of your love remind me of us.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

7. Throw your soul through every open door.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

8. You had my heart inside of your hands.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

9. And you played it to the beat.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

10. Turn my sorrow into treasured gold.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

11. Think of me in the depths of your despair.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

12. Under your thumb I can't breathe.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

13. No, I won't rescue you to just desert me.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

14. It's time to say goodbye to turning tables.

………

………

15. Under haunted skies I see you.

………

………

16. Where love is lost your ghost is found.

………

………

17. I braved a hundred storms to leave you.

………

………

18. I'll be my own saviour, when the thunder calls for me.

………

………

19. Standing on my own two feet.

………

………

Background Knowledge:

1. Gender :   Male   ☐   Female   ☐

2. Age: ……..

II.   **The Student's Questionnaire:**

This questionnaire has been designed from the practical part of a Master Dissertation in Didactics of English. The success of this research endeavor depends entirely on your sincerity in responding to different items. Be sure that there are no right or wrong answers and that your identity will remain, under all circumstances, anonymous.

➢ Please tick (X):

▪ **D** if you disagree

▪ **SD** if you strongly disagree

▪ **N** for Neutral

▪ **A** if you agree

▪ **SA** if you strongly agree

Questions	D	SD	N	A	SA
1. I find listening to English songs helpful in learning new vocabulary					
2. I like to listen to metaphorical songs.					
3. I feel discouraged when I cannot translate metaphorical words from English into Arabic.					
4. I struggle in translating English sentences into Arabic because of the lack of English vocabulary.					

5. I use translation methods while I am translating sentences from English into Arabic.					
6. I understand metaphorical words better when they are included in a whole text.					
7. The course of translation has helped me to translate metaphors.					
8. Sometimes I am confused which is the best translation method that I should use to translate metaphors.					
9. I rely on direct translation techniques to translate sentences that include metaphors.					
10. I use word for word translation while I am translating metaphors.					
11. For me borrowing is the most common translation technique to translate metaphors.					
12. I find literal translation method helpful as a new translator.					
13. I love using online dictionaries because they are very helpful in the translation process in metaphors.					

14. The level of difficulty of the texts that are used in the class motivates me to keep working in the translation course					
15. When my translation teacher gives us texts to translate I rely mostly on the translation applications.					
16. I believe that multiple meanings of words can cause me struggles when translating.					
17. I rely only on my background knowledge in the translation process.					
18. As third year EFL student I find the translation process hard when there is no equivalent in the target language.					
19. I face stylistic problems when translating texts from English into Arabic.					
20. I believe that culture has a huge impact on translation process especially when translating metaphors.					

Résumé

La compréhension des métaphores en général, et des chansons métaphoriques en particulier, est une question délicate pour les étudiants de troisième année d'EFL. D'une part, en raison de la richesse du contenu métaphorique qui doit être transféré, en plus des défis que représente la communication d'éléments culturels d'une langue à l'autre. L'objectif de cette recherche est d'examiner les difficultés que les étudiants de troisième année en Langue et Literature Anglaise à l'Université Mohammad Seddik Ben Yahia-Jijel rencontrent dans la compréhension des métaphores Inclus dans les chansons en langue anglaise, ainsi que d'examiner les difficultés qu'ils confrontent afin de les traduire vers l'arabe. La recherche est fondée sur les hypothèses suivantes : Les difficultés des apprenants à comprendre les métaphores sont souvent liées à un manque de connaissance des différences culturelles, ce qui conduit les étudiants à être limités par leur milieu culturel. Elle est également basée sur le postulat que les difficultés des étudiants sont souvent la conséquence de méthodes de traduction peu rigoureuses. Les étudiants en troisième année d'langue et Littérature Anglaise à l'Université Mohammed Seddik Ben Yahia, Jijel (2020/2021) considèreraient Les métaphores dans les chansons d'Adele comme fausses. Les données ont été recueillies à l'aide de deux supports : Un questionnaire qui a été analysé à l'aide du logiciel SPSS et un test, tous deux soumis à un échantillon composé de cinquante (50) étudiants de troisième année Langue et Literature Anglaise. Selon les résultats de cette étude, les étudiants ont eu des difficultés à comprendre les métaphores des chansons en langue anglaise et les traduire vers l'arabe en raison de variables culturelles et contextuelles. Par conséquent, ils sont dans l'incapacité de les traduire correctement puisqu'ils ne les comprennent pas. Les résultats montrent également que les étudiants ont un manque de vocabulaire ainsi que d'une bonne compréhension des méthodes et

procédures de traduction. Par conséquent, il est suggéré qu'ils approfondissent leur compréhension de ces techniques et méthodes. Qu'ils accordent également une attention particulière aux facteurs culturels et contextuels lorsqu'ils traduisent des métaphores.

الملخص

يعد استيعاب وفهم المجاز بصفة عامة، والتعابير المجازية الواردة في الأغاني بصفة خاصة مسألة شائكة بالنسبة لطلاب السنة الثالثة لغة إنجليزية بجامعة جيجل، وذلك نظرا للمعنى المجازي المضمر بكثرة في ثنايا هاته الأغاني من جهة، إلى جانب التحديات الخاصة بنقل المدلولات الثقافية التي تتضمنها هاته الأغاني من جهة ثانية. وتهدف هذه الدراسة للوقوف على مختلف الصعوبات التي يواجهها طلبة السنة الثالثة لغة انجليزية بجامعة محمد الصديق بن يحي_2020-2021_ في فهم واستيعاب مختلف التعابير المجازية، ونقلها من اللغة الانجليزية إلى اللّغة العربية، ولقد تأسست دراستنا على الفرضيات تربط هذه الفقرة بما يأتي بعدها:

التاليّة، من جهة ارتباط صعوبات المتعلمين في فهم واستيعاب التعابير المجازية بنقص الوعي بالاختلافات الثقافية بين اللّغة المصدر، واللّغة الهدف، والتي تجعل منهم رهينة للخلفيات الثقافية. تربط هذه النقاط ببعضها البعض:

الخاصة بهم، ومن جهة أخرى عشوائية واعتباطية أساليب الترجمة المستخدمة من طرف الطلبة بغية استيعاب هاته التعابير، مما أدى إلى عدم إلمامهم بالتعابير الخاصة بأغاني " أدل".

ولقد تم استخدام أداتين بحثيتين بغية جمع البيانات والمعلومات، وهما: الاستبيان والاختبار، حيث تم توزيع 50 استبيان على عينة متكونة من50 طالبا إلى جانب إجراء اختبار عليهم، وبعد المعالجة الإحصائية باستخدام البرنامج الإحصائي SPSS، خلص البحث لنتائج مفادها أنّ فهم واستيعاب، فهم واستيعاب التعابير المجازية الواردة في الأغاني باللغة الانجليزية، ونقلها للعربية مرده المتغيرات الثقافية والسياقية التي تحول دون قدرتهم على ترجمة التعابير المجازية بالشكل الصحيح إذا لم تفهم كما يجب. اضافة إلى الطلبة لمخزون وزاد رصين من حيث الألفاظ والمفردات، إلى جانب عدم الإلمام والاستيعاب التام بمختلف أساليب وطرق الترجمة. تربط بما سبقها، يقترح الباحث أن يولي الطلبة الأهمية لاستيعاب مختلف أساليب وطرق الترجمة، إلى جانب العناية الخاصة بالسياقات الثقافية والنصية الواردة في الاغاني أثناء عملية الترجمة.