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Mohammed Seddik Ben Yahia University of Jijel



*Students' Difficulties in Translating Similes From
Arabic Literary Prose Texts Into English
The Case of Third Year Students at Mohammed Seddik
Ben Yahya University, Jijel*

*Dissertation Submitted in Partial Fulfilment of the Requirement
for Master Degree in Didactics*

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Dedication

*I must thank ***ALLAH*** for giving me the strength for working and completing this dissertation.*

*In memory of my cousins ***Khen Ismail*** and ***Khen Meroun*** whom they will live forever in our hearts.*

To my loving parents whom I will never be able to give back their love, care, mercy, and compassion.

*To my kind-hearted sister ***Nour El Houda*** and her husband ***Fares***.*

*To my dearest little beautiful sister ***Omaima***.*

*To my cousin, ***Khen Ibrahim*** thank you for your support and your help. Thank you for all what you have done for me.*

*To my uncle ***Khen Lamin*** and his wife ***chahinez*** thank you for helping me throughout my studies.*

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*To my friend ***Khen Aziza*** you are the best friend for me.*

To my entire teacher's in all levels throughout my years of studies thank you for your efforts.

*To my partner ***Bahcha Amina*** whom I share with special moments in preparing this work your collaboration and support make working on this research a joyful experience. **Kenza***

Dedication

In the Name of ALLAH, Most Graceful, Most Merciful

Every challenging work needs selfefforts as well as guidance of others, especially those who were very close to our hearts. My humble effort I dedicate:

*To the soul of my brother, my Angel « **FOUAD** »,you will never be forgotten. I pledge to you today, a hallowed place within my heart is where you will always stay. You are forever in my heart untill we meet again.*

*To my parents «**Akila & Boudjema**» for raising me to believe that any thing was possible, Mum, Dad, with my unconditional love and appreciation.*

*To my beloved brother «**khalifa** » for his endless support and help and kindness all over the years.*

*To my beloved sisters:« **Fayza, Sakina, Marwa** » for their endless love, motivation and constant support, and toall my beloved brothers, for being always there for me.*

*To my closest friends« **chaima& zina** », to whom I owe my loveand trust. For their unconditional support and love, for their encouragements topursue my interests. You're my everything*

*To my little dream « **Youba** » for coming and making my life and my heart different as well. Such a magic*

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Abstract

The present study investigated the difficulties third year EFL learners face when translating similes from Arabic literary prose into English. In this case, figures of speech, similes, have an important role, as they include figurative meaning besides their literary meaning. This study aims to provide an account of similes in Arabic as well as in English. It is a humble attempt that may serve as an exploration of the problems caused by Arabic similes when translating them into English. It also tries to find out the strategies the students would follow when dealing with Similes, and how they fail to notice this rhetorical device may lead to wrong translations. The study hypothesizes that the difficulties the students encounter when translating literary prose are resulting from their ignorance of the importance of using appropriate methods provide a high quality translation, in addition to their failure in choosing good images. To achieve the aims of the study and investigate the validity of the hypotheses, similes have been studied in the works of Gebran Khalil Gibran, then passages and expressions from Gebran's complete works has been selected and given to 40 of 3rd year students in a form of a test to be the data of the study, in addition to an interview with 02 teachers of translation and a students questionnaire.

Key words:

Figurative language

Similes

Translating literary prose

List of Abbreviation and Symbols

EFL: English as a Foreign Language

e.g: for example

SL: source Language

ST: Source Text

TL: Target language

TT: Target Text

Vs: versus

%: percentage

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General Introduction

Translation is a task, which sheds light on providing equivalence between the source text and the target text. Equivalence refers to the common features that exist between words or expressions in the source text with its equivalent in the target text. When taking the process of translation, the translator must give each element the necessary attention, in order to arrive at a high quality translation. Various constraints are placed on the translator to achieve the balance between the source and target text. Among the major constraints is the translator's awareness of the difference between the source and target languages cultures. In addition, the translator's knowledge of the difference in style and use of figures of speech is highly recommended; the in-depth knowledge of cultural difference that exists between the source and target language. With the awareness of the style and figures of speech, that draws the beauty of each language in the world.

Literature Review

Moreover, recent studies have elaborated various theories about translation and, thus, « translation studies » was introduced to cover all the studies made about the process of translating and translation. However, such diversity occurs between the notions of « translation » and « translation studies ». The later is considered as a new discipline that deals with the study of theory and phenomena of translation, while the term «translation» is considered as an interpretation of verbal symbols in one language via the symbols of other language. In other words, it is a process of transferring a message of the source text (ST) into the target text (TT). In addition, the issue of translation's difficulties and obstacles, especially when translating the literary works, has been tackled by many scholars.

Faruquzzaman Akan & others (february, 2019) published a research paper designed with a view to looking into various problems of translation as a very sensitive and subtle task of language studies. They especially described it as « a more complex task when we translate from Arabic into English ». The study also found that translating Arabic text into English necessitates a huge bilingual expertise because as they concluded « translation is not merely about conveying meaning » (see Akan &others, p64). They also suggested a comparative study to resolve the challenges of translation.

Literary translation, Tawfiq Yousef (2012), has discussed the main challenges that face literary translation. Yousef divided these challenges into three categories: linguistic, cultural, and human. He gave some illustrations to these difficulties that face the translator especially when translating poetic texts. Yousef's discussion states that the translator must determine which structures are performable and illustrate them accordingly into the target language. In 2009, Hisham A. Jawad published his article that investigates the lexical repetition in Arabic original literary texts and the English translation. The emperical base of

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his study consists of three parts: autobiography (al-Ayyam, by Taha Hussain) and its translation (The days). The method involves a mapping of the target text (TT) into the source text (ST) so as to see how instances of lexical repetition are rendered into the translation, and what are the strategies and the difficulties faced while determining certain translation choices.

In their study entitled the « difficulties encountered by Bilingual Arab Learners in translating Arabic 'fa' into English », Aziz Thabit Saeed & shehdeh Fareh investigated the problems that translators and Arab learners of English encounter when translating Arabic sentences containing the Arabic discourse marker 'Fa' into English. Several types of texts were surveyed in order to identify the notable functions that this marker has in Arabic discourse. The findings of this study confirmed that the accuracy of translated texts should not be superficially evaluated by examining the target language text without matching it with the source language text. In 2014, Braklhw & Ismail conducted a study about the imporation of Holy Quran into English. The study articulates several factors that influenced the process of transtating it. These facors are linguistic, stylistic, and personal. The later was emphasized in the study as the knowledge and idealogy of the translator. The study found that, in the process of translation, « the target text is not only produced in a new environment but it also asumes new roles and is given new functions » (Tymoczko, 2007, as quoted in Braklhw & Ismail, p9).

Although the numerous studies have been carried out in the field of translation, translating similes has not been tackedled deeply, especially from Arabic into English. In addition, most of the studies which dealt with figurative languages discussed only the aspect of methaphors and ignored similes as an important figure of speech. It rather does not take into account the fact that similes are a challenging point for the translators due to its figurative meaning.

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The current study is an attempt to investigate the main difficulties that EFL learners encounter in translating similes from Arabic literary prose into English, and to shed light on these problems as well as to come with useful strategies and solutions to overcome these problems for a high quality translation.

Statement of the Problem

Translating language elements seems to be an easy task because many persons tend only to find the right equivalent in the target language. However, this is not the case when the given texts contain figurative language for example Similes. Similes include figurative meaning and linguistic meaning. In the EFL context, similes are a challenging aspect of language. Students encounter many problems when they attempt to translate Arabic literary texts that contain similes into English. This may be resulted from their total ignorance of the figurative meaning of the similes, or their inability to choose the appropriate translation method.

Aim of the Study

The present study aims at investigating the difficulties third-year EFL university students encounter when translating similes in literary prose text from Arabic into English. This study seeks also to find out appropriate solutions to those difficulties or problems.

Research Questions

This research attempts to address the following questions:

- What are the difficulties third-year EFL university students may face when translating similes from Arabic into English literary prose?
- What kind of method students use in translating similes?
- Are the procedures of finding equivalent to similes in English really enough?

Hypotheses

In an attempt to answer the questions raised by the study, the research hypotheses could be stated as follows:

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-If third year university students are not aware of figurative languages especially similes, they will not be able to translate them correctly.

-The problems and difficulties EFL students encounter when translating similes from Arabic literary prosetexts into English resulted from their ignorance of the meaning, lack of vocabulary, and their inability to choose the appropriate method.

Research Methodology

In order to test the hypotheses and to achieve the aims of the research, third year students at Mohammed Seddik Ben Yahia were chosen as the target population of the study. In addition, two different tools were used. A test is first given to forty (40) students of English as the major means of data collection. The purpose of the students' test was to evaluate their performance in terms of translation's problems that they may face. A questionnaire was administered to thirty (30) students from our subjects in order to collect information about the translation of similes and the difficulties they face. In addition to this, a questionnaire was conducted with two (02) translation teachers in the same department wondering about the difficulties students encounter when translating similes from Arabic into English literary prose texts and their proficiency in translating similes.

Structure of the Study

The present study is divided into two basic chapters: a theoretical chapter and practical one. The first chapter represents a theoretical framework of similes translation, it encompasses two sections. In the first section, we are going to deal with the definitions of the main conceptual terms of the study such as: literary text, figurative language, and English as well as Arabic similes...etc. At the same time, we will deal with these terms' types, characteristics, and functions. We will also provide a view about the importance of similes in language, a comparison between Arabic and English similes to catch the possible similarities and

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differences. In the second section, which is entitled "Translation of similes" we will define translation according to different scholars, and then we will mention its types, methods, and the problems encountered by the learners when translating literary prose. As we sketch out the student's possible strategies of similes translation. Finally, we will list the problems of translating literary texts and try to find out a piece of solutions.

The second chapter will be concerned with data collection, analysis, results and discussion. In the first section of this chapter, we will present a biography of Gebran Khalil Gebran selecting some of his works as a sample of the study, his value in Arabic literature, his style features, a description of his complete works book, then we will analyse the use of similes in his texts. Then, in the second section, we will analyse the data collected by the different research instruments used to conduct this study, in addition to a students' questionnaire and test and a teachers' interview. All the results will be presented and organized in tables. The tables will be followed by relevant discussions and suggestions.

Chapter One: Theoretical Framework of Similes Translation

Introduction

Everybody has different opinion concerning the analysis and understanding of literature with its divisions: poetry, drama, and prose. Because literature does not depend on language grammar. The main function of literature is to deliver and describe universal and spiritual morals and values, through the use of figurative languages such as; symbolism, metaphors and similes...etc.

Therefore, translation, especially when it comes to literature, can be considered as a very sensitive and subtle task of language. The translator is supposed to deal with two aspects of meaning one that is real, while the other is literal.

This theoretical chapter consists of three sections. Each section attempts to cover the most important aspects of similes and its translation. The first section is concerned with literary prose, figures of speech, and similes as a figure of speech. In this section deals also with Arabic and English similes, their types, similarities and differences. It ends with a discussion of the importance of similes in any language.

The second section is introduced by brief discription of translation, its definition, types and the focus is on literary translation. This section also summarized some problems encountered when translating literary prose, what kind of strategies students use while translating them, and finally gives some solutions to these problems.

Section One: Similes in Literary Translation

Introduction

Literary texts either prose or poetry contains figurative language which draws the beauty of each writer's writings and gives it the touch that impresses the reader. Similes

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among the various figures of speech that writers use extensively to express their emotions, struggles, and their feelings. The use of similes helps in drawing beautiful imagery and creating a nice experience for the reader. In this section, we will provide some definitions to key concepts in this research such as literary text, Arabic and English similes, types of Arabic and English similes, Similarities and differences between the two types.

Definition of Literary Text

Literary text plays an important role in learning and using any language, it helps at enhancing communication competencies and raising cultural awareness. Furthermore, one of the aims of literary text is to say more in few words to achieve a maximum effectiveness. As a term, it was defined by many scholars. But, in order to give a clear meaningful definition for "literary text" we have first to define the two linked terms "literature" and "text" separately.

Lambordi (2013) described and defined literature as «a work that uses creative thinking in expressing thoughts and ideas". Sage (1987) pronounced that literature can best depict people and places, situations and scenarios, including stimulation that learners can understand since literature depicts universality. This view considers literature as a symbolic representation of every human life.

Mackey (1982), on the other hand, argues that literature can be used to develop the linguistic knowledge either on usage or use level. Moreover, the study of literature, according to Moody (1971), is fundamentally a study of language in operation. This view is quite similar to Blakians' view. The later who added "literary language bridges the subjective state and physical reality of the outside world».

Meanwhile, the term "text" is defined by Oxford Learners Dictionary (2000) as the author original words. To put it in other words, it is the author's produced form of language,

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whether it is written or spoken. However, a text should not be described as a mere sequence of word and sentences, but it should be contextually and grammatically linked together.

Taking into consideration the definitions given earlier, literary text can be defined as a type of narrative which is formed by using partly or completely symbolic language, for the sake of producing new meaning and based on imagination and creativity. In addition, literary texts encompass combination of sounds, meaning, and structures in order to create an imaginary world which reflects the real world.

Figurative Language

Literary texts are a rich source of figurative language. The word figurative comes from the Latin 'figurativus' in which figura means a form, shape, device or ornament (William, 1969). Points that figurative means 'not literal' that is metaphorical, ornate, rhetorical, and based on or making use of figure of speech, while literal means « true to fact », « actual », not exaggerated » and in accordance with strict meaning.

Figurative language is language that uses words or expressions with a meaning that is different from literal interpretation. Figurative language is often found in literary works such as prose and poetry. The use of figurative language requires the use of imagination in order to figure out the author meaning. Figurative language uses exaggeration to make a particular message conveyed. Beckson and Ganz (1975), state that figurative language is language which make use of certain devices called figurative speech, most of which are techniques for comparing dissimilar objects, to achieve effect beyond the range of literal language (p.80).

According to Kennedy (1983) figurative language refers to words and groups of words, which exaggerate or alter the usual meaning in figures of speech of the component of words (p.479). Raske (1966), mentions that figurative language is a language which employs various figures of speech; some examples are metaphors, similes, paradoxes etc (p.42).

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Figurative language goes beyond the literal meaning and it is commonly used by authors to make the readers think beyond the meaning written by the author.

Figurative Language in Arabic Language

In Arabic language Majaz, as a technical term, had already had a history of its own before it became coupled with Haqiqua, thus the marked term in an opposition that is variously translated as « figurative » vs. « proper » or « topical » vs. « veridical » speech.

The first who discover the term “Majaz” is Abu Ubayda in his book, Majaz al quran. However, he did not mean by that the counterpart of haqiqua and figurative language.

For Ibn qutayba, Majazat (plural) are the ways (methods) of speech and the modes of handling it.

Another source for majaz discussion is Al Jahiz. According to Heinrichs, what is obtained from some scattered materials shows that, for Al Jahiz majaz refers to the idiomatic expressions themselves and that it denotes cases of figurative speech, more particularly metaphors.

Definition of English Similes

A simile is a figure of speech that directly compares two things. Similes are different from other figures of speech. Similes highlight the similarities between two things using words such as like, as or than. Simile is derived from Latin word “similis” which means similar or like. Simile involves the comparison of one thing with another different kind, used to make a description more emphatic or vivid. Similes have been studied so far either from a literary viewpoint as one of the stylistic expressive means of language based on associative perception or in the context of philosophy of language. Enkvist et.al (1993) mention that simile is a comparison that often uses the word “like” or “as”. Simile is a kind of figurative

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meaning comparing two essentially unlike things. Macilan (1984) says "A simile is a figure of speech that directly compares two apparently unlike things" (p.187). According to Barnhart (1995) a simile is a figure of speech in which two quite different things are compared because they appear to be similar in at least one characteristic (p.156). Simile is used to clarify the language. James L potter (1967) says, simile is a comparison which has explicit characteristic, it means that they state something similar with each other directly that uses words likes (p.54).

Simile can be identified easily since they use distinctive markers. Mary Oliver (1994) states that words such as "like" or "as" are employed by the simile to express comparison (p.101). According to Cuddon (1980), simile is a figure of speech in which one thing is linked to another, in such a way to clarify and enhance an image (p.657).

Furthermore, pierni (2007, p27-8) argues that English similes can be recognised via various indicators such as:

- a. Adj: the same as / similar to
- b. Verbs: act like/ look like/ resemble/ seem/ sound like
- c. Conjunctions: as though/ if
- d. Nouns: some kind of/ sort of
- e. Preposition: as/ like

So, in an attempt to apply these definitions together, similes can be generally defined as a figure of speech which relies on a linguistic marker to draw a parallel between two or more distinct entities or processes based on stated or implied dis/similarities, so as to build up a specific image in another person's mind

Types of English Similes

Larsen (2006:247) states that simile is composed of two propositions and it consists of 04 parts:

- a. Topic – the topic of the first proposition (nonfigurative), i.e. the thing really being talked about.
- b. Image – the topic of the second proposition (figurative), i.e. what is being compared with.
- c. Point of similarity – found in the comments of both the proposition

Involved or the comment of the EVENT proposition which has the image as a topic.

- d. Nonfigurative equivalent – when the proposition containing the topic is an EVENT proposition, the COMMENT is the nonfigurative equivalent.

Larsen (2006:248) confirms that the correct understanding of any simile demands a correct identification of the topic, image, and point of similarity.

He (2006:248) exemplifies:

The book	is as heavy as	an elephant
Topic	Point of similarity	Image

Concerning the types of English similes, scholars have applied various criteria to classify similes. A basic distinction is that between objective and subjective similes. Another classification is that grounded in the semantic distinction between literal and non-literal comparison.

In literal similes, terms can be reversed. As Pierni (2006) exemplify:

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Blackberries are like Raspberries

Or: Raspberries are like Blackberries

Meanwhile, non-literal simile is the one in which the topic and vehicle are not symmetrical. That is, the terms denoting the two entities cannot be reversed; if they are reversed, the simile may become meaningless.

e.g: Crime is like a disease (pierni)

Furthermore, non-literal similes can drop like (e.g crime is a disease), while literal ones cannot (e.g: Blackberries are raspberries)

Pierni (2007) situates other types of similes such are: conventional similes as a type of fixed expressions stored as unites in the lexis, creative similes where a totally and surprising vehicle is associated with the topic, standard (ordinary) similes and original (fresh, but not totally unexpected simile (pierni 2007p7). He considers the following examples :

1. This meat is as tough as old boot leather (idiomatic simile)
2. He is like a father to her (quite ordinary)
3. Encyclopedias are like gold mines (creative simile)
4. She was false as water (creative simile)

Pierni considers an additional type of similes, which is Encyclopedic similes, in which the vehicle is a proper name representing a cultural allusion (see pierni2007, p7-8)

Fromilhague (1995:83-84) suggested other distinctions such are: Explicit similes, that can also carry an explanation, and implicit similes that leave the onus of interpretation to the reader.

Although there are various distinctions and classifications, the discussion of similes in literary texts usually means discussing creative, non-literal, and non-objective similes.

Arabic Similes

Simile in Arabic rhetoric is referred to as (فن التشبيه - The art of likening). It is an aesthetic mode of discourse whose major pragmatic aims are to clarify an opinion or a feeling, to bring two significations close to each other, and to compare a given entity with another in praise, dispraise, or ornamentation. Therefore, according to Abdl-Raof (2006), as a linguistic and aesthetic skill, simile varies from one text producer to another in quality, effectiveness, and the most importantly, in the impact upon the text receiver (p.198). Al-Atraqgi (1987), defines Arabic simile as a form of expression as old as the oldest speech that is considered to be the best way of providing an explanation and clarification; it is a good way of approaching the depths of meaning (p.34). Al-Gurgani (1978) points out that Arabic similes has a magical effect in bringing different things together to an Extent that reduces distance between two different things that are so far in meaning such as east and west (p.111). Al – Askri (1945) points out that simile makes the meaning clearer and confirms it. Similes are commonly used by authors to create imagery and gain the reader's attention.

Types of Arabic Similes

Abdul-Raouf (2006) points that there are 14 types of similes based on the points of similarity, the particles, and the two ends of similes (p.207-208). These are:

1. Single simile, as in (نصيحتك كالدواء -Your advice is like medicine).
2. Multiple similes, as in (هذا الرئيس كسابقه في الكذب و الفساد و الجهل و الرياء) – This president is like his predecessor in lying, corruption, ignorance, and double standard).
3. Compound simile, as in (الشمس مثل الكرة الذهبية) – The sun is like a gold ball).
4. Synopsis simile, as in (كلامك كالعسل) - your speech is like honey).
5. Detailed simile, as in (كلامك كالعسل حلاوة) – Your speech is like honey in sweetness).

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6. Unrestricted simile, as in (نصيحتك كالذهب – Your advice is like gold).
7. Confirmed simile, as in (نصيحتك ذهب - Your advice is gold)
8. Perceptible simile, as in (هذا العصير كماء البحر) – This juice is like seawater).
9. Cognitive - Cognitive simile, as in (الجوع كاليأس) – Hunger like despair).
10. Cognitive – perceptible simile, as in (حظي كدقيق في يوم عاصف) - My luck is like flour in gusty day).
11. Perceptible - Cognitive simile, as in (هذا العطر كالسعادة) – This perfume is like happiness).
12. Imaginary simile, as in (جسمه كجسم الديناصور) -His body is like that of a dinasor).
13. Reverse simile, as in (النار كالنفاق) – Fire is like hypocrisy).
14. Effective simile, as in (زيد أسد) - Zaid is a lion).

Component of Arabic Simile

According to Al- Gundi (1952) simile in Arabic has four elements or components through which it can be achieved; they are the following :

*Topic : المشبه

*The image : المشبه به

*The point of similarity : وجه الشبه

*The particle : أداة التشبيه

The four components of similes can be creally explaind through the subsequent example:

Layla is beautiful like her mother.

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Where the noun (layla, ليلي) represents the topic (المشبه), and the noun mother (والدتها) represent the image. (Like ك) represent the particle, and the notion (beauty, جمال) represents the point of similarity. The topic and the image are called the two ends of simile المشبه* (p.94). According to Al-Gundi (1952) some of Arabic similes components are dispensable and some we cannot dispense to fulfill the simile. The two ends of simile are indispensable, but the point of similarity and the particle are dispensable and implicitly referred to. Consider the following:

-Ali is as brave as a lion علي شجاع كالأسد

-He is like a lion علي كالأسد

-Ali is a lion علي أسد

In the first example, the four components of simile are mentioned without any omission. The second example, on the other hand, the point of similarity * the bravery – الشجاعة* is omitted but still understood. The third example, both the point of similarity * the bravery – الشجاعة* and the particle *like-ك* omitted and referred to implicitly.

The Importance of Similes in Language

Figurative language, in general, plays an important role in literary works and their perception among the reader. Hence, similes as a figure of speech can be described differently according to their functions:

- Similes have been studied as one of the stylistic expressive means of language based on associative perception and mapping of the world (enkvist, 1973).
- Similes have an important semantic function, which helps at understanding the author's intended message.

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- Is a form of explicit comparison, since it characterizes a clear relationship between different things
- Similes have an aesthetic effect on the mind of the reader /listener.
- Similes help at strengthening the of role of imaginary in a literary text.

Similarities and Differences between Arabic and English Similes

The differences between the English and Arabic scales are ignored by most of the learners when translating, so that they face lots of problems and misunderstanding regarding the original intended meaning. When it comes to classifying the similarities and differences between Arabic and English similes, the differences far outweigh the similarities. Arabic and English languages both originated in different parts of the world. Arabic is among the most difficult languages to learn for native speakers. Arabic has three forms classical, modern standard, and dialectal. English, compared to Arabic is easier to learn, every English speaking region has its own jargon or dialect. One major similarity that both these languages share is that they both have an alphabet. One can phonetically convert the sound of each letter between languages to translate. However, the Arabic script is written from right to left unlike the English script which is written from left to right. Arabic is similar to many other languages as it assigns words to a gender. Arabic verbs always begin as an infinitives and then change depending on the context. The language has a lot more of personal pronouns that alter the infinitive compared to English. English does not assign gender to words. English words have infinitives, in fact, the verb changes depending on the context it is used in. Both Arabic and English similes consist of four components the topic, the image, the point of similarity, and the particle. In Arabic similes the two ends of Simile cannot be omitted, while in English similes no component can be omitted.

Conclusion

In this section we will provide key definitions to different concepts such as, literary texts, figurative language, definition of both English and Arabic similes with their types and what both types have in common and the differences that exist between Arabic and English similes. This section's goal is to give a clue about important concepts that create the distinction between the two types, in addition it helps at arriving to some points that both types have in common.

Section2: Translation of Similes

Introduction

Translation is a very interesting field especially when translating literary works. The translator tends to give each element a huge importance to arrive at a translation that transfer the same style, emotions, vision, and author's perspective to the reader either for an Arab or native speaker reader. The translator's job is not easy because he translates literary works which they contain a large number of figure of speech, a message to be delivered, and a moral to be learned.

Definiotion of Translation

All linguists believe that the crucial role of any language is that of communication and expressing one's self. A question that poses itself is that: if two persons whom are not from the same community want to communicate, how they are going to understand each other.

The word translation derives from Latin which itself came from Trans- and fero, the supine form of which is Latum, together meaning "to carry across" or "to bring across" (Kasparek, 1983). It is the communication of meaning of a source language text by means of an equivalent target language text (83). However, Walter Benjamin (1996) contrasts this idea. He represents his idea that a translation does not indicate an original text, it has no relationship with communication, and its purpose is not to carry meaning.

As an abstract term, there is some definitions of translation from the experts. Crystal (1987:334) states that the term translation is the neutral term used for all tasks where the meaning of an expression in one language (Source language) is turned into the meaning of (target language), whether the medium is spoken, written or signed.

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Munday (2001:5) states that translation refers to the changing of an original source text of one language into a target text in a different language.

Additionally, Larson (1998:3) defines translation as a change of form. And for Hurtado it is "a skill of *Savoir-faire* that consists in going through the translating process, and being capable of solving the translation problems that arise in each case (Hurtado, 2001:p25).

Susan Bassnet (1993) asserts that translation as an action implies the transformation of the written text from one language to another. John Catford (1965) supports this idea when he said that translation is the replacement of the textual materials in one language by equivalent textual material in another language. He also (1965:1) argues that translation is "a process of substituting a text in one language for a text in another"

According to Eugene Nida (1961), translation is to find the closest natural meaning and style equivalents of the donor language in the recipient language.

Furthermore, Werner Winter (1961) states that translation is an attempt to replace an experience or special formula of the surrounding word with other ones in another language.

A prominent definition was stated by NewMark (1988:5) who defines translation as "rendering the meaning of a text into another language in the way that the author intended the text».

Types of Translation:

Translation has been divided into different types by different scholars in the field. The most known types may be literal vs free translation, formal vs dynamic, non pragmatics vs pragmatic, non creative vs creative (Ghazala,1995 :5) and even "word for word vs. Sense for sense translation" (Shuttleworth & Cowie,1995 :151-152), domesticating vs foreignizing translation (Shuttleworth and Cowie, 1997: 43-44)

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According to Ghazala (2005), there are two types of translation: literal and free translation). Each type could be differently defined and discussed, and rather applied in different ways or methods.

Methods of Translation

A method of translation can be defined as the “way we translate” whether translate literally or freely, the words or the meaning, the form or the content, the form or the message. (Ghazala, 1995p3).

Writers on translation have suggested different methods based on the two major old – new methods of translation, literal and free. Newmark (1988) declares: “the central problem of translating has always been whether to translate literally or freely”.

Literary Translation

Literary translation is different from any other kind of translation since it obliged the translator to get deeply into the soul of the author to render not just literal meaning, but the life of the work. Dictionary translation studies defines literal translation as a method made on a level lower than is sufficient to convey the content unchanged while observing norms.

According to Venuti (2000:86), literal translation is "the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text, in which the translators' task is limited to observing the adherence to linguistic servitudes of the TL"

Pedersen (1988) defines literary translation in the following way, to understand literary translation we first need to define it. We shall understand by ‘translation’, the substitution for a SL message of an ‘equivalent’ TL message, and by processing the quality of ‘literariness’ (p.62). Nobokov (cited in Ragut- Bouvart) think of literary translation in the following way, whether it be prose or poetry, a literary translation is always poetical in the

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sense that words not only convey a meaning, but also the melodic, rhythmic, and harmonious medium restored by the poet (p.121). In literary translation, the translator must attempt to produce a text that is aesthetically as well as linguistically similar to that in the source language. However, some scholars like Wills (1996) believed that the difficulties of literary translation are due to the nature of literary discourse (p.26). Literature, more than an ordinary discourse, bears the imprint of different authors, different histories, dialect, register, and last not least, pragmatic and syntagmatic variation (p.26).

Literal translation method is understood and applied in three different ways (Newmark, 1988:69)

a. Word-For-Word Translation: Literal Translation of Words

When translating from English language into Arabic, each English word is translated into an equivalent word in Arabic which is kept the same, and in line with that of English. The following examples were illustrated by Ghazala (1995)

a.	That	Child	Is	Intelligent
	ذاك	الطفل	يكون	ذكي
	(ذلك الطفل يكون ذكيا)			

b.	Mary	Wanted	To	Take	Tea
	ماري	أرادت	أن	تأخذ	شاي
	(أرادت ماري أن تأخذ شاي)				

c.	He	Is	Living	From	Hand	to	mouth
	هو	يكون	عائشا	من	اليد	إلى	الفم

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(هو يكون عائشا من اليد إلى الفم)

d. Please ,	Stay	With me	On	The compus
من فضلك	ابق	معي	على	الحرم الجامعي

(من فضلك ابق معي على الحرم الجامعي)

e. Stop	Beating	Abt	The bush
أوقف	الضرب	حول	الشجرة

(أوقف الضرب حول الشجرة)

This method regards translation to be a translation of individual words. Thus, it seems an easy way of translation, which makes it common among students in particular. However, this method has some weaknesses and risks, since it ignores the target language completely and does not give importance to the grammatical differences between the two languages which may belong to different language families (like English and Arabic). It also transfers the SL grammar word order (newmark, 1988:69). Moreover, it ignores the context of words and deals with it in isolation.

According to Ghazala (1995), the previous examples have to be corrected as follows:

- | | | |
|-----------------------------------|---|----------------------------------|
| a. ذاك الطفل يكون ذكيا | ⇒ | ذاك الطفل ذكي |
| b. ماري أرادت أن تأخذ شاي | ⇒ | أرادت ماري أن تتناول شايًا |
| c. هو يكون عائشا من اليد إلى الفم | ⇒ | يعيش على الكفاف |
| d. أوقف الضرب حول الشجرة | ⇒ | كف عن اللف والدوران\ عن المراوغة |

b. One to One Literal Translation

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According to Newmark (1988), it is a « broader form of translation, each SL word has a corresponding TL word ». He also adds, « One-to-One translation is more common than word-for-word translation »

Ghazala (1995) explains that this methods of translation means to translat each SL word or phrase into an identical word or phrase in the TL, with the same number, grammatical class and types of language. That is, a noun is translated into a noun, two nouns into two nouns, and so on. In a similar way, a metaphor is translated into a metaphor, a simile into a simile. All these translations are done in context not out of it.

Free Translation:

Barthudarov describes it as a «translation made on a level higher than is necessary to convey the content unchanged while observing TL norms" (as cited in Shuttleworth & cowie,1997)

According to Shuttlworth and Cowie (1997), it is a type of translation in which the translator pays more attention to producing a natural reading TT rather than preserving ST wording intact. This type of translation gives the translator enough freedom to translate something the way he understands it, regardless of the text and context, and even the available meaning of words and phrases (Ghazla, 2002: 13-14)

Problems in Translating Literary Prose

Translation is a challenging activity since every language has its own grammar structures and rules. As Zhongde (1991) says:

« The difficulty in translation just lies in the fact that both the content and the style are already exictent in the original and as result, you will have to do your best to reproduce them as they are in quite a different language »(p.7)

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A translation problem is any difficulty we come across at translating, that invites us to stop translating in order to check, recheck, reconsider or rewrite it or use a dictionary, or a reference of some kind to help us overcome it and make sense of it. It is any thing in the SL text that forces us to stop translating.

Translators may encounter many problems. According to Ghazala (1995), these problems are due to either sound and lexis (word) or grammar and style. Thus, we have phonological, lexical, grammatical, and stylistic problems.

1. Phonological Problems

Phonological problems are generally concerned with aspects which are related to sounds and their effects on meaning. They represent a main aspect of translation which must be taken in consideration by the translator. The clearest manifestation of phonological features occurs in poetry (e.g. alliteration, rhyme, meter, paralleled repetition, etc.) sounds are very important in the task of translation.

Lawson (1981:97) states "... much more meaning is conveyed by rhythm and stress than we recognize". Sounds play such an aesthetic function in every language. And when translating a text, some points (Akan & Rezaul & Chowdhury 2019) must be taken into account

1. Tone:

It is an attitude of a writer towards a subject or, an audience. Tone is generally conveyed through the choice of words, or the viewpoint of a writer on a particular subject.

2. Rhyme:

It is a type of matching sound found at the end of words in a verse.

3. Rhythm:

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It is a phonological feature of language consisting of a regular stressed and an unstressed syllable.

4. Alliteration:

In English, it is an initial rhyme involving the repetition of the same consonant sound at the beginning, but in Arabic it is at the end of words.

5. Assonance:

It is the repetition of the same vowel sound in the middle of words. It is not so clear in Arabic as in English.

6. Onomatopoeia:

The use of imitative and natural suggestive words for rhetorical, dramatical or poetic effect is termed onomatopoeia. That is to say, that phonological aspect of the language affects its text translation since the sounds are not less important of the meaning.

2. Lexical problems

Ghazala (1995:20-21) classified the lexical problems which may be encountered when translating as follows:

- Literal meaning
- Synonyms
- Polysemy and monosemy
- Collocations
- Idioms
- Proverbs

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- Metaphors
- Technical terms
- Proper names, titles, political establishments, geographical terms and UN acronyms.

3. Grammatical problems

Most language differs in their grammar rules and structures. Each language has its own features that affect the process of translation, like: word order, tenses, and verbs and so on. Besides, verbs also cause a difficulty in translation, when the verb "to be" is the main verb in the sentence and is translated literally, this results in a poor translation (Ghazala, 1995)

Baker (1992) for instance states that the different grammatical structures in the SL and the TL may change the meaning of the message and the way information is carried across. She states that "the grammatical structure of the target language may require the translator to add or delete information" (Baker 1992:206) that is to say that the different grammatical structures in SL and TL may change the meaning of the translated message as well as the way we transform information.

e. Stylistic problems

Concerning style, there are some problems that face students when translating. The degree (scale) of formality and informality is a challenging problem which affects the meaning intended by the author.

Joos (1962) as cited in Ghazala (1995; 203) suggested the scale of formality of the English language as follows:

- | | |
|------------------|-----------------------|
| 1. Frozen formal | فصيح جدا / متطلب / فح |
| 2. Formal | فصيح |

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- | | |
|-----------------------|---------------------|
| 3. Informal | غير فصيح شبه فصيح |
| 4. Colloquial | عامي |
| 5. vulgar (or slange) | سوقي |

(Ghazala, 1995 :203)

To illustrate this scale, Ghazala gave the following examples:

- | | |
|--------------------|--------------------------|
| a) be seated | عليك بالجلوس |
| b) have a seat | تفضل بالجلوس |
| c) sit down please | اجلس لو سمحت |
| d) feel at home | خذ راحتك استرح ارتاح |
| e) sit bloody down | انقبّر انضرب على قلبك |

Strategies Used When Translating Similes

Most translation methods are universal since they can be applied in various languages. As Neubert and shreve (1992) state that, a strategy is a generalization about common courses of action exhibited by professional translators (p.52).

Nevertheless, different translation scholars view translation strategies from various perspectives. For instance, Loesher (1991) views the strategies of translation as a potentially conscious procedure for solving a problem faced in translating a text (p.8). A translation strategy is not only a way of translation rather it is a sophisticated manner of thinking. Venuti (1998) observes that translation strategies, involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it (p.71). Jaaskelainen (2005) believes that, a strategy is a series of competencies, a set of steps or processes that favor the acquisition, storage, and utilization of information (p.71). The first strategy is literal translation. Larson (1984) agrees that when simile is understood by receptors, literal

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translation can be applied (p. 280). The second translation strategy is replacing the SL image with a different TL image Larson (1984) argues that, the translator can substitute the SL simile with a TL simile which conveys the same meaning (p.89). The third strategy is reduction of the simile. Newmark (1981) believes that, the translator can measure the importance of the meaning and reduce it (p.91). The fourth translation technique is retention of simile and explicating the similarity points. Chesterman (2000) explains that the addition of information facilitate understanding (p.108). The fifth translation strategy is called replacement of simile with a gloss in this method, the translator attempt to make the simile vivid by means of adding notes to TL. Finally, the last technique is called omission in which translators delete the simile if it is considered problematic in the target language TL.

When it comes to classifying the similarities and differences between Arabic and English similes, the differences far out weight the similarities. Arabic and English languages both originated in different parts of the world. Arabic is among the most difficult languages to learn for native speakers. Arabic has three forms classical, modern standard, and dialectal.

English, compared to Arabic is easier to learn, every English speaking region has its own jargon or dialect. One major similarity that both these languages share is that they both have an alphabet. One can phonetically convert the sound of each letter between languages to translate. However, the Arabic script is written from right to left unlike the English script which is written from left to right. Arabic is similar to many other languages as it assigns words to a gender. Arabic verbs always begin as an infinitives and then change depending on the context. The language has a lot more of personal pronouns that alter the infinitive compared to English.

English does not assign gender to words. English words have infinitives, in fact, the verb changes depending on the context it is used in. Both Arabic and English similes consist

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of four components the topic, the image, the point of similarity, and the particle. In Arabic similes the two ends of Simile cannot be omitted, while in English similes no component can be omitted.

Solutions to Translation Problems

Simile is one of the most important literary devices it is widely used as a figure of speech in literary works; however, simile can pose significant challenges in literary translation since different languages might use and interpret similes differently. Any problems demand a solution. So, without a solution, there is no great or real use of pinpointing a translation problem. The problem of translating from Arabic to English can be termed as untranslatability. Problems of loss in translation include difficulties encountered by the translator when translating terms or concepts in the SL that do not exist in the TL. Therefore, the translator must have good background knowledge. The text may be general, technical, religious, political, etc. A good understanding of the ability to translate spoken words is essential. Idiomatic or religious terms need a little explanation for English readers. Major linguistic contexts: the whole text could be one sentence, one paragraph, a poem or a short story. Minor linguistic contexts: it is to take account of the preceding and following words, phrase, clause or sentence. Areas of interest that could present some difficulty in translation could include extensive use of dialect, humor or poetry. All which will need to be approached in a systematic and focused manner. Some books focus on a specialist area as a result; the translator should have a good working on the subject matter. All in all, one problem can have more than one solution; one solution can be applied to solve more than one translation problem.

Conclusion

This section is mainly concerned with translation in general and with literary translation specifically. It emphasizes the importance of translation as a field of study with a main concern to translation problems and solutions. Although translation problems and solutions are some times unpredictable, and the same problems can have different texts and context to different types of readership, they can be defined and numbered in general but clear terms. This is confirmed by their classification into grammatical, lexical, stylistic, and phonological problems.

Chapter Two: Data Collection, Analyses and Results

Introduction

The book of Gebran's complete works is selected for its influence and value in Arabic literature. Gebran as one of the most widely writers distinguished by both the outstanding literary quality of his work and his philosophy. This section will introduce him briefly, then it will give a sketch picture about his value in the Arabic literature, his style' features, and finally some of the similes included in this book will be discussed and analysed.

Section One: The Corpus

Biography of Gebran Khalil Gebran

Poet, artist, and musician, Khalil Gebran (January 6, 1883- April 10, 1931) was born in Lebanon. He immigrated to the United States in his early life and started his artistic writing in English. Gebran Khalil Gebran is an Arabic Lebanese writer with a unique style that makes the reader keep reading to figure out the story behind his words. Gebran's touch in both Arabic and English literature is obvious to each one who has read one of his masterpieces. Gebran's writings allow him to be one among the leading figures in the Arabic literature and one of the well known writers in the English language. The beauty of style, the generosity in using the right figure of speech, the intelligence in selecting the right themes, help him to be a leading figure in two different cultures the Arabic and the English literature.

Gebran held his first art exhibition of his drawing in 1904 in Boston. From 1908 to 1910, he studied art in Paris. In 1912 he settled in New York where he devoted himself to writing and painting. His early works were written in Arabic and from 1918, he published mostly in English. He uses the standard language to express powerful inspirations in a variety of topics : love, sorrow, joy, childhood, friendship, pleasure, beauty, good and evil, freedom, self-esteem, religion, and death...ect

Gibran Value in the Arabic Literature

Khalil Gibran was among a youngest generation of Arab-American writers who contributed the on going Arabic literary renaissance. This movement had started by the end of the ninetieth century with revivalist figures in the Arab world such as Butrus-Al Bustani and many others whom they were inspired by the Western literature more particularly English Romanticism. Gibran helps in revolutionizing the classical Arabic literature by developing prose poem and introducing western themes like romanticism, individualism, and humanism. Gibran, as well as, he is a member of the pen Bond he did not promote

A radical linguistic reform for the Arabic literature; he rather advocated breaking out traditional patterns in favor of an individual style. Gibran indeed sought the beauty of thought more than the beauty of form. He created new imagery, and seemed to adopt a unique approach to imagination. Gibran's attempt at bridging the gap between Arabic and Western literature in terms of both form and content presents him as a mediator between both worlds. Gibran communicated a message of reconciliation between his own heritage and the environment he grew in.

Gibran's Style Features

Khalil Gibran is one of the most famous and popular Arab writers. His words have the power to move emotions and inspire creativity. He produced some of the most remarkable works either poetry throughout his almost thirty - year career, his identity as a Lebanese, made him a key figure in the Arabic and the English literature during the twentieth century. In the west, he is well known of his spiritual writings, and for his gentle personality. In contrast, for the Arab readers he is known as a rebellious writer who angered the church, and revolted against Arabic traditional style. Gibran's writings are about his experience as a man and about his feelings of agony toward life. As an Arabic immigrant, he discussed in his writings topics

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such as Diaspora and identity. Generally, nature plays an important role in Gibran's works he identifies humans with natural objects. He describes people as being like "the earth" "the ocean" "the sun". Gibran writings deals with physical and spiritual poverty he criticized the lack of justice and morality in the modern materialistic world. Gibran style is full of imagination and beautiful style that combine between both Arabic and Western literature in a way that makes his writings attractive and creative.

Gibran's Complete Works

Gibran complete works is a book which contains Gibran's major works. Those works made him as one of the most leading figures in the Arabic literature. Three main works are publishes in these book * الأجنحة المنكسرة * الأرواح المتمردة * دمة و ابتسامة * these three work are among the greatest works done by Gibran. The Broken Wings, which has published in Arabic in 1912 and dedicated to Mary Haskell, increased Gibran fame in the Arab world. He later published a collection entitled Tear and smile which won him further public an acceptances. In addition, he wrote (الأرواح المتمردة) which is consider to be among his best works and gain the public satisfaction. Gibran left behind a rich literary production and four hundred pieces he drew and painted. Gibran indeed creates beautiful images that expand the reader's vision and imagination. With a very elegant and touching word that keep the reader interest to what he reads.

Similes in Gebran's Complete Works

Gibran's prose writing is notable for its use of figurative languages to express his powerful inspirations in a variety of topics. His style's elegance is derived from his use of creative and spiritual words and extraordinary imagination.

In this part, we attempt to introduce some of the similes he use in his works with its intended translation into English and its possible explanation

شعر أبيض كالثلج.

It is a single simile in which one common feature is shared by both sides. Here the feature of whiteness is being linked to and compared.

يدنيني إليه بظمأئينة مثلما تقود الغريزة العصفور إلى وكره قبيل مجيء العاصفة.

It is a single simile in which the point of similarity the way he attracted him is quite similar to the way the bird is led to his nest because of the tempest.

لكنه ضعيف الإرادة يقوده رياء الناس كالأعمى وتوقفه مطاعمهم كالأخرس.

It is a detailed simile in which the common features between him and a blinded man is that people led him and show him the way.

ذكر المصيبة يدينها مثلما يقرب الموت الخوف من الموت

It is a reversed simile. the likened to “death” and the likend “didastrousness” Could exchange their order ذكر المصيبة يدينها مثلما يقرب or الخوف من الموت يقربه مثلما يدين المصيبة ذكرها in order to claim that the common feature is stronger to add exaggeration and emphasis to the simile.

قلبي يخفق في داخلي مثلما ترتعش شفقتا العطشان لملامسة حافة الكأس

It is a compound simile, in this sentence is linking an image to another. In this example he compared the resembling of his heart to the trembling of his lips.

تظهر بملابسها البيضاء الحريرية كأشعة قمر دخلت من النافذة.

It is a compound simile, the image of a woman wearing a silk dress is being compared to a ray of moonlight when it comes slightly through the window.

كان غريبا كالحم أو كالرؤيا أو كفكر علوي لا يقاس ولا يحد ولا ينسخ بريشة المصور

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It is a multiple simile in the sense that it is being compared to several images especially when he compares it to a dream of revelation that cannot be measured or bound copied by the brush of a painter.

كالثكلى الفاقدة وحيدها كنت أندب قلبي

It is a compound simile, in which he compares the image of the whilefelling sad and achy to the image of a widow who lost her only child.

المال كالحب يميت من يظن به و يحيي واهبه

It is a detailed simile; money is being explicitly compared to love. This is an effective simile in that money is not at all similar to love in literal terms, however, figuratively the similes comparison and association between these two things establishes that the impact of 'miserliness' on the person who 'scrimp' has the force or the negative results similar to the person who 'scrimp' of love and emotions.

Section Two: Data Collection and Analyses

Population and Sampling

The study in hand was carried out in the department of English at the University of Mohammed Seddik Ben Yahya, Jijel. It sheds light on the different problems and difficulties encountered by EFL learners while translating similes in literary prose in particular.

For the sake of conducting this study, 30 of third year students in the field of Didactics were selected as the sample from the total number of the population (304)

Third year students were selected because they have been studying translation for 2 years and they are supposed to be considered as advanced learners of English. In addition, 02 teachers of translation at the same department were involved in the process of collecting data for the study.

Data Collection Procedures

To achieve the aims of the current study and collect the data needed, different types of research instruments are used; questionnaire, interview, and a test. That is to say, this study makes use of both qualitative and quantitative methods.

A test is administered to third year students in the form of Arabic passages, consisting of similes, to be translated into English for the sake of testing the students' level of translation, and investigating the problems and difficulties faced in translating similes from Arabic literary prose into English.

In addition, a questionnaire is assigned to third year learners and another interview was (02) teachers of translation at the department.

Students' Questionnaire

Objective and Description of the Students' Questionnaire

The research main concern is to investigate the problems confronted by 3rd year students of English when translating figurative languages, and more particularly to shed light on the problems of translating similes from Arabic literary prose texts into English. Through a questionnaire, data will be collected and analyzed in order to understand learners' inability to translate the Arabic similes into English in the right way and locate the reasons behind their mistranslation.

The questionnaire was designed and administered to 3rd year students of English at the Department of English at the University of Mohammed Seddik Ben Yahia. With an aim of conducting the necessary data for this research. In order to have a clue about student vision toward similes translation and the difficulties they face when translating this literary device. The questionnaire includes different questions to collect the appropriate data it includes an

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introduction to define the work purpose and key words meanings to reinforce student answers. The question varies between personal information questions such as gender, and age, professional questions such as year of study, and how many years they have been studying English. The questions were of multiple choices the minimum choices was two, the maximum choices was five. Learners were asked to answer these questions related to their performance in a translation process. And they were rather asked to explain some of their choices in order to know what are their strategies concerning the task of translation.

Administration of the Students' Questionnaire

The questionnaire was handed to a random sample of 30 participants of 3rd year students, they took approximately 15 minutes to answer all the questions.

Analysis of the Students' Questionnaire

Question 01: what is your gender?

a) Masculine

b) Feminine

Table1

Students' Gender

Gender	Number of Students	Percentage %
A	5	16.67%
B	25	83.33%
Total	30	100%

The description of gender, related data is unequal because of the small number of males in the English department as compared to females.

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The population gender mainly consists of females who represent the majority of participants with 83.33%. The males represent the rest member of our sample they represent 16.67%. This proves that females are more interested in studying English as a foreign language.

Question 02: How many years have you been studying English?**Table 02:****Student's Answers to Question 02**

Options	Number of the students	Percentage
9 years	4	13.33%
10years	16	53.33%
11years	4	13.33%
12 years	6	20%
Total	30	100%

The results mentioned in the table above show difference in experience for those students in studying English. The participants' experience in studying the English language is different due to the fact that there is a repetitive student. 16 students who represent 53.33% they have been studying English for 10 years, 6 students who represent 20% have been studying English for 12 years, 4 students who represent 13.33% they have been studying English for 11 years. The remaining 4 students who represent 13.33% they have been studying English for 9 years.

Question 03: Do you consider the process of translation as?**Easy / Difficult**

Table 03**Student's Answers to Question 03**

Options	Number of the students	percentage
Easy	24	80%
Difficult	6	20%
Total	30	100%

The participant answers shows that the majority of them consider the process of translation as an easy task they represent. The remaining 6 students they consider the process of translation as difficult. Student's views show that translation is easy for them.

Question4: Do you consider your translation as?

a) Poor

b) Good

c) Excellent

Table 04**Student's Answers to Question 04**

Options	Number of the students	percentage
Poor	9	30%
Good	21	70%
Excellent	0	00%
Total	30	100%

This question shows that students who participate in answering this questionnaire consider their translation quality as good they represent 70%. The other participants consider their translation of a poor quality they represent 30%.

Question05: Do you prefer translating from Arabic into English or English into Arabic?**Table 05****Student's Answers to Question 05**

Options	Number of the students	percentage
Arabic into English	11	36.67%
English into Arabic	15	50%
Like both/ didn't mind both	4	13.33%
Total	30	100%

Students answers vary in the sense that 4 student who represent 13.33% they do not mind translating from Arabic into English or vice versa. However, the majority do prefer translating from English to Arabic they represent 50%. The remaining participants prefer translating from Arabic into English they represent 36.67%.

Students were asked to explain the reason behind their choice. They gave different reasons why they prefer one translation over the other translation. The first category explain that Arabic is their mother tongue, so, since they are able to understand the given Arabic meaning, they will be able to express it easily in English. While the second category, who prefer translating from English into Arabic, stated that it is much more easy to express themselves in Arabic words since they have a good vocabulary storage which allow them to translate successfully any English expression.

Meanwhile, the others who like both argue that it is better to acquire both source and target languages vocabulary, and to be able to succeed in any translation process.

Question06: Do you face difficulties when translating literary prose ?

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a) Yes	b) No
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Table 06**Students' Answers to Question 06**

Options	Number of the students	Percentage
Yes	28	93.33%
No	2	6.67%
Total	30	100%

The majority of participants face difficulties when translating literary prose they represent 93.33% of the population this question show that there is a contradiction in student's answers because the majority of them view translation as an easy task, but when dealing with literary translation they face several difficulties. Only two participants stated that they do not face difficulties in translating literary prose they represent 6.67%.

These difficulties, according to some students, are due to the lack of vocabulary and inability to express different meanings provided within literary texts. And for some students, they are due to theselection of wrong translation methods as well as the ignorance of different language elements.

Table 07**Students' Answers to Question 06**

Options	Number of the students	percentage
A	8	26.67%

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B	12	40%
C	16	53.33%
D	10	33.33%
E	2	6.67%
Total	30	100%

Other Difficulties:

This question has not been answered. The difficulties we suggested as options may were enough to the students since they didn't provide us with any other answer.

Question09: How do you consider similes translation?**Table 09****Students' Answers to Question 09**

Options	Number of the students	percentage
Easy	10	33.33%
Difficult	20	66.67%
Total	30	100%

The majority of participants considered the translation of similes as difficult, they represent 66.67%. While the rest who represent 33.33% consider similes translation as an easy task. When they were asked to give the reasons behind there answers, they stated different explanation; for the students who confront difficulties, some of them said that they don't understand the meaning they find it ambigious. And some of them said that they cannot express it in English even they are able to understand it. For the rest students, they select multiple choices.

Question 10: Do you recognize similes when translating literary prose?**Table: 10****Students' Answers to Question 10**

Options	Number of the students	Percentage
Yes	21	70%
No	9	30%
Total	30	100%

The majority of participants do recognize similes while translating literary prose they represent 70% the remaining 30% they do not recognize this figure of speech as a literary device.

Question 11: Do you recognize similes by:

- a) Their occurrence in the passage
- b) From the context
- c) From their structure and form

Table 11**Students' Answers to Question 11**

Options	Number of the students	percentage
Their occurrence in the passage	3	10%
From the context	24	80%
From their structure and form	5	16.66%
Total	30	100%

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The results show that 10% of the students are able to recognize similes from their occurrence in the passage .while, 80% of them rely on the context to recognize similes in a given text. In the other hand, 16.66% of the participants who represent % from their structure and form

Question 12: When translating similes which kind of strategy does you use:

- a) Translating the simile first
- b) Translating the sentence first
- c) Translating the whole passage

Table 12**Students' Answers to Question 12**

Options	Number of the students	percentage
Translating the simile first	10	33.33%
Translating the sentence first	11	36.67%
Translating the whole passage	9	30%
Total	30	100%

From the table above we can deduce that the participants who represent 33.33% prefer to start translating the simile within a literary text then translate the whole text. Meanwhile,36.67% prefer to translate the sentence which contain a simile first. The last option was opted for by 30% who stated that they translate the whole passage without focusing on the simile expression.

Question 13:Which type of translation do you prefer when translating similes?

- a) Word for word translation
- b) Free translation

Table13**Students' Answers to Question 13**

Options	Number of the students	percentage
Word for word translation	10	33.33%
Free translation	20	66.67%
Total	30	100%

The majority of students prefer free translation they represent 66.67%. The rest of participants prefer word for word translation they represent 33.33%. Participants gave several reasons why they prefer one translation over the other. For those who chose word for word translation, they argue that they find it easy and they search for acceptable equivalents without changing the words order. The rest who preferred free translation stated that it is much better because it allow them to express freely the intended meaning. And they consider that word for word translation lead to mistakes and silly translation even it keeps the sentence structure.

Question14: What kind of problems do you face when translating similes?

Students gave different answers to this question. Most of them considered meaning as a challenging problem while translating similes. They fail at conveying the exact meaning using different methods. Some others stated that the lack of vocabulary is the main problem they suffered from, since it results in their inability to express themselves.

Question 15: Suggest some solutions to similes translation problems

The data collected from this question seeks to involve the students in the search for effective solutions and strategies to overcome the problems encountered when attempting to translate similes in literary texts.

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The main idea was suggested was reading, since reading helps at acquiring a good vocabulary storage demands a high quality translation. In addition, they stated that a serious practice linked to a continual evaluation provided by the teachers will help them to improve their translation proficiency level.

Students' Test

Objective and Description of the Students' Test

A test is used as a useful instrument to examine the students' level of translation and collecting data from a naturally occurring situation.

The test was addressed to 3rd year students at the English department of Mohammed Seddik Ben Yahya University of Jijel, at the academic year (2019-2020), in order to find out whether the students are facing problems while translating similes in Arabic literary prose into English and what makes it problematic for them. This sample was selected from the total number of population.

The test consists of 12 Arabic sentences from selected the book of Gebran's khalil Gebran complete works. In which the participants are asked to translate them carefully into English.

The sentences are selected purposfully without underlying the similes or instructing the students to pay attention for them. For the sake of testing whether the students are aware of this kind of figurative languages or not and whether they will take it into consideration or ignore it

Administration of the Test

The selected sentences were administered to the students in classes. They were asked to translate them carefully into language without any method or underlying the similes, for the

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purpose of testing whether the students will recognize these similes or not and whether they are able to select the appropriate method.

Analysis of Students' Test Results

The translation methods dealt with in chapter two, and the intended meaning of the similes selected were taken as the basis for evaluating the collected answers.

The test was administered to 40 participants, and all the papers were returned back and analysed. However, not all the passages were translated by the all the students.

The results obtained are organised in the table belows. Each table consists of five columns: SL sentences, the English model, and the common translations given by the students, also the frequency of occurrence, and finally the percentage (%)

Sentence 1

كنت كالعصفور مغردا، وكالفراش متنقلا.

The total number of participants (40) attempted to translate this sentence.

Table 13:

Students' Translation of Sentence 01

SL sentences	English model answer	Common students translation	Frequency of occurrence	Percentage %
كنت كالعصفور مغردا، وكالفراش متنقلا	Yesterday, i was like a singing bird, soaring freely here and	I was like a bird singing , and like a betterfly, moving a round	27	67.5%

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	there in the fields			
Total			40	100%

Out of 40 participants, 27 students who represent 67.5% translated this sentence. The remaining 13 students who represent the rest 32.5% failed in translating the second part of the sentence " كالفراش منتقلا " . they used the word « bed » as an equivalent for the word " الفراش " this can be justified by the students' misunderstanding of the meaning of this word ; they probably confused between the word " الفراش " which means butterflies with the word فراش which means a bed in English. This result is due to students' lack of concentration or their limited vocabulary in Arabic.

The most used method is Word-for-word translation. Hence, the words order is the same, since the students gave the direct TL equivalents to each SL word. That allows the students to convey the meaning of the simile in this sentence, the image of freedom and happiness.

Sentence 2

واليوم صرت بين القوم كالنعجة بين الكواسر

Table 14: Students Translation of Sentence 02

SL sentences	English model answer	Common students translation	Frequency of occurrence	Percentage %
واليوم صرت بين القوم	Today i find	Today I am	7	17.5%

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كالنعجة بين الكواسر	myself among the people like a frightened lamb among the wolves	among the people like a sheep among the breakers		
Total			40	100%

Out of 34 students attempted to translate this sentence. 7 students only could translate this sentence they represent 17.5% the remaining 27 students who represent 67.5%. their answers were as the following. Some students translated the sentence into 'today I am ignorant'. Some of them translated the word "النعجة" as goat or lumb.

The majority of student give different translations to the word "الكواسر" ; fractures, fructures vultures, captors, pry, families, briler, flock, kosar, crowd , pradators. Because of their miss understanding and trying to find the exact meaning.

Sentence3

وانجلت لفائف ضميري أمام الديان الأعظم وبانت نقيه كالتلج لأنني لم أفعل غير مشيئة النفس

Out of 40 participants,31 students who represent 77.5% translated this sentence, while the other students did not attempt to translate it, may be because they couldn't understand it or express its meaning clearly in English.

Table 15**Students' Translation of Sentence 03**

SL sentences	English model	Common students	Frequency of	Percentage
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	answer	translation	occurrence	%
وانجلت لفائف ضميري أمام الديان الأعظم وبانت نقية كالتلج لأنني لم أفعل غير مشيئة النفس	The scrolls of my conscience evacuated before the supreme judge, and they were pure as snow , because I did nothing but the will of the soul	My conscience was pure in front of the great religious and I became pure as ice. Because I've did nothing but self-will.	31	77.5%
Total			40	100%

17 respondents used word-for-word translation method which seems easier for them to convey the meaning, while 17 students chose to use free translation.

The expression as pure as snow was dominant as a translation for "نقية كالتلج" this allows to convey the meaning of the given simile and facilitates the transferring of the intended image.

The answers were slightly different from that of the English model especially for those students who translated the passage freely and using different images and expressions. E.g, different translations were given to "مشيئة النفس": the will of the soul, what myself wanted, my self will, my self desire, following my heart ... etc.

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The students somehow succeeded at getting the general meaning of the simile which represents an image of whiteness and pureness of the soul which does nothing but good things.

Sentence 4

لنرجع نحو المساكن فقد اصفرت أوراق الأشجار ونثرها الهواء كأنه يريد أن يكفن بها أزهارا قضت لوعة عندما ودعها الصيف.

Table 16**students' Translation of Sentence04**

SL sentences	English model answer	Common students translation	Frequency of occurrence	Percentage %
لنرجع نحو المساكن فقد اصفرت أوراق الأشجار ونثرها الهواء كأنه يريد أن يكفن بها أزهارا قضت لوعة عندما ودعها الصيف.	Let us return to our dwelling, for the wind has caused the yellow leaves to fall and shroud the withering flowers that whisper elegy to summer	Let's go back to the houses. The leaves of the trees were yellowed and scattered by the air. It's like he wants to have flowers in her. She spent a while and said goodbye to her	18	45%

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		summer		
Total			40	100%

Out of 36 students who attempted to translate this sentence, 18 students succeed to translate this sentence they represent 45%. The rest 18 students who represent 45% replace the word "المساكن" 'by houses'; let's back at home' they gave an average translation in which they give the right equivalent for the sentence meaning. By giving not the exact meaning but near to the meaning expressed in the sentence. Meanwhile, one student gave a free translation to the sentence in which he was close to the intended meaning.

Sentence 5

مشى الشاب أمامي فاتبعت مسيره، حتى إذا بلغنا حقلا بعيدا وقف متأملا الغيوم الجارية فوق خط الشفق كأنها قطيع نعاج بيضاء.

Table 16**students' Translation of sentence05**

SL sentences	English model answer	Common students translation	Frequency of occurrence	Percentage %
مشى الشاب أمامي فاتبعت مسيره، حتى إذا بلغنا حقلا بعيدا وقف متأملا الغيوم الجارية فوق خط الشفق كأنها قطيع نعاج بيضاء.	Translation by omission	The young man walked in front of me so i followed his path. Even if we reached a field	28	70%

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		far away. He stood mediating on the clouds running over the twilight line.it was like a flock of white sheep		
Total			40	100%

This sentence was eventually translated by 35 students out of 40, the remaining 5 students did not attempted to translate it. This can be explained by two things. First their lack of vocabulary resulted in their inability to express oneself in English. Second, they fail in understanding the image indicated by the simile.

The results obtained shows that this sentence as well was translated using both word-for-word and free translation. The majority of the students which represents 70% used word-for- word translation while the others17% used free translation method.

Most of the participants choosed the easiest method for them while translating the simile, without payying attention to the importance of meaning. It can be assumed that their translation can not be considered as 100% succesful translation but it is still acceptable.

Sentence 6

كانت الحياة أمامه كحبس ضيق لا يرى في جوانبه غير أنوال العناكب ولا يسمع من زواياه غير دبيب الحشرات

Table 17**Students' Translation of Sentence 06**

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SL sentences	English model answer	Common students translation	Frequency of occurrence	Percentage %
لكانت الحياة أمامه كحبس ضيق لا يرى في جوانبه غير أنوال العناكب ولا يسمع من زواياه غير ديبب الحشرات	His life will be like a narrow prison in wich he sees nothing but spider webs and hears nothing but the crawling of insects.	Life was in front of him as a tight confinement that he could not see in his aspects but spiders and he could not hear from his angles other than daby/ insect.	18	45%
Total			40	100%

Out of 38 students translated this sentence. 18 student which they represent 45% could translate this sentence. The rest 20 students who represent 52.6% could not translate this sentence correctly. In addition, some students did not complete the translation of the sentence some replace. While some of them replace the word "حبس" by cofinment which is close to sentence meaning. Some students gave different translations to the second part "ولا يسمع من زواياه" and only insects could be heard from its corners, but the spiders and could not be a from his corners', and only sees insects noises from the angles). They seek to give the sentence meaning by keeping the sentence order looking for the right equivalents.

Sentence7

وكانت أشجار اللوز والتفاح قد اكتست بحلل بيضاء معطرة فبانن بين المنازل كأنها حوريات بملابس ناصعة.

Table 18

Students' Translation of Sentence 07

This passage was translated by 35 students out of 40 who got the test paper

SL sentences	English model answer	Common students translation	Frequency of occurrence	Percentage %
وكانت أشجار اللوز والتفاح قد اكتست بحلل بيضاء معطرة فبانن بين المنازل كأنها حوريات بملابس ناصعة	The orange trees and apple trees, looking like houris or brides sent by nature to inspire poets and excite the imagination, were wearing white garments of perfumed blossoms	Almond and apple trees had been covered in fragrant jump suit, and among the houses they looked like mermaids in bright clothes	26	65%
Total			40	100%

As far as the results obtained shows, 65% of the respondents have presented acceptable translations for the simile. This implies that the students are somehow aware of its

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meaning, and able to understand the image indicated by this expression, even they gave slightly different translations from that of the English model.

Most of the students' answers for the the simile " كأنها حوريات بملابس ناصعة" were: into they looked like mermaids in bright clouds. This indicates that they have used and relied on word-for-word translation to give the right equivalents and eventually the right translation.

However, different possible translations were given by the students who preferred a free translation : as if it is nymphs with white clothes, it appeared like white shining nymphs etc..

Sentence 08

لأن الحقول التي كانوا يحراثونها والأكواخ التي يسكنونها كانت ملكه، وقد ورثها عن أبيه وجده مثلما ورثوا الفقر والتعاسة من آبائهم وجدودهم.

Table 19**Students' Translation of Sentence 08**

SL sentences	English model answer	Common students translation	Frequency of occurrence	Percentage %
لأن الحقول التي كانوا يحراثونها والأكواخ التي يسكنونها كانت ملكه، وقد ورثها عن أبيه وجده مثلما ورثوا الفقر والتعاسة من آبائهم وجدودهم.	Even the huts they lived in and the fields they cultivated were owned by sheik abbas who had inherited them	Because the fields they were plowed and the hute that they lived were his own. And he inhereted them	21	67.5%

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	from his ancestorss	from his father and grand-father as they inheretd poverty and sadness from their fathers and grandfathers		
Total			40	100%

36 students out of the total number of population translate this sentence. 21 students who represent 67.5% could translate this sentence correctly. The rest who failed in translating this sentence are 9 students who represent 25% were not able to translate this sentence because they started translating from the the second part ; just like they inhereted poverty and misery from their farefathers, he inherited its fields which they playghed in which they lived'. Since translation is an individual task, the wording was not the same. Some students wrote ' the fields they were plouring'. However, only one student gave a free translation to the sentence. He probably didn't get the meaning of the sentence, so he provided a wrong translation model.

Sentence9

وظهر الجنديان ثالثة يقودان كهلا ضعيفا يسحب ركبتيه المرتعشتين كأنهما خرقتان من أطراف ثوبه البالي ويلتقت جزعا إلى كل ناحية، ومن نظراته الموجعة تتبعث خيالات البؤس والفقر والتعاسة.

This sentence was translated by 30 participants. The remaining students left empty spaces. It seems that they didn't find an acceptable translation or they didn't get the meaning.

Table 20

Students' Translation of Sentence 09

SL sentences	English model answer	Common students translation	Frequency of occurrence	Percentage %
<p>وظهر الجنديان ثالثة يقودان كهلا ضعيفا يسحب ركبتيه المرتعثتين كأنهما خرقتان من أطراف ثوبه البالي ويلتفت جزعا إلى كل ناحية، ومن نظراته الموجهة تنبعث خيالات البؤس والفقر والتعاسة.</p>	<p>The soldiers reappeared, bringing with them a sad man with shaking knees and trembling like a tender sapling before the north wind, he looked powerless, sicky and frightened, and he was miserable and poor.</p>	<p>And the two soldiers appeared for the third time, leading a weak old man, pulling his trempling knees as if they were rages from the edges of his worn garment, and turning in alarm to every side, and from his painful looks emanated imaginations of misery, poverty and unhappiness</p>	23	57.5%

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Total			40	100
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According to the results obtained, 57.5% of the sample used word for word translation, while the other 17.5% of them used free translation.

As it has been noted, only two correct translations has been presented for the expression: "وظهر الجنديان الثالثة", this may refers to the lack of concentration or learners' ignorance to the meaning of this word *ثالثة* which refers to a third time in English. The answers seem to be just intuitional attempts because there is, at least, no minor relation between intended meaning and the students' given expression.

The participants failed at conveying the meaning of the simile since they relied on word for word translation with regardless to the meaning intended by the simile "كأنهما خرقتان من أطراف ثوبه البالي". Which it illustrates the image of weakness, fear, and disability.

Sentence 10

انتصف الليل ونمت رهبة السكوت وطلع القمر ناقصا من وراء صئنين وبان بين النجوم كوجه ميت شاحب غارق في المساند السوداء بين شموع ضئيلة تحيط بنعشه، وظهر لبنان كشيخ لوت ظهره الأعوام وأناخت هيكله الأحران وهجر أجفانه الرقاد، فبات يساهر الدجى ويترقب الفجر كملك مخلوع جالس على رماد عرشه بين خرائب قصره.

Table 21**Students' Translation of Sentence 10**

SL sentences	English model answer	Common students translation	Frequency of occurrence	Percentage %
انتصف الليل ونمت	The night was	In the mid of the	22	55%

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<p>رهبة السكوت وطلع القمر ناقصا من وراء صنّين وبان بين النجوم كوجه ميت شاحب غارق في المساند السوداء بين شموع ضئيلة تحيط بنعشه، وظهر لبنان كشيخ لوت ظهره الأعوام وأناخت هيكله الأحزان وهجر أجفانه الرقاد، فبات يساهر الدجى ويترقب الفجر كملك مخلوع جالس على رماد عرشه بين خرائب قصره</p>	<p>halfway through the night and fear of silence grew and the moon came incomplete from behind sinin. And showed among the stars as dead face. And lebanese apperaed as an old man who had lost his back and his structure was reduce by sorrows and abandoned his eyelides . so he was waiting for the down as a king sitting on the askes of his throne among the ruins of his</p>	<p>night, the fear of silence grew and the moon rose from between the stars, like a pale face, lebanese appear as a sheikh whos back was twisted by years. He watch the darkness and wait for down as a deposed king seat on the asles of his throne among the ruins of his palace.</p>		
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STUDENTS' DIFFICULTIES IN TRANSLATING SIMILES

	palace.			
Total			40	100%

22 students who represent 55% succeed somehow in translating this sentence. They gave acceptable translations when it is compared to the English model. The rest students who represent 45% of the participants, gave wrong translation. They probably misunderstood the sentences or couldn't express it in English due to the lack of vocabulary.

Sentence11

وإن صفع خذ رجل منهم ظل ذلك الرجل جامدا صامتا كأن الضربة قد أتت من السماء، فمن الكفر أن يتجاسر أو يرفع عينيه ليرى من أنزرها.

Out of 40 students, Only 27 attempted to translate this sentence; two of them didn't complete the whole sentence. However, the other 13 students didn't provide any translation.

Table22**Students' Translation of Sentence 11**

SL sentences	English model answer	Common students translation	Frequency of occurrence	Percentage %
وإن صفع خذ رجل منهم ظل ذلك الرجل جامدا صامتا كأن الضربة قد أتت من السماء، فمن الكفر أن يتجاسر أو يرفع عينيه	If he were to slap one's face, it would be heresy on the individual's part to move or lift	And if he slapped one of them, that man remained rigid and silent, as if the plague had	15	37.5%

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ليرى من أترَّ بها.	his head	come from heaven, the nit is disbelief for him to dare or raise his eyes to see who had been there.		
Total			40	100

As the table shows, 37.5% of the students have translated this sentence using word for word translation. Each SL word was given its TL equivalent this kept the same order. the remaining 10 answers used free translation to convey the message. Again, most of the learners are not aware of the meaning of this simile, كأن الضربة أتت من السماء, which reflects being surprised, and not being able to show any reaction but silence and patience.

The other responses resulted from a free translation of the sentence were completely different from the English model and they did not touch the exact meaning.

Sentence12

إنَّ الجبال والأشجار والأنهار تتبدل هيئاتها ومظاهرها بتقلب الحالات والأزمنة مثلما تتغير ملامح وجه الإنسان بتغير أفكاره وعواطفه

Table 23**Students' Translation of Sentence 12**

SL sentences	English model answer	Common students	Frequency of occurrence	Percentage %
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STUDENTS' DIFFICULTIES IN TRANSLATING SIMILES

		translation		
<p>إنّ الجبال والأشجار والأنهار تتبدل هيئاتها ومظاهرها بتقلب الحالات والأزمنة مثلما تتغير ملامح وجه الإنسان بتغير أفكاره وعواطفه</p>	<p>Mountains, trees and rivers change their forms and appearance as the change of situations and times. Just as the features of the human face change with the change of thoughts and emotions0</p>	<p>Mountains, trees and rivers change their bodies and manifestations with the fluctuation os situations and times just as the features of the human face change when his thoughts and emotions does.</p>	33	82.5%
Total			40	100%

Out of the total population 36 students who represent 82.5% succeeded in translating this sentence. The remaining three students who represent 8.33% translated the sentence freely and they fail to get the meaning of the simile. For example, this sample from a student's translation; 'Montains, trees, rivers change like human lineaments change'. He failed at expressing the meaning intended by the author.

Teachers' Interview

Description of Teachers Interview

An interview was opted for as another research instruments. It has been chosen due to time limitation and because most of the teachers are busy. It took only few minutes to answer the 12 questions. The interview seeks to allow involving the teachers in the process of evaluating 3rd year students translation of literary texts, and to valid the results of the current study.

Analysis of Teachers' Interview

Section1: General Information

Question 1: How many years have you been teaching English ?

This question aims to explore the teachers' experience in teaching English. The results shows that all the teachers have been teaching English for a long period of time.

Question 2: How many years have you been teaching Translation ?

The data guadered in regard to this question was collected in order to test whether the teachers have a enough experience with the process of translation as well as with the students performance when conveying meanings from the SL into TL.

The teachers' experiences according to their answers were diffirent; the first teacher assumed that he has been teaching translation for 11 years which is considered as a long experience that allowed him to have a good idea about learners' attittudes and errors in their translations. However, (05) five years was the period for the second teacher

Question3: How do you consider the translation proficiency level of your students ?

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This question seeks to evaluate the level of the students according to their teachers of translation. All the teachers agree that the learners' level should be described as « average ». They are advised to make more efforts and to concentrate more on the way of translating texts and choosing the appropriate method.

Question 4: What kind of difficulties the students encounter when translating ?

The results obtained from this question indicates that the majority of students have problems when translating. The first teacher described these problems as a kind of cultural and linguistic difficulties .i.e the cultural differences as well as the different linguistic features of each language effect the students translations and lead to misunderstandings and errors. E.g., learners face some difficulties in translating from and into Arabic and English languages because they belong to different language families, and to totally different cultures.

The second teacher stated that only few students have a good level in both Arabic and English. Hence, most of them have problems with one of the source or target languages. It seems that they often cannot provide the right equivalents and eventually good translation and level.

Question 5: What are the common problems that the students face when translating literary prose ?

The 5th question investigates the common problems that face the students when dealing with literary prose in translation. The results indicates that two teachers claimed that style is the most difficult aspect to deal with; the learners usually fail at translating a literary text keeping the same level of language and the style of the original author. In other words, style is basically perceived through sentence formation, detail and formality which are ignored by the learners in their translation. Consequently, they fail at keeping the aesthetic value of the ST.

Question 6: What are the common errors made by the students when dealing with figurative language in a translation process ?

The results obtained from this question illustrate that 3rd year students' performance in translating figurative language is still insufficient.

The two teachers claimed that the misunderstanding of the meaning can be classified as the most common errors made by the students when dealing with figurative language. This may be due to the lack of reading and vocabulary and inability to express oneself in English

Basically, Figurative languages must be dealt with and translated carefully in order to avoid misunderstanding. In other words, whenever a learner meets a figurative tool while reading a literary piece, he is supposed to imagine the concept being described and then fully understand the author's intended meaning and then translate it. However, when the students are unable to guess the figurative meaning aimed to be conveyed, they may make mistakes and give wrong translations

Question 7: What are the most problematic figures of speech for the students ?

The results obtained by asking this question shows that metaphors, similes and irony are the most problematic figures of speech for learners. All the questioned teachers agree that the students face some difficulties in the translation of these figures of speech, this may be due to their lack of understanding the meanings and images, or their poor vocabulary storage.

Question 8: What should be taken into consideration when translating a text which contains some figures of speech ?

This question is intended to know the most important elements that the students are supposed to take into account in order to provide the most appropriate translation for the figures of speech involved within a given text.

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The first teacher claimed that the students should avoid translating texts word by word, they should rather deal with it literally. And take into consideration whether the text contains possible figurative meaning. He explained that any sentence which is grammatical but seems as nonsense should be tested for a possible figurative meaning hidden within its nonsensical elements.

The second teacher stated other important elements which must be treated carefully in a literary text; the background of the text, its context and the general idea. These elements serve in getting the intended meaning and translating it correctly.

Question 9: What kind of difficulties the students face when attempting to translate similes in literary prose ?

Simile, according to Paul (1970), is a figure of speech comparing two essentially unlike things, commonly using like or as. Actually, not all the students are aware of this figure of speech and how to deal with it.

The teachers agree that the main problem is not understanding the meaning of the similes, and sometimes the image illustrated by the expression is hard to be expressed for the students. In addition, as it was mentioned previously, cultural disparities are a challenging aspect in the translation process.

Question 10: What kind of corrections and feedbacks do you give to the students when noticing their translation's errors concerning similes translation?

Concerning this question, it was answered only by one teacher who highlights cross-cultural differences and similarities between Arabic and English as a rhetorical strategy to avoid mistakes and errors.

Question 11: What are the strategies you provide the students with to help them in their translation of similes ? And to what extent does your students succeed with these strategies?

The questioned teachers suggested some beneficial strategies to help the students overcoming these problems and difficulties in translating similes. The first teacher claimed that the use of literal vs free translation methods is very effective to provide a good translation model. he confirmed that the students succeed to a great extent when applying this strategy. And this results in presenting acceptable translations to the SL.

Meanwhile, the other teacher advised the learners to read more in both the SL and TL, because reading helps in acquiring a good vocabulary storage and building the ability to express whatever meanings and ideas. She called for a continual practice of translation, especially with literary texts and giving much importance to figurative languages.

Question12 : Does the methods and techniques of similes translation which you provide the students with improve their proficiency level of translation ?

It is the last question concerning the teachers' interview. It aims to investigate the role of teachers in developing the proficiency level of translation in their students. And to test the effectiveness of the methods and techniques they provide the learners with in their translations.

All the teachers agree on the effectiveness of their suggested methods, but they linked it to the efforts the students make, and their will to improve their level.

Discusion of the Results

Firstly, the results obtained from the questionnaire revealed that the majority of learners at the Department of English consider that they have a good level in translation; they

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describe the process of translation as easy. However, when they were asked whether they find difficulties or not, most of them said yes. Additionally, the results indicated that the majority of the students misunderstand and misuse similes when translating a given text. Eventhough they stated that they recognize it easiely, their translation attempts showed the opposite. Hence, it can be assumed that 3 rd year students of English are not aware of similes as an important literary device that creates an image for the reader's mind. Most of the participants claimed that they prefer to translate from English into Arabic; they explain that they find it easy to express the meanings in their mother language. However, they face difficulties to express themselves in English, this may be due to their limited of vocabulary. In the other hand, the rest students who prefer to translate from Arabic into English explain that their ability to understand the meaning given in Arabic is enough to transform it into English. Furthermore, the learners' choice of the translation method is linked to its easiness rather than its appropriateness to the translated text. While some students prefer to use word- for word translation that seems easier to provide acceptable equivalentents, the rest of them enjoy the freedome and creativity that free translation provide.

Secondly, after dealing with all the sentences given in the translation test, one can notice that students use appropriate equivalentents when the sentence has a simple structure (e.g sentence 1, 2, 3), in which the meaning of the similes became easy to catch. However, they translate wrongly if they misunderstand the meaning due to the sentence complexity or their inability to identify the figurative meaning covered by a literal one (sentences 4-12). The students' answers when being compared to the English model affirmed that: the majority of learners used word-for-word translation, which is not always a good strategy for good translation. Even it allows them to keep the same word order and sometimes provides appropriate equivalentents for words, it does not serve the intended meaning in all cases.

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The results obtained confirmed also the students' lack of vocabulary. Since they left empty spaces in many translated sentences. This may be explained by their lack of reading in both source and target languages. Moreover, it has been proved that they lack the knowledge of the linguistic differences between Arabic and English languages, since they do not differentiate between their structures (e.g the subject and verb position in the sentence). Through these results, we can say that 3rd year students of English failed at translating similes from Arabic literary prose texts into English. Because, they focus on the sentence structure and word order rather than the figurative meaning. Also, they are not aware of the appropriate selection and use of the translation method.

Finally, the data collected from the teachers' interview can be used as a means to figure out teachers' perception towards their students' translation level. Depending on their experiences in teaching translation, many questions has been asked about the task of translating similes in literary prose, and translation in general. The results confirmed that they are not satisfied about the learners' level. All the teachers who answered the questionnaire noticed that their learners face difficulties when dealing with figurative languages, similes in particular, in a translation process from Arabic literary prose into English. Moreover, they stated that these difficulties are mainly due to misunderstanding of meaning, the differences between the source and target languages, as well as the use of inappropriate method.

For the sake of improving the learners' translation proficiency level, the teachers provided some strategies and solutions to overcome these translation problems; they call for reading literary works in both Arabic and English to acquire a good vocabulary storage, and also to discover the differences between them as source and target languages. And to take into account the figurative meaning which plays a crucial role in conveying the author's intended message. In addition, the learners are advised to concentrate with the selection of appropriate method to

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succeed in any translation task. Finally, practice makes perfect: as well as the learners practice translating similes, their level will be improved.

As mentioned in the initial stages of this research, this study seeks to investigate the main problems and difficulties 3rd year EFL students confronted when translating similes from Arabic literary prose into English. Data was collected through administering a test and a questionnaire for learners, and an interview with two translation teachers at the English department. The findings are used in order to answer the research questions as well as to confirm the hypothesis of the current research paper. The results proved the inability of third year students to translate similes in literary prose works correctly, due to the lack of vocabulary, selection of methods, and misunderstanding the meaning.

Conclusion

The practical part investigated the difficulties encountered by third year EFL student at the English department. When translating similes from Arabic into English literary prose. The data collected by the test questionnaire and teacher interview was carefully analyzed. It revealed convenient answers to the research questions mentioned in the study. The findings prove that third year EFL student face difficulties when dealing with similes translation due to the cultural differences that exist between Arabic and English languages. In addition, both languages have different origins and each language has its own literature symbols far from the others. Students lack of processing right methods for similes translation. Students tend to shift between using word for word translation and free translation. Moreover, some other problems such as mistranslating the simile meaning, not having the vocabulary storage that allow them to translate this literary device.

General conclusion

The use of figurative languages (e.g similes) makes the description and expressions more attractive, aesthetic, and vivid. In addition, it meets aesthetical level of language, and provides readers with imaginative description that the readers need to figure them out in order to understand the literary work. Hence, this study was conducted for the sake of investigating 3rd year learners of English are unable to translate similes from Arabic literary prose texts into English conveniently. The data discussed are examples taken from the Arabic texts of Gebran Khalil Gebran's complete works and their translation into English.

The findings show that the learners truly confront considerable difficulties in their process of translating similes. Through these findings, it has been shown that 3rd year learners of English are unable to translate the Arabic similes correctly into English because of their total ignorance of the meaning.

To solve the problem of their translation ; the effective solutions are to have a lot of exposure to these figures, by providing the learners with various activities which contain different similes in different context in order to practise and to master their translation.

In addition, learners have to read more literary works and acquire a good vocabulary storage. In addition, concentration with the meaning, and choosing the appropriate method is a guaranteed way for a better translation for them.

In general, the student should take into consideration other elements like the cultural disparities and linguistic features of both source and target languages.

Limitations of the study

In reviewing the present study and its outcomes, it seems that there are two limitations in this research paper. The first limitation of this study it was not possible to collect the necessary data from third year EFL students because a member of participant did not translate

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the whole passages included in students test. In addition, due to the corona pandemic, it was hard to find participants to answer the test and questionnaire, the researchers hardly manage to find forty (40) students to answer the test and the questionnaire. The second limitation of this study is when choosing similes included in the test, when reviewing the English model, the researchers notice a lot of omission and reducing the simile length in some similes included in the test that was administered to the sample of this study.

Pedagogical recommendations

The outcomes of this study show that the students are not aware of the importance of adopting an accurate translation method while translating figurative languages e.g similes, and the significance of providing an adequate meaningful equivalent. They seemed careless about the figurative meaning and focused only on the direct equivalents that keep the sentence order. Therefore, in the light of the research findings, we recommend the following:

- Students should be made aware that word for word translation is not always a good strategy for good translation.
- Students should be encourage to read different literary prose works to get more contact with this kind of figurative languages.
- The different kinds of similes require different strategies in translation, therefore, students should be exposed to different strategies of translating similes.
- Students Should be taught to be creative and avoid transcription of the foreing items. which decreases the quality of the translation, they need to learn the methods serve both source and target languges.
- Teachers should draw the students' attention to the fact that similes are not only comparative statements, but they are more related to a figurative meaning.

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- The syllabus design concerning teaching translation for 3 rd year students does not include any courses where the students will be introduced to similes translation and the methods used to translate figurative languages. The syllabus does not contain a deep study of translation methods. For that the students should learn the basic translation standpoints, and be exposed to the importance of figurative languages in facilitating the translation process.

Suggestions for Further Research

After conducting the present study which may hopefully open the door for further research, several suggestions are proposed for future researchers interested in the area similes translation especially from Arabic into English . So that an awareness of the importance of similes may arise and the various difficulties surrounding the issue may be resolved.

It is suggested that researchers have to extend their sample, vary the instruments used (questionnaire, test, classroom observation, and experiment). It is also advisable to shed light on the absence of absence of similes and translation methods in the syllabus of 3 rd year students . In addition to that, the limited vocabulary of the learners could be one of the difficulties they face in using and understanding similes. Thus, an investigating of learners' knowledge of similes will be an interested area of research.

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Language Departmet Faculty Education and Teacher Training. University of

Muhammadiyah. Molang.

Appendix A

University of Mohammed Seddik Ben Yahya

Faculty of Letters and Foreign Languages

Departement of English



Translation Test

You are kindly requested to translate the following expressions and passages :

Passage: 01

كنت كالعصفور مغردا، وكالفرش متنقلا.

.....

Passage: 02

اليوم صرت بين القوم كالنعجة بين الكواسر

.....

Passage :03

انجلت لفائف ضميري أمام الديان الأعظم وبانت نقية كالتلج لأنني لم أفعل غير مشيئة النفس

.....

Passage :04

لنرجع نحو المساكن فقد اصفرت أوراق الأشجار ونثرها الهواء كأنه يريد أن يكفن بها
أزهارا قضت لوعة عندما ودعها الصيف.

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.....

Passage :05

مشى الشاب أمامي فاتبعت مسيره، حتى إذا بلغنا حقلا بعيدا وقف متأملا الغيوم الجارية فوق
خط الشفق كأنها قطيع نعاج بيضاء.

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Passage :06

كانت الحياة أمامه كحبس ضيق لا يرى في جوانبه غير أنوال العناكب ولا يسمع من زواياه
غير ديبب الحشرات

.....

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.....

Passage :07

وكانت أشجار اللوز والتفاح قد اكتست بحل بيضاء معطرة فباننت بين المنازل كأنها
حوريات بملابس ناصعة.

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Passage :08

لأن الحقول التي كانوا يحرثونها والأكواخ التي يسكنونها كانت ملكه، وقد ورثها عن أبيه
وجده مثلما ورثوا الفقر والتعاسة من آبائهم وجدودهم.

.....

Passage :09

وظهر الجنديان ثالثة يقودان كهلا ضعيفا يسحب ركبتيه المرتعشتين كأنهما خرقتان من
أطراف ثوبه البالي ويلتفت جزعا إلى كل ناحية، ومن نظراته الموجعة تنبعث خيالات البؤس
والفقر والتعاسة.

.....

Passage :10

انتصف الليل ونمت رهبة السكوت وطلع القمر ناقصا من وراء صنّين وبان بين النجوم
كوجه ميت شاحب غارق في المساند السوداء بين شموع ضئيلة تحيط بنعشه، وظهر لبنان
كشيخ لوت ظهره الأعوام وأناخت هيكله الأحزان وهجر أجنانه الرقاد، فبات يساهر الدجى
ويترقب الفجر كملك مخلوع جالس على رماد عرشه بين خرائب قصره

.....

Passage :11

وإن صفع خذَّ رجل منهم ظلَّ ذلك الرجل جامدا صامتا كأن الضربة قد أتت من السماء، فمن الكفر أن يتجاسر أو يرفع عينيه ليرى من أنزَّ بها.

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Passage :12

إنَّ الجبال والأشجار والأنهار تتبدل هيئاتها ومظاهرها بتقلب الحالات والأزمنة مثلما تتغير ملامح وجه الإنسان بتغير أفكاره وعواطفه

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Thanks for your participation ☺

Appendix B

Teachers' interview

The present interview is an attempt to collect information about your experience as a teacher of translation and about providing feedbacks on students translation errors. It also aims at investigating teachers' opinions towards translation as a process and the translation of similes in particular. Thus, the teachers were kindly requested to answer the following questions.

Section one : General information

1. How many years have you been teaching English?

.....

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2. How many years have you been teaching Translation?

.....

Section two: teachers' perception about Translation process

3. How do you consider the translation proficiency level of your students?

.....

.....

4. What kind of difficulties the students encounter when translating?

.....

.....

5. What are the common problems that the students face when translating literary prose?

.....

.....

.....

.....

Section three: Teacher's perception about student's performance when translating figurative language

6. What are the common errors made by the students when dealing with figurative language in a translation process?

.....

.....

.....

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.....

7. What are the most problematic figures of speech for the students?

.....

8. What should be taken into consideration when translating a text which contains some figures of speech?

.....

Section four: Teachers' Perception towards Students Performance when Translating Similes

9. What kind of difficulties the students face when attempting to translate similes in literary prose?

.....

10. What kind of corrections and feedbacks do you give to the students when noticing their translation's errors concerning similes translation?

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11. What are the strategies you provide the students with to help them in their translation of similes? And to what extent does your students succeed with these strategies?

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12. Does the methods and techniques of similes translation which you provide the students with improve their proficiency level of translation?

.....

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.....

THANKS FOR YOUR PARTICIPATION

Appendix C

Student Questionnaire

Dear student,

The questionnaire in front of you is a part of research for a Master degree on the Didactics of the English language. Your opinion will be very useful to our research project. Be certain that your responses will remain strictly confidential and will not serve any other purpose than the one stated above. Thank you for your cooperation.

Do not write your name on the questionnaire answer the questions and tick the corresponding square. You can give more than one answer where necessary.

Some key concepts in our research

Figures of speech: are techniques used to create a colorful writing and make a beautiful writing.

Similes: simile involves the comparison of one thing with another of different kind. For example, He is brave as a lion.

Sex: Masculine Feminine

Age:.....

Year of study:.....

STUDENTS' DIFFICULTIES IN TRANSLATING SIMILES

How many years have you been studying English?

.....

Do you consider the process of translation as?

Easy very easy Difficult

Do you consider your translation to literary prose as?

Poor Good Excellent

Do you prefer translating from Arabic into English or vice versa?

.....

why?

.....

Do you face difficulties when translating literary prose ?

Yes No

These difficulties are due to

Lack of vocabulary

Using wrong translation strategies and methods

Difficulties in finding the right equivalent

Problems in rebuilding the sentence structure

Lack of the ability to reconstruct sentences together

Other difficulties

STUDENTS' DIFFICULTIES IN TRANSLATING SIMILES

.....

.....

.....

How do you consider similes translation?

Easy Difficult

Explain your answer

.....

.....

.....

Do you recognize similes when translating literary prose?

Yes No

Do you recognize similes by?

There accuracy in the passage

From the context

From there structure and form

When translating similes which kind of strategy does you use?

Translating the simile first

Translating the sentence first

Translating the whole passage

Which type of translation do you prefer when translating similes?

STUDENTS' DIFFICULTIES IN TRANSLATING SIMILES

Word for word translation

Free translation

Why?

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.....

.....

.....

Which kind of problem do you face when translating similes?

.....

.....

.....

.....

.....

Suggest some solutions to similes translation problems?

.....

.....

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Thank you for your participation

Résumé

Cette étude a pour objectif de mettre la lumière sur la comparaison de deux langues l'arabe et l'anglais ou la langue arabe, le moment de son traduction à la langue anglaise provoque des difficultés. Ce travail cherche les problèmes auxquels l'élève peut être confronté lorsque ils vont à traduire les comparaisons ç à partir de la langue arabe vers la langue anglaise. Cette étude explore les problèmes que les élèves peuvent rencontrer lors de la traduction de comparaisons de l'arabe vers l'anglais. Cette étude tente également d'explorer les façons dont les traducteurs traitent la comparaison et comment négliger cet outil rhétorique peut conduire à une traduction faible et inefficace. . Elle vise à mettre la lumière sur les comparaisons en arabe et en anglais, ainsi qu'à explorer les problèmes que les comparaisons peuvent causer lorsqu'elles sont traduites en anglais. L'étude suppose que les erreurs commises par les élèves lors de la traduction de la comparaison dans des textes en prose sont le résultat de leur utilisation de méthodes et de techniques incorrectes ou inappropriées, et de leur incapacité à utiliser les images métaphoriques correctes en raison de leur recherche d'une traduction littérale dépourvue d'outils rhétoriques. Afin de terminer cette étude et d'atteindre son objectif souhaité, qui est de trouver des stratégies et des méthodes appropriées et de réaliser les hypothèses précédentes. La comparaison a été entièrement étudiée, puis des syllabes et des phrases écrites par l'écrivain libanais Gibran Khalil Gibran ont été choisies et présentées aux étudiants pour former des données pour cette étude. Cette dernière s'est également appuyée sur un questionnaire distribué aux étudiants afin d'enquêter sur leurs points de vue sur la traduction de comparaisons, en plus d'un entretien avec trois professeurs de traduction afin d'enquêter sur leur opinion sur la qualité de la traduction des étudiants, en particulier la traduction de comparaisons.

ملخص

تهدف هذه الدراسة إلى تسليط الضوء على التشبيه باللغتين العربية و الانجليزية فضلا عن استكشاف المشاكل التي قد تسببها التشبيهات عند ترجمتها إلى اللغة الانجليزية و تبحث الدراسة عن المشكلات التي قد يواجهها التلاميذ عند ترجمتهم للتشبيهات من اللغة العربية إلى اللغة الانجليزية. تحاول هذه الدراسة أيضا استكشاف الطرق التي يتبعها المترجمون في التعامل مع التشبيه وكيف إن إهمال هذه الأداة البلاغية قد يؤدي إلى ترجمة ضعيفة غير فعالة. تفترض الدراسة إن الأخطاء التي يقع فيها التلاميذ أثناء ترجمة التشبيه في النصوص النثرية ناتج عن استخدامهم الطرق و التقنيات الخاطئة أو الغير مناسبة و عدم استخدامهم للصور التشبيهية الصحيحة بسبب تحريمهم للترجمة الحرفية الخالية من الأدوات البلاغية. و من أجل إتمام هذه الدراسة و الوصول إلى الغاية المرجوة منها وهي إيجاد استراتيجيات و أساليب مناسبة و تحقيق الفرضيات السابقة. تمت دراسة التشبيه بشكل تام و من ثم اختيار مقاطع و عبارات من تأليف الكاتب اللبناني جبران خليل جبران و عرضها على التلاميذ لي تكون بيانات لهذه الدراسة. كما تم تدعيم الدراسة باستبيان وزع على التلاميذ من أجل تحري آرائهم حول ترجمة التشبيهات بالإضافة إلى مقابلة مع ثلاث أساتذة من اختصاص الترجمة لتحري رأيهم حول جودة ترجمة التلاميذ و على وجه الخصوص ترجمة التشبيهات.