

The Effectiveness of a Proposed Training Program in Developing Idiomatic Translation Skills and Attitudes towards the Figurative Language among Non-Specialist Students of English

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ABSTRACT

English is crowded with figurative language expressions that do not mean precisely what they say. An idiom is a figurative expression that cannot be interpreted literally or translated word for word. Based upon, investigating idiomatic translation skills is an issue worth examining because of their significance in helping EFL students interpret and translate the figurative language expressions in a correct understandable language that maintains translation quality and its intended meanings. However, these skills have not been investigated extensively. The aim of this study was to investigate the effectiveness of a proposed training program in developing idiomatic translation skills and attitudes towards the figurative language among non-specialist students of English. A descriptive analytical method and an experimental method with a two-group design were used to investigate the variables of this study, which was conducted with 60 non-specialist students of English enrolled in the second level at Port Said Faculty of education, randomly assigned into a control group (N=30) and an experimental group (N=30). The data were collected using a list of idiomatic translation skills, an achievement test, and a scale on participants' attitudes toward the figurative language. The experimental group received the proposed training program that included (20) sessions and lasted for (10) weeks in the first semester of the academic year 2019/2020. Data of the pre- and post-applications of the instruments were collected, statistically analyzed and contrasted. The results revealed that the proposed training program helped to develop idiomatic translation skills of non-specialist students of English at Port Said faculty of education and improve their attitudes toward the figurative language. Implications, suggestions for further research, and recommendations for EFL teachers, students, researchers, and curricula developers are included.

KEYWORDS:

Idioms, Idiomatic Translation Skills, Attitudes, Figurative Language, Non-Specialist Students.

فاعلية برنامج تدريبي مقترح في تنمية مهارات الترجمة الاصطلاحية والاتجاه نحو البلاغة لدى الطلاب غير المتخصصين في اللغة الإنجليزية.

المخلص

تزخر اللغة الإنجليزية بعدد وافر جداً من العبارات البلاغية التي يُقصد من كلماتها معنى ضمني آخر بخلاف معناها الأصلي. وتعد التعبيرات الاصطلاحية واحدة منها، لأنها تعبيرات يُقصد منها توصيل معنى مغاير لمعناها الظاهر، ولا يمكن تفسيرها حرفياً أو ترجمتها كلمة بكلمة. وتنمية المهارات اللازمة لترجمتها مسألة تستحق الدراسة، لأهميتها في تعزيز قدرات الطلاب على تفسير وترجمة هذه العبارات البلاغية وصياغتها صياغة لغوية صحيحة يفهمها القارئ وبصورة تحافظ على جودة الترجمة والمعنى المقصود منها. غير أنه لم يتم استقصاء هذه المهارات لدى الطلاب غير المتخصصين في اللغة الإنجليزية على نطاق واسع في الأدبيات التربوية ذات الصلة. وقد هدفت هذه الدراسة الي تعرف أثر استخدام برنامج تدريبي مقترح في تنمية مهارات ترجمة التعبيرات الاصطلاحية والاتجاه نحو البلاغة لدى الطلاب غير المتخصصين في اللغة الإنجليزية بكلية التربية ببورسعيد. وضمت أدوات الدراسة قائمة بمهارات الترجمة الاصطلاحية، واختبار تحصيلي، ومقياس في الاتجاه نحو البلاغة لدى الطلاب غير المتخصصين في اللغة الإنجليزية. واعتمدت الدراسة على المنهجين الوصفي التحليلي، والتجريبي في بناء وتطبيق البرنامج التدريبي المقترح. وضمت عينة الدراسة ٦٠ طالبا من الطلاب غير المتخصصين في اللغة الإنجليزية بالمستوي الثاني بكلية التربية ببورسعيد، والذين جري توزيعهم عشوائياً الي مجموعة ضابطة (N=30) ومجموعة تجريبية (N=30). وتلقت المجموعة التجريبية البرنامج التدريبي المقترح الذي تضمن (٢٠) جلسة واستمرت لمدة (١٠) أسابيع في الفصل الدراسي الأول من العام الجامعي ٢٠١٩/٢٠٢٠. وجري تطبيق أدوات الدراسة على مجموعتي الدراسة قبلياً وبعدياً، وتم جمع بيانات التطبيقين القبلي والبعدي وتحليلها إحصائياً، والمقارنة بينها. وكشفت نتائج الدراسة عن فعالية البرنامج التدريبي المقترح في تنمية مهارات ترجمة التعبيرات الاصطلاحية والاتجاه نحو البلاغة لدى الطلاب غير المتخصصين في اللغة الإنجليزية بكلية التربية ببورسعيد. وفي ضوء النتائج التي خلُصت اليها، اختتمت هذه الدراسة ببعض التطبيقات التربوية، والمقترحات البحثية، والتوصيات المفيدة، لمعلمي اللغة الإنجليزية كلغة أجنبية، وطلابها، وباحثيها ومطوري مناهجها.

الكلمات المفتاحية

البلاغة، التعبيرات الاصطلاحية، مهارات الترجمة، الطلاب غير المتخصصين في اللغة الإنجليزية.

1.1 Introduction:

Figurative language includes all spoken or written words, phrases or sentences that goes beyond their literal meanings to convey a specific message. It is used to highlight important ideas, emphasize significant points, evoke emotions, add depth, and make vocabulary closer to the feelings of its user. They do not mean exactly what they say, and their interpretations are left to the reader or listener (Karim, 2010; Asror, 2011). Poems, short stories, novels, and personal essays, in particular, often employ figurative language expressions- including idioms, simile, proverbs, metaphors, and irony- to inspire certain feelings in the reader, and make their characters and message come alive in his mind (Tran, 2013; Mustaqim, 2011).

More specifically, idioms fall under figurative language expressions, having a meaning which is quite different from its literal one (Tran, 2012: 76). According to Cain, *et al.* (2005:66), an idiom is a “figurative expression that usually can be interpreted literally but that takes a nonliteral meaning when used in a specific context”. Many definitions of an idiom have been provided in related literature. However, there is no single agreed definition for an idiom due to different reasons. Firstly, idioms range very widely, and one idiom may possess several meanings. Secondly, idioms are deeply derived from their local culture (Sridhar & Karunakaran, 2013:110-115). Further, according to Baker (1992), (as mentioned in Adiel & Ahmed, 2016: 8), idioms have five main characteristics: (1) it is impossible to change the order of the words included, (2) it is impossible to omit any word included, (3) it is impossible to add extra words, (4) it is impossible to replace one word by another one, and (5) it is impossible to change its grammatical structure.

Traditionally, English is a language crowded with idioms. In the EFL environment, idioms are repeatedly used in order to help EFL students become better learners and relate the language to their real-life situations. According to McMarthy & O’Dell (2008), teaching idioms ensures students’ success because they are a significant key to a native-like command of language fluency and vocabulary knowledge, undoubtedly two primary critical objectives of EFL teaching and learning. Additionally, Asl (2013) shared a belief that using idioms in ordinary conversation inside the language classroom provides EFL students with plentiful opportunities to practice basic language skills, especially speaking, in context.

As a matter of fact, idioms are obviously incorporated into a great deal of TEFL lessons. This makes EFL students feel curious about translating idioms; a process that is often described in related literature as “idiomatic translation”. According to Howwar (2013), idiomatic translation is characterized by: (i) avoiding word-for word equivalents, (ii) conveying the

exact message or effect of the source text, and (iii) to be conveyed in a natural understandable written form. These aspects of idiomatic translation are clearly when translating an idiom and preserving its original sense in order to transfer it to the target language accurately and precisely.

Idiomatic translation significance in facilitating mutual communication has grown greater than ever before. However, it still constitutes a problem to many of the EFL students for varied reasons (Ghazala, 2014; Deweik & Suleiman, 2013; Abu-Shaqra, 2009). Firstly, translating idioms is not as simple and straightforward as one might assume. It cannot be simply translated by just looking up words from a dictionary. Their meanings cannot be derived individually or literally. Further, an additional problem is that EFL students are more likely to mistranslate idioms because idioms are language- and culture-specific expressions, and the equivalents of which may not exist in the target language.

Being a prominent part of everyday EFL speech and writing, the importance of possessing a satisfactory level of idiomatic translation skills is currently emphasized more than ever in related literature. For instance, in a controlled study, Kohil (2009) attributed equivalents-related difficulties in translating English idiomatic phrasal verbs into Arabic to varied factors, including limited idiomatic translation skills, limited linguistic competence, preoccupation in thinking in the literal meaning, and limited language background knowledge. Additionally, Alrishan & Smadi (2015) concluded that limited training on translation skills may be a major reason for the challenges that Jordanian EFL students face in translating and preserving the original sense of English idioms into Arabic.

Directly connected to idiomatic translation, possessing positive attitudes towards the figurative language is a requisite to complete idiomatic translation tasks and interpret their meanings faithfully, accurately, and impartially. Having a positive attitude means being interested, determined and optimistic about the activities and exercises in which the figurative language expressions are used. These attitudes have been investigated in related literature. Tadayyon and Ketabi (2014) surveyed Iranian EFL learners' attitudes towards learning and producing idioms. The study found positive attitudes towards learning and producing English idioms. Further, no significant statistically differences between males and females were found in their attitudes toward English idioms. Added to this, the findings of Ababneh (2016) showed positive attitudes towards learning English idioms among Jordanian EFL students. Also, gender was found having no significant effect on the participating sample attitudes towards learning English idioms.

Based on the findings and conclusions of the above-mentioned related studies, it is evident that lack of adequate idiomatic translation skills and

positive attitudes towards the figurative language has a negative impact on the EFL students' overall performance in translation tasks and exercises. However, limited research in Egypt and the Arab area, to the researcher's best knowledge, was undertaken to investigate idiomatic translation skills. The majority of research has explored commonly used or general translation skills required to translate a document adequately (e.g., Al-Kadi, 2015; Manzoor & Kiran, 2015; Elgobshawi, 2012; Nakhallah, 2010). Added to this, little attention was paid to EFL students' attitudes toward figurative language, while it also has an important to translate the target text accurately. Aiming to make a significant contribution in this context, this study explored the effectiveness of using of a proposed training program in developing idiomatic translation skills and attitudes towards the figurative language among non-specialist students of English at Port Said faculty of education.

1.2 The Problem Context

Idioms constitute a prevalent form of figurative language expressions which are strongly present in everyday EFL environment. Related literature indicated that without a satisfactory level of idiomatic translation skills, smooth translations of idioms between English and Arabic in EFL translation tasks and activities cannot be not accomplished easily (e.g., Al-Kadi, 2015; Manzoor & Kiran, 2015; Rizq, 2015; Violetta, 2015; Tadayyon and Ketabi, 2014).

However, developing idiomatic translation skills among the non-specialist students of English is somewhat undervalued in Port Said faculty of education. This finding had been derived from the researcher's own observations and experience as a language instructor in addition to his position as the director of the Languages & Translation Unit of the Public Service Centre at Port Said Faculty of Education. In the faculty, the dominant language of non-specialist students of English, enrolled in the second-level, is Arabic. The faculty provides them with a course of English for non-specialist students, aiming to help them understand the essentials of successful English learning and communication, build confidence in their abilities to learn the basic language skills: reading, writing, speaking and listening. Besides, dull translation exercises are used, constituting a critical component of the language instruction, delivered by qualified EFL teachers. However, it was observed that non-specialist students of English do not realize that idioms in English and Arabic are not the same and cannot be directly translated word for word. They usually prefer to skip over the activities requiring them to translate English idioms into Arabic. Although EFL teachers were doing their best to simplify things about idioms meanings and proper usage, students remained insufficient in their abilities to translate idioms properly. Therefore, they tended in most cases

to focus on the grammatical structure or literal meaning of idioms rather than its figurative non-literal meanings. Gradually, most of them has developed negative attitudes toward the use of figurative language expressions, causing them to lose interest in the course as well as feelings of tension and anxiety.

To survey this problem, the researcher conducted semi-structured interviews with a sample of (8) participants of non-specialist students of English enrolled in the second level at Port Said faculty of education. These interviews communicated to the researcher their frustration and worry about translating idioms. They insisted that idioms are the most difficult items to translate because they often reflect the culture and the society they belong to, really having limited knowledge about it. Some said they had to guess the meaning from the sentence context but still find idiomatic translation tasks confusing. Some expressed their beliefs that searching for right equivalents exhausts their energy. Some expressed their wish to limit the number of language activities and exercises requiring them to translate idiomatic expressions. Apparently, there was a need among the non-specialist students of English at Port Said faculty of education to develop a coherent training program on idiomatic translation skills, full of quality teaching materials that are engaging, interesting, and up-to-date. A well-constructed training program can put translation of idioms in a relatively natural context, and be a good starting point for the non-specialist students of English to acquire the necessary skills, and develop their attitudes towards the use of figurative language expressions.

With this in mind, a review of related literature was carried out to provide the researcher insight into the use of idioms as a form of figurative language expressions and idiomatic translation skills. It was found that the concept of idiomatic translation skills, understood as the set of skills necessary to translate idioms, is a major aspect in translator training (Zarei & Pour, 2013; Welnowska, 2010). However, idiomatic translation skills still remain underresearched within the frameworks of English Language Teaching. In this regard, Khan & Daşkin (2014) concluded that lack of adequate skills needed to translate idiomatic expressions can lead to communication failure. Additionally, Cakir (2011) shared a belief that language learners sometimes face difficulties about translating idioms because idioms are cultural-specific expressions, and its translation requires an efficient competence in the target language. Manzoor & Kiran (2015) concluded that many EFL teachers of non-specialist students prefer not to teach idioms at all, sharing a belief that idioms are not more than “specialized lexicalized items” that English language students can acquire them only by traveling abroad or by interaction with EFL native speakers.

Although a considerable amount of related literature has been devoted to the challenges of teaching idioms in the EFL context, very little has been said about the idiomatic translation skills necessary for translating them. Inspired by this scarcity of such a research in the Arab area, the present study focused on the effectiveness of a proposed training program in developing idiomatic translation skills and attitudes towards the figurative language among non-specialist students of English.

1-3 Statement of the Research Problem

The non-specialist students of English at Port Said Faculty of Education had difficulties in translating idiomatic expressions when they come across in the EFL teaching materials, causing them to lose interest in the use of figurative language expressions in the course content as well as feelings of tension and anxiety when required to translate idioms. So, they lack adequate training on idiomatic translation skills to help them avoid misinterpretation of idiom and develop their attitudes towards the figurative language use. Using a proposed program and investigating its effect on developing their idiomatic translation skills and attitude towards the figurative language, was suggested in this research.

1.4. Research Questions

Mainly, this study sought an answer to the following question: “What is the effectiveness of a proposed training program in developing idiomatic translation skills and attitudes toward the figurative language among the non-specialist students of English at Port Said Faculty of Education?”.

Accordingly, the following research sub-questions guided this study:

1. What are idiomatic translation skills necessary for the non-specialist students of English at Port Said Faculty of Education?
2. What are the domains of attitudes toward the figurative language among the non-specialist students of English at Port Said Faculty of Education?
3. What are the components of the proposed training program?
4. What is the effect of the proposed training program on developing idiomatic translation skills among the non-specialist students of English at Port Said Faculty of Education?
5. What is the effect of the proposed training program on developing attitudes towards the figurative language use among the non-specialist students of English at Port Said Faculty of Education?

1.5. Aims

The major aim of this research is to investigate, as carefully and precisely as possible, the effectiveness of a proposed training program in developing idiomatic translation skills and attitudes toward the figurative language among the non-specialist students of English at Port Said Faculty of Education, in order to provide general beneficial conclusions on the basis of

the empirical findings. To achieve this aim, this study tried to achieve the following objectives:

1. To draw attention to critical idiomatic translation skills necessary for the non-specialist students of English to figure out and translate English idioms.
2. To provide a well-controlled experiment for building and using a proposed training program for the development of idiomatic translation in a way that can strengthen the link between theory and practice.
3. To suggest a series of EFL teaching materials and procedures for raising students' low levels of attitudes toward the figurative language as a base for the development of their EFL language knowledge and proficiency.

1.6. Significance

The findings of this study can contribute to:

- 1- Provide EFL students with a significant framework to acquire idiomatic translation skills critical to extract idioms meanings and then reformulate them in Arabic accurately and properly.
- 2- Help EFL teachers recognize and identify a new methodology to encourage their students translate idioms in proper, innovative and creative ways.
- 3- Help EFL researchers take a closer look at the latest developments in the field of teaching translation skills; and realize significant recommendations and implications that can be used as a framework for their own studies.
- 4- Help EFL curricula developers and university policy makers concentrate on idioms as major component of EFL classes.

1.7. Procedural Definitions of Terms:

For the purposes of this research, the main terms are procedurally defined as:

1. *Figurative Language*: all words, phrases or sentences that goes beyond their literal meanings to convey a specific message; including idioms, metaphors, similes, and other figures of speech.
2. *Idiom*: a common verbal phrase or expression in a fixed order that means something different to the literal meaning of its words.
3. *Idiomatic Translation*: to interpret and translate idiomatic expressions in the target text.
4. *Idiomatic Translation Skills*: a set of mental abilities required to help the non-specialist students of English at Port Said Faculty of Education translate and interpret the meanings of English idioms.
5. *Attitude towards the Figurative Language*: a set of acquired, not natural, favorable or unfavorable, behaviors shown by non-specialist

students of English at Port Said Faculty of Education relating to remaining committed to EFL tasks requiring the use of figurative language expressions.

6. *Non-specialist students of English*: Undergraduate students enrolled in the second level at Port Said Faculty of Education, taking an English for non-specialists' course as an educational requirement in addition to their normal courses of study.

II. Theoretical Framework

This section serves as a summary and review of some of the most recent literature on figurative language, idioms as a type of figurative language, nature of idiomatic translation, and critical skills for translating idioms.

2.1 Figurative Language

Language is used by people in their daily life to express desires, build relationships, argue ideas, provide directions, make statements and share thoughts and feelings with others. Language expressions are divided into two main categories: literal language and figurative language. *Literal language* are expressions that means exactly what they say, while figurative language does not. *Figurative language* includes all expressions used to convey a special message or to achieve a particular effect. Such a language allows its users to compare, analyze, comprehend and interpret the meanings beyond literal words (Kathpalia & Carmel, 2011; Fadaee, 2011; Palmer & Brooks, 2004). According to Fadaee (2011:174), figurative language is to use words or expressions to convey an intended meaning that is different from the literal one. Moreover, Palmer and Brooks (2004:370) confirmed that figurative language is the non-literal use of language for special effects to provide a connotative rather than a denotative meaning.

Basically, figurative language expressions are heavily employed in poems, short stories, novels, and personal essays to inspire certain feelings in the reader. Examples of these figurative forms may include:

1. *Idiom*: it is a phrase or expression that has a meaning which cannot be deduced directly from the individual words in that phrase or expression. Examples of idioms may include "Curiosity killed the cat" (Being curious can create an unpleasant situation), and "Once in a blue moon" (it happens rarely).
2. *Hyperbole*: it is to use language in order to exaggerate the intended meaning, clarify an idea, or make an event sound much bigger than it actually is. Hyperbole, according to Abrams & Harpham (2012:149), is an overstatement of fact used either for serious or ironic or comic effect. Examples of hyperbole may include "That man is as tall as a house" (He is very tall), and "I can smell pizza from a mile away" (Your Pizza smells delicious).

3. **Analogy**: it is a comparison used to explain unfamiliar ideas or concepts. Examples of analogy may include: “Just as a sword is the weapon of a warrior, a pen is the weapon of a writer”.
4. **Metaphor**: it is to use a group of words or phrases that are ordinarily applied to one situation to be applied to another one they do not necessarily pair with. Chimombo and Roseberry (1998:155) define metaphor as “words that normally do not collocate are brought together to imply a comparison”. The following sentences are examples of metaphors: (I am drowning in a sea of grief), (He broke my heart), and (You light up my life).

EFL teachers are suggested to incorporate the above-mentioned forms of figurative language into their teaching in spite of their significance in projecting varied complex meanings (Songbatumis, 2017; Arifa, 2016; Doiz & Elizari, 2013; Glucksberg, 2001). In fact, it is a very challenging job because their meaning cannot be extracted based from the included words it contains. For example, Doiz & Elizari (2013) investigated the significance of metaphors as a figurative language form for EFL learners, and found that the figurative language expressions are instrumental in understanding the subject-matter targeted in the EFL lesson plan. For the purposes of the current study, it seems important to take a closer and detailed look at idioms, one of the major forms of the figurative language.

2.1. Idioms, as a Type of Figurative Language

Understanding and using Idioms fluently is considered a very essential aim of EFL instruction (Saleh and Zakaria, 2013;; Roberto de Caro, 2009). Traditionally, an idiom is used figuratively. As other types of the figurative language, it symbolizes something different from its literal meaning. It doesn't mean exactly what its individual words would suggest. This is especially true in light of the fact that its overall meaning is different from the sum of the meanings of their forming constituents.

Broadly speaking, an idiom is a phrase that means something totally different from its literal meaning. In related literature, idioms are generally known as specific unique expressions of non-literal meanings, widely used in written as well as spoken discourse including as conversations, lectures and books. Salamah (2015) defined an idiom as “a form of expression, grammatical construction, phrase, etc., peculiar to a language”. An idiom is defined by Simpson & Mendis (2003:423) as a fixed phrase whose overall meaning cannot be predicted through the meaning of its constituents. Further, Baker, (1992), (cited in Adiel & Ahmed, 2016), defined an idiom as frozen patterns of language with little or no variations in its form, carrying meanings that cannot be derived from its individual components. Baker (1992) insisted that there are some forbidden things when using idioms, including: (i) any change in the order of the words, (ii) any deletion of any

word, (iii) any addition of a new word, (iv) any replacement of a word by another, (v) any change in its grammatical structure.

From the aforementioned definitions, it can be concluded that an idiom is:

- a fixed figurative expression.
- It is a lively and vivid expression reflecting experiences of people's daily life.
- It constitutes a whole unit and cannot be understood separately.
- It is common in all languages and in all sorts of written as well as in spoken communications.
- A form of language that overlaps mostly with culture, representing a great deal of information including nationality, traditions and religion.
- It needs more than a literal interpretation to reach its meaning accurately.

Mainly, an idiom is closely related to human beings and their environments. It is derived from words or phrases used by the people for a long period of time in their environment. According to McCarthy & O'Dell (2008), idioms come from the following sources:

- ❖ Works: (for example, the black sheep of the family).
- ❖ Rural life and transport: (for example, put the cart before the horse).
- ❖ Science and technology: (for example, I need to recharge my batteries).
- ❖ Sports and entertainment: (for example, play the second fiddle).
- ❖ Literature and history: (for example, the goose that laid the golden eggs).
- ❖ Religion: (for example, the salt of the earth).
- ❖ A part of the body to represent a particular ability: (for example, I speak from the bottom of my heart).
- ❖ Feelings and emotions: (for example, it was love at first sight).

Learning idioms becomes significant for every EFL learner seeking to master English. In related literature, many benefits can come from idioms. Tajali & Tehrani (2009) considered idioms as a key to native like fluency. Further, O'Dell and McCarthy (2010) claimed that Idioms are interesting and memorable than many other aspects of the language and learners who want to communicate effectively in English need to understand a large number of idioms used by native speakers. Similarly, Roberto de Caro (2009) claimed that idiom instruction should receive more attention in EFL teaching since they pave the way for effective communication. Moreover, Elgobshawi (2012) believed that providing EFL students with systematic opportunities to learn idioms during their language learning courses enables them to identify, know and acquire new perspectives on people's daily life and cultural realities of those who originally invented and used

these idioms. Another research is proposed by Cuadros (2014) who insisted on that including idioms as part of in the FL curriculum can enforce four aspects of learning English, including the communicative, cultural, metaphorical-cognitive and psycho-affective aspects. Belousova (2015) considered idiom acquisition as a sign of language proficiency and providing EDL students better chances to reinforce their communication skills.

Additionally, Andreou & Galantomos (2007) insisted on that it is important for EFL teachers to spend much time in teaching idioms for the following reasons:

- (i) an idiom might be the best tool for helping EFL students expand their abilities to communicate their meanings about specific situations.
- (ii) it's actually impossible to avoid teaching idioms in language learning situations, being a natural expression to a native speaker's speech.
- (iii) idioms are the suitable device to maximize EFL students' abilities to grasp written and spoken communications.

Numerous studies have looked into the difficulties and challenges related to idioms teaching. In fact, teaching idioms in the EFL environment is a very challenging process. EFL learners confronts a great quantity of English idioms; however, using them properly is a challenge for most EFL learners. Related literature asserted the importance of urging EFL teachers to tackle the difficulties and challenges related to idioms teaching. AlKadi (2015), using 3 idiom tests and a questionnaire to investigate the relation between English proficiency and idiomatic competence, concluded that the EFL students find difficulties in recognizing idiom structures, comprehending the meaning, and converting the meaning into their native language. These difficulties came from three main sources: (i) the students rely on understanding the context or guessing the meaning as their strategies to learn idioms, and (ii) less motivation from their teacher.

In brief, the findings from the aforementioned studies show evidence that idioms are multifaceted and complex form of the figurative language. Scholars have attempted to approach idioms from different viewpoints. As directly connected to the use of idioms in the EFL context, it seems important to take a closer and detailed look at idiomatic translation, a process for translation by finding the proper equivalent idiom in the target language.

2.3. Idiomatic Translation

Translation is generally defined as the process of conveying the meanings and content of a source text, as accurately as possible, to an equivalent target text. Today, translation remains paramount in improving and aiding

everyday communication among people and ensuring comprehension of other cultures. Nida (1964, cited in House, 2015) claimed that without translation, much would have been missed since translation is a bridge between different cultures, a mediator to overcome shared lingua-cultural barriers.

In this regard, a group of related researchers pointed out that translation of any type of the figurative language, including idioms, poses a challenge to EFL learners (e.g., Abdul Wahid, 2017, Abdullah, 2014; Nolan, 2005). For instance, Nolan (2005) attributed this challenge to the linguistic and cultural differences between the source and target languages and lack of clarity in figurative language expressions. Further, Baker (1992) indicated that there are four challenges every translator faces when translating figurative language:

- a figurative language has no equivalent in the target language.
- a figurative language has the same equivalent in the target language, but may vary with the context.
- a figurative language in the source language may be translated literally in the target language;
- Figurative language use in writing discourse varies between the source language and the target language.

According to Al Zahrani (2018), difficulties in translating English idioms into Arabic can be divided into the following categories:

- 1- *Non-equivalence in Translation*: some English idioms have not an equivalent in Arabic, and only can be expressed using one word or phrase. For example, the English idiom “*To feel blue*” has not an Arabic equivalent. However, sometimes it is translated as (مأزق) or (كربة).
- 2- *Cultural Problems*: former knowledge on the cultural specificity of idioms is significant. For example, “*as white as snow*” is an English idiom translated as “*white as cotton or milk*” into Arabic because the Arab countries are not familiar with snow.
- 3- *Expressions with Two Meanings*: sometimes, an English idiom holds two meanings, one is literal, and the other is idiomatic. This happens mostly with idioms based on a physical image, such as the idiom *a slap on the face*. This idiom has two meanings. The first is literal, that is to insult someone, whereas

Furthermore, López Rodríguez (2009) concluded that lack of an equivalent idiom in the target language that corresponds to the source idiom in both form and meaning poses a big problem for every translator. Likewise, Wahhab (2002) concluded that fixed word orders of idioms, non-literal meanings, as well as the special word grouping of some idioms are

the primary reasons for the challenges EFL students confront when dealing with idioms.

According to Fernando (1996: 234), ignoring idioms or idiomaticity in translation tasks is impossible if reaching the natural use of the target language is the aim.

In brief, idioms are figurative expressions frequently used as a means of non-literal meanings in everyday communications. Their frequent and appropriate use is usually a mark of possessing a native-like command of the language. Translating idioms correctly and efficiently represents a serious challenge for foreign learners due to their language-specific nature. The next subsection provides information on valuable strategies and techniques used frequently in the translation of idioms between English and other languages in general, and Arabic, in special.

2.4. Strategies frequently used in the translation of idioms

In spite of the above-mentioned idiomatic translation difficulties, EFL learners need to identify translation strategies that improve their comprehension and help them produce a seemingly natural translation of idioms. Baker (1992) enlists the following five strategies for effective idiomatic translation:

- 1) Using an idiom of similar meaning and form- it is to use an idiom in the target language which has approximately the same meaning as the source-language idiom.
- 2) Using an idiom of similar meaning but dissimilar form- it is to find an idiom in the target language with a similar meaning to that of the source idiom or expression but containing different lexical items.
- 3) Translation by paraphrase- this strategy is used when a match cannot be found in the target language.
- 4) Translation by omission- it is to omit an idiom from the target text because it cannot be easily paraphrased.
- 5) Strategy of compensation- it is to temporarily omit an idiom from the original point where it occurs in the source text, and to put it in another place in the target text.

Vinay and Darbelnet (1995) suggested the following strategies for effective idiomatic translation:

1. Borrowing- it is to transfer the source idiom directly to the target language without being translated.
2. Calque- it is to translate the source idiom literally.
3. Transposition- is to change one part of speech for another without changing the original sense of the idiom.
4. Modulation- it is to use a phrase that is different in the source and target languages to convey the same idea.
5. Equivalence- it is to express the idiom in a completely different way.

Newmark (1988) proposed the following strategies for translating idioms:

1. Translate an idiom with a counter identical target language-equivalence.
2. Translate an idiom with a non-identical target language idiom that conveys the same sense.
3. Paraphrasing the idiom in the cases when the translator cannot find any equivalent for the source idiom.
4. Translation by omission to avoid lengthy explanation.
5. To provide a literal translation.

Al-Shawi & Mahadi (2012) proposed the following strategies to avoid difficulties in translating English idioms into Arabic:

1. Using a parallel Arabic idiom: this strategy is used to ensure conveying the same meaning as that of source language. For example, the English idiom First with the first is preferably translated into Arabic as (أولاً بأول).
2. Using similar meaning but dissimilar form: it is to convey the intended meaning while presenting the same original effect. For example, the English idiom Jack of all trades but master of non" is preferably translated into Arabic as (سبع صنایع والبخت ضایع).
3. Paraphrasing the idiom: it is to convey the implied meaning of the idiom expression without maintaining its idiomatic quality. Examples may include (Keep his finger on the pulse) to be translated as (يراقب (الوضع بدقة).

To conclude, research into idiomatic translation indicated that it is a challenging area and it is important to employ useful skills and strategies in order to translate an idiom into another language accurately without losing their actual meaning.

2.5 Commentary

The main theoretical focus of this study was on the figurative language and its different forms, idioms, and idiomatic translation. This section provided a clear view of different definitions of idioms, difficulties and different strategies to face the problems encounter EFL learners while translating idioms. The aforementioned related studies made the researcher convinced that idiomatic translation skills and students' attitudes towards the figurative language are worth noting in this context.

Also, the researcher concluded that although non-specialist students of English work with English idioms instinctively, without planned training regarding this particular domain, they would have not given opportunities to engage in idiomatic translation.

III. Methodology

This section looks at the research design, hypotheses, sampling, instruments, and procedures of data collection and analysis followed throughout the present study.

3.1. Design

Two methods have been employed in this study. Firstly, a descriptive analytical method was used to investigate idiomatic translation skills and attitudes toward the figurative language among EFL students. Second, an experimental method with a two-group design, an experimental group as well as a control group, was adopted to carry out the study. The main independent variable was the proposed training program presenting training, with idiomatic translation skills and attitudes toward the figurative language as the dependent variable. Sixty volunteer non-specialist students of English from Port Said faculty of education were randomly assigned into the experimental (N=30) and control (N=30) groups as explained next.

3.2. Sampling

This study was carried out during the first semester of 2019/2020 at faculty of education / Port Said university, where the second-level students, who enrolled in all departments either basic or general education ones except the English department, were receiving a course in the English language for non-specialists including (14) sessions, one hour per week. In that course, students are supposed deal with a variety of texts intended to reinforce their language performance and capabilities. They are supposed to receive instruction and feedback, and later they are tested by qualified English instructors to identify their constant learning and improvement of English as a foreign language. The participants of this study were (60) students, aged around 18 and 20 years old, and came from the same cultural and linguistic backgrounds. All of them were Arabic-native speakers. The researcher ensured that they had not been trained to interpret or translate idioms before. The experimental group (receiving training on idiomatic translation through the proposed training program) included 30 participants, and finally, the control group (receiving traditional practices) also consisted of 30 participants.

3.3. Hypotheses

This study attempted to verify the following research hypotheses:

1. There is a significant statistical difference between the experimental group's mean scores and the control group's mean scores in the post-application of the achievement test on participants' idiomatic translation skills, in every dimension of the test and in the test as a total, in favor of the experimental group students.

2. There is a significant statistical difference between the experimental group's mean scores in the pre-application and the post-application of the test on participants' idiomatic translation skills, in every dimension of the test and in the test as a total, in favor of the post- applications.
3. There is a significant statistical difference between the experimental group's mean scores and the control group's mean scores in the post-application of the scale on participants' attitudes toward the figurative language, in every dimension of the scale and in the scale as a total, in favor of the experimental group students.
4. There is a significant statistical correlation between the experimental group's mean scores in the post-application of the test and their mean scores in the post- application of the scale.

3.4. Instruments

The instruments employed in this study were:

- 1- A list of idiomatic translation skills for non-specialist students of English.
- 2- The proposed training program.
- 3- A test on participants' idiomatic translation skills.
- 4- A scale on participants' attitudes toward the figurative language.

Taking into account the findings of previous related studies, all instruments were prepared by the researcher. A qualified panel of TEFL, Linguistics and Translation professors reviewed the list of idiomatic translation skills and ensured the validity of the proposed training program. Additionally, the test and the scale were piloted with a group of language learners similar to those in the main study, and their validity and reliability were established by qualified experts in the field. The test and the scale were the same in the pre- and the post applications. The test focused on knowing how student could interpret and translate idioms after giving training. The scale aimed at collecting information on how far was the proposed training program effective in developing the participating sample' attitudes toward the figurative language. The test was written in both English and Arabic languages, while the scale was edited in the English language only. They were presented to the students of the participating sample in a paper format. The test and the scale were pre-applied before administering the proposed training program and after its end.

3.4.1. The List of Translation Skills for Non-specialist Students of English.

Taking into account what previous related studies have concluded, an initial list of idiomatic translation skills, considered necessary for the non-specialist students of English from Port Said faculty of education, was derived. A panel of (11) professors and assistant professors specialized in Translation, Applied Linguistics and TEFL established aspects of suitability of items, clarity, relevance to the participating sample, and

agreement with objectives of teaching translation in Port Said Faculty of Education. All of their comments, advice and modifications were taken into account. Based upon, the final form of idiomatic translation skills list included (8) skills, as follow:

- 1- To guess the meaning of idiom from the context.
- 2- To make use of key words to make better sense of the idiom.
- 3- To find an equivalent idiom in the target language of similar meaning and similar form.
- 4- To find an equivalent idiom in the target language of similar meaning and dissimilar form.
- 5- To find an idiom in the target language of different words, structure and a slightly different meaning, and to complete it with a short explanation.
- 6- To translate the idiom literal meaning into the target language.
- 7- To paraphrase the idiom into a non-idiomatic expression.
- 8- To ignore or omit the idiom when the equivalent is not available in the target language and the meaning is not easy to be paraphrased.

Based upon the above list, the proposed training program was built.

3.4.2. The proposed Training Program

Appendix (D) presents a comprehensive report of the design of the proposed training program which was in line with the findings of previous related research such as Adiel & Ahmed (2016), Ababneh (2016), Tadayyon & Ketabi (2014), Deweik & Suleiman (2013), Al-Shawi (2012), Balfaqeeh (2009), Kohil (2009), Palmer, et al., (2008), and Boers (2000). For example, Palmer, et al., (2008) created scaffolded lessons focusing on a problem-solving approach in order to investigate the difficulties of dealing with the American figurative language expressions among Turkish learners studying English.

Overall, twenty sessions were included in the proposed training program, designed mainly to help non-specialist students of English use, interpret and translate idioms, improve their idiomatic translation skills and positively develop their attitudes towards the figurative language. At the beginning of the proposed training program, its main purposes were clarified to the participating sample.

Overall, each proposed session was divided into two parts. The first part was devoted to deliver varied aspects of English idioms with clear examples to help the participating sample identify and recognize the use of idioms in everyday English. The second part involved a number of idiomatic translation tasks and exercises to help the participating sample improve their idiomatic translation skills. This was to give the participating sample an opportunity to grasp and acquire the intended idiomatic translation skill without dragging them down with too many details. Meanwhile, the

researcher was eager to provide the participants with help about English idioms varied aspects including meanings, equivalents and pronunciation.

3.4.3. The Test on Participants' Idiomatic Translation Skills

The aim of this test was to determine whether the non-specialist students of English at Port Said faculty of education have had mastered the intended idiomatic translation skills as a result of the proposed program taken.

Further, the test was prepared with concern to varied resources, including the findings concluded by previous related studies such as Horvathova & Tabackova (2018), Ahmadi (2017), Ali & Mohammed (2017), Oualif (2017), Alrishan & Smadi (2015), and Shojaei (2012). Added to previous related studies, the suggestions and views offered by qualified experts in the fields of Translation, TEFL and Educational Psychology were useful and vital tool to help the researcher form better test items. Finally, the researcher's personal expertise helped the researcher successfully design and set up the test, analyze the results, and handle large amounts of data.

Broadly speaking, the test consisted of two parts. The first part was devoted to the participants' background information and test instructions required to follow directions, understand, complete, and perform well on the test. The participants' background information which the researcher was seeking from the students were name (optional), age, education, and specialization. The background information was significant to determine how generalizable the results might be. Besides, the first part included clear, pretty straight forward, easy to understand, simple, specific, carefully and precisely worded instructions on the test in order to specifically state the exact information required and help the participating sample avoid mistakes from happening. On the other hand, the focus of the second part was on the test questions which were formulated in a clear, relevant, straight forward form to help all of the students adequately answer them and avoid distraction that may lead them to answer them incorrectly. Overall, the following considerations were taken into account: (1) all questions are correlated, (2) all questions are relevant to the intended learning objectives of the proposed training program, and (3) All questions are comprehensible and simple to the sample being tested.

The test included (16) items, each of which was asking for an Arabic translation of a sentence including an English idiom with focus on the Arabic equivalent of the idiom included. The scale items were distributed into eight main dimensions:

- 1- guessing the meaning.
- 2- making use of idiom key words.
- 3- finding an equivalent of similar meaning and similar form.
- 4- finding an equivalent of similar meaning and dissimilar form.

- 5- finding a different idiom.
- 6- idiom literal meaning.
- 7- paraphrasing the idiom.
- 8- ignoring or omitting the idiom.

Two items in the test were devoted for every dimension. The maximum score was 80 marks, with five marks for each item.

The test validity was established by a jury panel of (9) educational experts who were professors and assistant professors in the fields of TEFL, Translation and Linguistics. With no major modifications, the percentages of agreement ranged (90.1 % -100 %) on all items, implying a relatively high validity for the test.

The test was piloted with a group (N=33) of non-specialist students of English at Port Said faculty of education similar to and out of those participating in the main study. The test had a Cronbach reliability index of 0.88., implying a relatively high reliability. Regarding the test internal consistency, all the correlation coefficients were significant at ($\alpha \leq 0.01$) level, implying a relatively high internal consistency. As for the items' difficulty and discrimination, the computed correlation coefficients ranged from (0.33) to (0.67), implying the test is free of very difficult or very easy questions, and able to distinguish students of weak, moderate and strong levels in idiomatic translation skills. Additionally, (55) minutes was found as a suitable time for applying the test, in addition to other (5) minutes for reading the test instructions.

Appendix (B) presents the final form of the test on participants' idiomatic translation skills.

3.4.4. The Scale on Participants' Attitudes toward the Figurative Language.

The aim of this scale was to identify the development of the attitudes of non-specialist students of English toward the figurative language by virtue of the use of the proposed training program. Data of the pre- and post-applications of the scale were contrasted.

Varied resources had given way to the development of this scale, including Al-Khawaldeh , *et al.* (2016), Al-Kadi (2015), Belousova (2015), Tran (2013), Asl (2013), Elgobshawi (2012), and Glucksberg (2001). Moreover, suggestions and pieces of advice on how to establish and prepare this type of scales offered by a group of qualified education experts in the fields of TEFL, Translation and Educational Psychology were very useful and helpful. Additionally, the researcher's own expertise was valuable for revising, refining, wording, sequencing and improving the scale items. Overall, the following points were considered in preparing the scale:

- To be readily administered by the researcher.
- To provide clear directions to the enrolled participants to respond adequately.

- To measure what it intends to measure.
- Easiness of items' vocabulary and structure.
- To include appropriate items for measuring non-specialist students' attitudes toward the figurative language.
- To be scored in an objective and easy way.
- To allocate adequate time for participants to answer and complete the scale.

Broadly speaking, the scale consisted of two parts. The first part was devoted to the participants' background information in which the enrolled participants are voluntarily providing personal data such as their names (optional), gender, age, and so forth. Also, a statement of the scale's objectives, instructions, and scoring method were clarified to enable the measurement of the progress of the enrolled participants. In regard to the scale instructions, they were considered to be specific, clearly expressed, straight forward, easy to understand, relevant, balanced, simple, and free from possible ambiguities. On the other hand, the focus of the second part was to elicit participants' attitudes toward the figurative language. The scale items were distributed as a 5-point Likert scale (Strongly Agree / Agree / Undecided / Disagree / Strongly Disagree). The degrees assigned were (5 / 4 / 3 / 2 / 1) respectively.

The scale included (30) items, seeking to obtain an overall measure of students' attitudes toward the figurative language. Of total 30 items available, 15 items were positively keyed in the scale, while the other 15 items were negatively keyed. Positive items were graded from 5 to 1, while the negative ones were graded from 1 to 5. The maximum score was 150 marks, while the minimum score was 30 marks. The high score shows positive attitude towards the figurative language. The scale items were distributed into four main dimensions:

- (i) **Figurative Language Significance (13 items):** refer to one's belief about the importance of using words, phrases and sentences a way of the conventional meaning in order to convey a non-literal meaning.
- (ii) **Taste of Figurative Language (6 items):** refer to one's feeling of the word's meaning, not its spelling.
- (iii) **Figurative Language Learning Competence (6 items):** refer to one's belief about his or her competence to use figurative expressions.
- (iv) **Figurative Language Instruction (5 items):** refer to one's belief about the use of figurative languages by the lecturers in teaching English.

The scale validity was established by a qualified jury panel of (9) educational experts who were professors and assistant professors in the

fields of TEFL, Translation and Educational Psychology. With no major modifications, the percentages of agreement ranged (87.4 % -100 %) on all items, implying a relatively high validity for the scale.

The scale was piloted with a group (N=33) of non-specialist students of English at Port Said faculty of education similar to and out of those participating in the main study. The scale had a Cronbach reliability index of 0.81., implying a relatively high reliability. Regarding the scale internal consistency, all the correlation coefficients were significant at ($\alpha \leq 0.01$) level, implying a relatively high internal consistency. As for the items' difficulty and discrimination, the computed correlation coefficients ranged from (0.33) to (0.67), implying the scale is free of very difficult or very easy questions, and able to distinguish students of weak, moderate and strong levels in idiomatic translation skills. Additionally, (35) minutes was found as a suitable time for applying the scale, in addition to other (5) minutes for reading the scale instructions. Appendix (C) presents the final form of the Scale on Participants' Attitudes toward the Figurative.

3.5. Field Study Procedures

The next procedures were followed in the present study:

- I. Before using the instruments to collect data, a pilot survey on a group of non-specialist students of English (N=33), that is similar to and out of those participating in the target one, was conducted to ensure the scales' internal consistency and reliability.
- II. The target EFL student-educators sample was divided into two groups: a control group (N=30), and an experimental group (N=30).
- III. The test on participants' idiomatic translation skills in addition to the scale on participants' attitudes toward the figurative language were pre-applied on both the control group and the experimental group. The pre- application process ended with a short informal introduction to the proposed training program. Table (3.1) below shows the numerical values of the equivalence between the experimental and control groups extracted in the pre-application of the study instruments, in terms of age, idiomatic translation skills, and attitudes toward the figurative language; implying a relatively appropriate degree of equivalence between them.

Table 3.1: Equivalence between the Experimental and Control groups in the Pre-Application.

Variable	Group	N.	Means	St. Dev.	T. Value	Sig.
AGE	Cont.	30	11.64	2.48	0.334	Insignificant
	Exp.	30	11.76	1.71		
Test	Cont.	30	17.93	2.90	0.262	Insignificant
	Exp.	30	18.23	3.12		

Scale	Cont.	30	81.70	10.19	0.197	Insignificant
	Exp.	30	81.16	10.78		

IV. As for the proposed training program, twenty-one-hour treatment sessions were held, wherein 10 to 12 idioms were taught in each session, on the experimental group in the first semester of the academic year 2019/ 2020. In this regard, the following aspects were considered:

- 1- Students assured that they had never been offered any formal idiomatic translation program or course.
- 2- An overview of the instruments, objectives and content of the proposed program was provided to the trainees.
- 3- A copy of contents and trainee handout was presented to every trainee.
- 4- Getting trainees acquainted with the activities and tasks was considered.
- 5- The program timetable set was respected.
- 6- The scheduled sequence of the proposed program contents, tasks and activities was abided by the researcher.
- 7- Idioms were written on the board and the participating sample was asked to think about their possible meanings, individually or in pairs, as well as to write two sentences encompassing each idiom.
- 8- Corrective feedback on students' interpretations of idioms was delivered to trainees who were asked to revise their translations accordingly.
- 9- Effective presentations in PowerPoint and short video clips were used to display important information and tips about idioms.

V. Participants were asked to take the post- application of the test and the scale (i.e., the same test and scale as the pretest described above) aiming to measure their idiomatic skills and attitudes towards the figurative language.

VI. Data of the post- and follow-up applications of the scales were collected and statistically analyzed using SPSS.V22.0 in addition to Paired-Samples T. test, Independent-Samples T. test, and Pearson correlation coefficient.

V. Findings and Conclusion

This part discusses the study findings, conclusion, implications for EFL teaching practice, recommendations and suggestions for future research.

4.1 Findings and Discussions

The following findings of are outlined in accordance with the research hypotheses:

4.1.1. Results related to the First Hypothesis.

The first hypothesis states, “There is a significant statistical difference between the experimental group’s mean scores and the control group’s mean scores in the post- application of the test on participants’ idiomatic translation skills, in every dimension of the test and in the test as a whole, in favor of the experimental group students”. In order to verify this hypothesis, mean scores, standard deviations and T. value of both groups in the post- application of the test as well as the size effect of the proposed training program were computed, as shown in the table below.

Table (4.1): Numerical Valued related to Hypothesis One.

Variable		Gr.	N.	Means	St. Dev.	T. Value	Level	η^2 .	Size Effect
Test of Idiomatic Translation Skills	Guessing the Meaning	Cont.	30	2.60	1.22	2.85	0.01	0.74	Medium
		Exp.	30	3.41	0.93				
	Making Use of Key Words	Cont.	30	2.66	0.80	5.23	0.01	1.37	Large
		Exp.	30	3.96	1.10				
	Equivalent of Similar Meaning and Form	Cont.	30	3.03	0.88	6.75	0.01	1.74	Large
		Exp.	30	4.36	0.61				
	Equivalent of Similar Meaning and Dissimilar Form	Cont.	30	2.23	1.07	3.76	0.01	0.97	Large
		Exp.	30	3.16	0.83				
	Finding a Different Idiom	Cont.	30	2.30	1.17	4.24	0.01	1.09	Large
		Exp.	30	3.46	0.94				
	Idiom Literal Meaning	Cont.	30	2.50	0.97	5.47	0.01	1.44	Large
		Exp.	30	3.82	0.92				
	Paraphrasing the Idiom	Cont.	30	2.60	1.03	5.28	0.01	1.38	Large
		Exp.	30	4.07	1.11				
	Ignoring or Omitting the Idiom	Cont.	30	1.93	0.82	5.19	0.01	1.34	Large
		Exp.	30	3.20	1.20				
	Total	Cont.	30	19.85	2.81	12.32	0.01	3.21	Large
		Exp.	30	29.54	2.90				

As shown in Table (4.1), there are significant statistical differences at ($\alpha \leq 0.01$) level between the experimental group’s mean scores and the control group’s mean scores in the post- application of the test on participants’ idiomatic translation skills in favor of the experimental group students, as T. value is (12.32), statistically significant at ($\alpha \leq 0.01$) level. Also, η^2 . value and the total size effect of the proposed training program is (3.21), implying effectiveness of the proposed program in developing participants’ idiomatic translation skills in the post-application. Therefore, Hypothesis One is accepted.

This finding that revealed the positive effect of proposed training programs in developing idiomatic translation skills is in agreement with the

findings of other related studies such as AlKarazoun (2015), Alrishan & Smadi (2015), Farahani & Ghasemi (2012), Al-Shawi (2012), Ahmadi & Ketabi (2011), Welnowska (2010), and Al-Dahesh (2008); indicating that idiomatic translation skills must be much more prized in translation teaching than word for word translation which may hinder the convey of the meaning of the source text into the target language in an understandable natural form. This finding revealed that attending the sessions of the proposed training program helped the participating sample to pass through a remarkable effective change of their idiomatic translation skills. One possible interpretation of this finding may be that the proposed training program offered far greater opportunities for practicing idiomatic translation than ever before. On the other hand, traditional practices were not helpful, focusing more on providing theoretical knowledge to EFL students, more than skill-based training.

4.1.2. Results related to the Second Hypothesis:

The second hypothesis states, “There is a significant statistical difference between the experimental group’s mean scores in the pre-application and the post-application of idiomatic translation test, in every dimension of the test and in the test as a total, in favor of the post-application”. Using Paired-Samples T. test, the mean scores, standard deviations and T. value of the experimental group in the pre- and post-applications of the test as well as the size effect of the proposed training program were computed, as shown in the table 4.2.

In table (4.2), it is evident that the mean scores of the experimental group in the post-application of the idiomatic translation test as a whole were higher than their mean scores in the pre-application, where the mean scores in the post-application reached (29.54) with a percentage of (%73.85). On the other hand, their mean scores in the pre-application of the test as a whole reached (18.23) with a percentage of (%45.57). Additionally, T. value was statistically significant at (0.01) level in every dimension of the idiomatic translation test and in the test as a whole. Size effect was large in the test as a whole, revealing a significant statistical difference between the mean scores in the pre-application and the post-application of idiomatic translation test, in every dimension of the test and in the test as a whole, in favor of the post-application, indicating the effectiveness of a proposed training program. Therefore, Hypothesis Two is accepted.

Table (4.2): Mean scores, standard deviations and T. value of the experimental groups in the post- application of idiomatic translation test.

Variable		Gr.	N.	Means	St. Dev.	Means Difference	T. Value	Level	η ² . Value	Size Effect
Test of Idiomatic Translation Skills	Guessing the Meaning	Pre-	30	2.16	0.87	1.25	5.56	0.01	2.04	Large
		Post-	30	3.41	0.93					
	Making Use of Key Words	Pre-	30	2.40	1.13	1.56	5.89	0.01	2.17	Large
		Post-	30	3.96	1.10					
	Equivalent of Similar Meaning and Form	Pre-	30	2.50	1.07	1.86	8.03	0.01	2.92	Large
		Post-	30	4.36	0.61					
	Equivalent of Similar Meaning and Dissimilar Form	Pre-	30	1.96	1.12	1.20	5.80	0.01	2.12	Large
		Post-	30	3.16	0.83					
	Finding a Different Idiom	Pre-	30	2.03	0.96	1.43	6.14	0.01	2.26	Large
		Post-	30	3.46	0.94					
	Idiom Literal Meaning	Pre-	30	2.63	0.76	1.21	6.37	0.01	2.35	Large
		Post-	30	3.83	0.92					
	Paraphrasing the Idiom	Pre-	30	2.69	1.03	1.38	5.31	0.01	1.96	Large
		Post-	30	4.06	1.11					
	Ignoring or Omitting the Idiom	Pre-	30	1.86	0.73	1.44	6.42	0.01	2.40	Large
		Post-	30	3.30	1.20					
Total	Pre-	30	18.23	2.90	11.31	16.65	0.01	6.36	Large	
	Post-	30	29.54	3.92						

This finding is in agreement with the findings of other related studies such as Al-Kadi (2015), Angel (2014), Teilanyo (2014), Deweik & Suleiman (2013), Howwar (2013), Chuang (2013), Shojaei (2012); indicating that post-application of idiomatic-based education leads to a better result. One possible interpretation of this finding may be that the proposed training program provided non-specialist students of English with varied opportunities to enhance their basic translation skills and also add new ones, helping the participating sample develop a deeper understanding of idiomatic translation skills than ever before. A second possible interpretation may be that the proposed training program provided non-specialist students of English with varied opportunities to develop their abilities to digest and synthesize translation-related information and provide right answers to any questions that come their way in translation tests.

4.1.3. Results related to the Third Hypothesis:

The third hypothesis states, “There is a significant statistical difference between the experimental group’s mean scores and the control group’s mean scores in the post- application of the scale of attitudes toward the figurative language, in every dimension of the scale and in the scale as a total, in favor of the experimental group students”. Using Independent-Samples T. test, the mean scores, standard deviations and T. value of both

the experimental and control groups in the post- application of the scale as well as the size effect of the proposed training program were computed, as shown in the table 4.3.

As evident in table (4.3), the mean scores of the experimental group in the post-application of the scale as a whole were higher than the mean scores of the control group, where the mean scores of the experimental group reached (119.96) with a percentage of (%79.97). On the other hand, the mean scores of the control group reached (83.53) with a percentage of (%55.68). Additionally, T. value was statistically significant at (0.01) level in every dimension of the scale and in the test as a whole. Size effect, also, was large in the test as a whole, revealing a significant statistical difference between the experimental group's mean scores and the control group's mean scores in the post- application of the scale, in every dimension of the scale and in the scale as a whole, in favor of the experimental group students, indicating the effectiveness of a proposed training program. Therefore, Hypothesis Three is accepted.

Table (4.3): Mean scores, standard deviations and T. value of the experimental and control groups in the post- application of the scale on participants' attitudes toward the figurative language.

Variable		Group	N.	Means	St. Dev.	T. Value	Level	η^2 . Value	Size Effect
Scale of Attitudes toward the Figurative Language	Figurative Language Significance	Cont.	30	3.61	1.16	19.21	0.01	2.27	Large
		Exp.	30	9.38	0.74				
	Taste of Figurative Language	Cont.	30	1.23	0.62	16.28	0.01	1.86	Large
		Exp.	30	3.52	0.51				
	Figurative Language Learning Competence	Cont.	30	0.43	0.51	9.15	0.01	2.40	Large
		Exp.	30	1.71	0.56				
	Figurative Language Instruction	Cont.	30	0.81	0.87	10.77	0.01	2.16	Large
		Exp.	30	2.91	0.88				
	Total	Cont.	30	83.53	9.54	11.73	0.01	3.06	Large
		Exp.	30	119.96	12.74				

This finding corroborates the findings of other research studies that approved the significance of training on idiomatic translation tasks in developing students' interests, including the research studies conducted by Angel (2014), Khan & Daşkin (2014), Asl (2013), Farahani & Ghasemi (2012), and Cakir (2011). One possible interpretation of this finding may be that the proposed training program provided non-specialist students of

English with varied opportunities to take responsibility for their study and mature into EFL students for whom EFL learning and accomplishment are highly valued. A second possible interpretation may be that the proposed training program provided a comfortable EFL learning environment through a flexible schedule of idiomatic translation education. The participating sample were not tied down to a fixed schedule, as happening in traditional practices. Seemingly, they preferred this type of learning idiomatic translation as it gives them power over how organize their EFL learning.

4.1.4. Results related to the Fourth Hypothesis:

The fourth hypothesis states, “There is a significant statistical correlation between the experimental group’s mean scores in the post-application of the test and their mean scores in the post- application of the scale”. In order to verify this hypothesis, the Pearson correlation coefficient was used, as shown in table (4.4).

Table (4.4): Correlation between the experimental group’s mean scores in the post-applications of the test and the scale

Variable	No.	Correlation Coefficient	Sig. Level
Test	30	0.77	0.01
Scale	30		

As evident in table (4.4), Hypothesis Four is accepted, as the correlation coefficient was statistically significant at (0.01) level, revealing a positive correlation between acquiring idiomatic translation skills, and attitudes toward the figurative language among the experimental group students. This finding is in agreement with the findings of other related studies such as AlKarazoun (2015), Aldahesh (2013), Al-Shawi & Mahadi (2012), and Bekkai (2009); indicating that attitudes towards language learning are associated with academic achievement. One possible interpretation of this finding may be that the proposed training program was adequately dynamic, allowing the participating sample to be involved in an active process of building knowledge about idiomatic translation, go deeper into the English language, and understand better how to communicate effectively through the use and translation of idioms.

4.2. Pedagogical Implications

Several pedagogical implications can be drawn from the present study. For instance, EFL textbooks devoted for non-specialist students should provide more idioms and idiomatic translation activities to improve students’ translations, idiomatic knowledge and language proficiency. Also, it may be beneficial for EFL teachers to explain that figurative language, in general, and idioms, in special, are used in all walks of life by everyone in

order to help students develop their understanding of idioms and the way they are used in English. Added to this, it may be beneficial to compare and contrast idiomatic expressions between the English and Arabic languages to help students develop their linguistic knowledge of these languages and make them familiar with strong and weak points in their translations. Further, it may be beneficial for EFL teachers to carry out group discussions with students to discuss their idiomatic translations and recognize more reasonable strategies for translating idioms.

4.3. Delimitations

Delimitations are a part of every study. This study, in a certain extent, acknowledges some delimitations that may restrict its conclusions. For instance, it was hard to identify, realize and determine all types of English idioms suitable and relevant for the non-specialist students of English. Added to this, this study was confined to two groups of non-specialist students of English. It would be better to investigate the study variables among other samples of EFL students. Additionally, the variables of this study were confined to idiomatic translation skills and attitudes towards the figurative language. It would be better to include other influential variables such as age or gender of students.

4.4. Conclusion

Obviously, what distinguishes the present study is its topic, sample and findings. As for its topic, translating idioms is one of the most outstanding challenges for non-specialist students of English at Port Said faculty of education that frequently appears in their EFL learning activities. The focus of the present study was to recognize the importance and advantage of using a proposed training program in supporting a sample of non-specialist students of English possessing a low level of idiomatic translation skills and experiencing attitudinal decline toward the figurative language. The variables to be measured were clearly identified: idiomatic translation skills and attitudes toward the figurative language. Two study instruments have been used to investigate the impact of a proposed training program on these variables among non-specialist students of English at Port Said faculty of education, who were randomly assigned into two groups: an experimental group receiving the treatment, and a control group receiving traditional practices. It is worthwhile noting that the proposed training program was presented with suitable teaching materials and considerable tasks of translation to get students engaged in the learning activities that were likely to achieve the intended outcomes of the program. Overall, the four hypotheses put forward in the present study were borne out, revealing a substantial impact of the proposed training program on idiomatic translation skills and attitudes toward the figurative language of the participating sample. These findings were supported by a number of prior

studies such as those undertaken by AlKarazoun (2015), Alrishan & Smadi (2015), Farahani & Ghasemi (2012), Al-Shawi (2012), Ahmadi & Ketabi (2011), Welnowska (2010), and Al-Dahesh (2008). Apparently, this study fills a gap in the EFL related literature in the Arab world. Additionally, it is of a major concern to EFL students, translators, researchers, curricula developers and other individuals interested in making use of translation in the EFL field, providing additional information translating idiomatic expressions.

4.5. Recommendations

Based on the findings of the study, the following are recommended:

- 1. To introduce a variety of literary genres in EFL curricula and textbooks in order to ensure students' language development.**
- 2. To use specialized dictionaries in learning activities requiring EFL students translate idiomatic expressions.**
- 3. EFL Teacher should be enthusiastic, springy, observant and innovative when dealing with idiomatic translation tasks and activities.**
- 4. To expose EFL learners to a lot of idiomatic practices to overcome the difficulties they have in dealing with figurative language expressions.**

4.6. Suggestions for Further Research

Based on the findings of the study, the following studies are suggested:

- To carry out further research on the strategies EFL students use to better learn and comprehend the meanings of the idioms.**
- To carry out the same research using a large sample of individuals from different backgrounds and different universities.**
- To investigate the role of context on interpreting idioms' meanings.**

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