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Idiom Comprehension and Translation
by Female English Translation Majors

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عمادة الدراسات العليا

قسم اللغة الإنجليزية ـ كلية الآداب

فهم طالبات الترجمة للتعابير الاصطلاحية و ترجمتها

قدِمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجتسير

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Idiom Comprehension and Translation by Female English Translation Majors

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Abstract

The present study attempted to investigate the problems and difficulties relevant to idiom comprehension and translation with female majors in English Translation. In general, EFL learners experience difficulties in understanding the meaning of idiomatic expressions; however, the problem is magnified when learners are required not only to understand the meanings of these expressions, but also to render their meanings in another language.

The objective of this study was to investigate whether or not female English translation majors at the College of Languages and Translation, King Saud University face any difficulties in understanding and translating English idiomatic expressions. The study also aimed to classify the translation strategies the subjects used, as well as, the types of errors they made. The research followed a qualitative descriptive design model. The study population included female English translation majors. The sample was composed of two groups of female English translation majors in their fourth and fifth year of study.

The findings of the study demonstrated that the subjects generally did not face difficulties in understanding English idiomatic expressions. However, the findings indicated that they generally did face difficulties in the translation of English idiomatic expressions into Arabic.

Furthermore, the findings helped to identify eleven error categories and seven translation strategy categories. The error categories are: miscomprehension of the original, wrong choice of word, literal translation, register/style, omission, sentence structure, addition, ambiguity, redundancy, transliteration, and use of the exact English expression. The seven strategy categories are: paraphrase, literal translation, use of an idiom/attempting an idiomatic translation, omission, use of an informal expression, transliteration, and use of the exact English expression.

ملخص الرسالة

كان الهدف من الدراسة الحالية اكتشاف ما إذا كانت طالبات برنامج اللغة الإنجليزية في كلية اللغات و الترجمة بجامعة الملك سعود يعانين من صعوبات في فهم التعابير الاصطلاحية الإنجليزية و ترجمتها من اللغة الإنجليزية إلى اللغة العربية، بالإضافة إلى تحديد الاستراتيجيات التي اتبعتها الطالبات أثناء الترجمة و تصنيف الأخطاء التي ارتكبنها.

اتبعت الباحثة المنهج الوصفي الكيفي لإجراء الدراسة (Qualitative Descriptive research design model). و تشكلت العينة من طالبات متخصصات في اللغة الإنجليزية في قسم اللغات الأوروبية و الترجمة في الكلية في السنة الدراسية الرابعة و الخامسة. كما انقسمت العينة إلى مجموعتين: تضم المجموعة الأولى سبع و خمسون طالبة، بينما تضم المجموعة الثانية ست و أربعون طالبة.

و قد أظهرت نتائج الدراسة أن الطالبات لا يعانين عموماً من مشكلات في فهم التعابير الاصطلاحية الإنجليزية، بينما دلت النتائج على أنهن يعانين من مشكلات في ترجمة التعابير الاصطلاحية من اللغة الإنجليزية إلى اللغة العربية إلى حدٍ ما.

كما تمكنت الباحثة بعد تحليل إجابات الطالبات في اختبار الترجمة من تصنيف الأخطاء التي ارتكبنها إلى أخطاء ناتجة عن العوامل التالية: عدم فهم النص المصدر، و الخطأ في اختيار المفردات المناسبة، و الترجمة الحرفية، و حذف أجزاء من النص المصدر، و الإضافة، و الاستطراد، و النقل الحرفي، و استخدام التراكيب المبهمة، و استخدام عبارات النص المصدر كما هي. بالإضافة إلى الأخطاء الأسلوبية و أخطاء الصياغة.

و كذلك تمكنت الباحثة من تحديد الاستراتيجيات التي استخدمتها الطالبات أثناء الترجمة. حيث وجدت أنهن استخدمن الاستراتيجيات التالية: إعادة الصياغة، و الترجمة الحرفية، و استخدام التعابير الاصطلاحية أو محاولة صياغة تعابير اصطلاحية مناسبة باللغة الهدف، و الحذف، و استخدام العبارات الدارجة أو العامية، و النقل الحرفي، و استخدام عبارات النص المصدر كما هي.

Dedication

To my loving husband, Mazin, and my beautiful children, Fawaz and Yousef …

To my dear parents, Dr. Adel Salamah and Dr. Layla Abdulmajeed …

To my precious brothers and sisters, Ayman, Ghazel, Anas, and Hanadi …

I dedicate this work to all of you for your unconditional love and support….

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CHAPTER ONE

Introduction and Problem

1.1. Introduction

The comprehension of idioms is considered a problem by many English language learners in both second and foreign language learning contexts (i.e., ESL/EFL). The semantic knowledge of the meanings of idiomatic expressions is a process that occurs automatically and naturally with native speakers of English. However, this process is more intentional and deliberate with language learners. When English language learners do not learn the language in an English-speaking environment, they lack the opportunity to use it in natural settings. Thus, they are not exposed to the language as it occurs naturally, and they do not interact with native speakers of the language (Abdul Wahhab, 2002, pp. ii-iii). This makes it difficult for them to acquire the meanings of idiomatic expressions. Ultimately, these learners resort to a number of different strategies, including, and not exclusively, memorizing the meanings of idioms as well as attempting to infer their meanings through the literal meanings of their constituent words.

Another characteristic of idioms is related to their fixed structures. Idioms are not only fixed in their meanings. They are also fixed structurally. According to Fromkin, Rodman, and Hyams, "Idioms are similar in structure to ordinary phrases except they tend to be frozen in form and do not readily enter into other combinations or allow the word order to change" (2007, p. 185). Examples of idioms and their meanings, according to the *Merriam Webster Online Dictionary* (2011), are:

- to see eye to eye: to have a common viewpoint or to agree

- open and shut: not subject to misinterpretation or more than one interpretation

It is important to note at this point that the terms "idiomatic expression(s)" and "idiom(s)" will be used interchangeably in this study.

1. 2. Idiomatic Expressions

Since the main focus of the study is idiomatic expressions, the researcher found it important to discuss the different aspects of this type of expression in this section.

According to *Longman's Dictionary of Language Teaching and Applied Linguistics*, an idiom is, "an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts" (2007, p. 322).

Collins defined an idiom as "a group of words which have a different meaning when used together from the one it would have if the meaning of each word were taken individually" (2000, cited in Villavicencio, Baldwin, and Waldron, 2004, p. 1127).

Mona Baker explained some of the characteristics of idiomatic expressions when they are used as idioms, not as a play on words, or as a joke. According to Baker, idiomatic expressions have a fixed word-order that cannot be rearranged or changed. It is also not possible to remove any of the words in an idiomatic expression, add any words to it, or replace any of its words. Furthermore, it is not possible to change the grammatical structure of idiomatic expressions, for example, to change it from active to passive voice) (1992, p. 63).

Fernando (1996, p. 3) discussed some of the most commonly mentioned features of idioms in her book *Idioms and Idiomaticity*:

1. *Compositeness*: idioms are commonly accepted as a type of multiword expression (*red herring, make up, smell a rat, the coast is clear,* etc.) though a few scholars (Hockett 1958; Katz and Postal 1963) accept even single words as idioms.

2. *Institutionalization*: idioms are conventionalized expressions, conventionalization being the end result of initially *ad hoc*, and in this sense novel, expressions.

3. *Semantic opacity*: the meaning of an idiom is not the sum of its constituents. In other words, an idiom is often non-literal.

Moreover, she distinguished between three different types of idioms in one classification as follows: (1) Pure idioms (e.g., make off with, spick and span, and the coast is clear); (2) semi-literal idioms (e.g., catch fire, good morning, and fat chance); and (3) literal idioms (e.g., in sum, in the meantime, for example, and in order to) (1996, p. 32).

Fromkin et al. also explained that idioms are different from other vocabulary items because they have special features from a semantic perspective since they are processed as single items together with their meanings in the mental dictionary. They also mentioned that language users should be familiar with the restrictions on their use. (2007, p. 186)

Furthermore, according to Kainulainen (2006):

Mäntylä (2004: 28-35) discusses five features that are generally considered when characterizing idioms. They are metaphoricity/figurativeness (they are used as synonyms), analysability/non-compositionality, fixedness of form, level of formality and multi-word expressions. Metaphoricity is regarded as an essential feature of an idiom and it is also the most commonly mentioned one. Non-compositionality is seen as an indication that idioms are dead, i.e. their meanings are arbitrary and not figurative. Fixedness of form, on the other hand, means that idioms do not tolerate any variation in

their structure, they are frozen. The level of formality is connected to idioms in the sense
that they are considered to belong to informal, spoken language rather than to formal,
written language. Finally, idioms involve more than one word and, therefore, they are
multi-word expressions. (pp. 8-9)

Another classification of idioms is found in an article by Grant and Nation (2006). They
distinguished between idioms in general and what they referred to as "core idioms" (2006, p. 1),
"Items loosely classed as idioms include colloquial expressions, collocations, acceptable but
unusual expressions, and opaque multi-word units". Thus, they saw the need to make this
distinction. According to them, in order for a multi-word expression to be classified as a core
idiom, it must possess two traits. These are compositionality and figurativeness (2006, p. 2).
They explained that non-compositionality is when the meaning of the whole expression cannot
be derived from the meanings of the parts, and non-figurativeness is when a figurative use for the
expression cannot be imagined or visualized (2006, p. 2). An example they gave of a core idiom
is *by and large* as they explained: "[…] *by and large* is a core idiom because the meaning of *by*
and *large* cannot be related to the meaning of the individual words *by* and *large*, that is, it is non-
compositional, and we cannot visualise some figurative use of *by* and *large* relating to its
meaning, that is, it is non-figurative" (Grant and Nation, 2006, p. 2).

We have seen that different researchers have described the characteristics of idioms
differently. However, they seem to agree on two main characteristics: (1) their multi-
wordedness, which basically means that idioms are usually expressions composed of more than
one word; and (2) the aspect of meaning, in the sense that the meaning of an idiomatic
expression cannot be inferred from the meanings of its composing elements.

1. 3. Statement of the Problem

The problem female English Translation majors at the College of Languages and Translation, King Saud University face when translating idiomatic expressions is twofold. The first aspect of the problem lies in the difficulty they encounter when dealing with such forms of language at the level of comprehension.

In many cases, students are unable to understand the idiomatic meaning of the expression. Researchers, such as Kharma and Hajjaj believe that idioms are difficult for ESL students to learn because they are difficult to understand and cannot be analyzed into their constituent words, which means they must be learned as single units. Furthermore, even in the case of English idioms with equivalents in the Arabic language, the equivalence does not necessarily mean that the expressions can be used in the same situations because idiomatic expressions are not only language specific, but also culture specific. This basically means that even if idioms are similar in form, they may differ in meaning. They also believe that due to their difficulty, ESL learners tend to avoid using them (1989, cited in Bataineh, 1996, p. 27).

The other aspect of the problem lies in the difficulty faced by the students in reproducing the idiomatic expression in the target language (TL). This difficulty in translation arises from a number of factors, such as their inability to understand these expressions, the confusion they suffer from due to existing Arabic idioms that may be similar in form but have different meanings than the English ones, the structural restrictions imposed on idioms, and, in some situations, the inability to recognize idiomatic expressions as such, which leads to literal translation (Baker, 1992, pp. 65-71).

1. 4. Purpose of the Study

The present study will attempt to investigate the problems and difficulties relevant to idiom comprehension and translation with female majors in English Translation. In general, EFL learners experience difficulties in understanding the meaning of idiomatic expressions; however, the problem is magnified when learners are required not only to understand the meanings of these expressions, but also to render their meanings in another language.

Through this investigation, the researcher will attempt to identify and classify the problems and difficulties female majors of English translation encounter when dealing with idiomatic expressions in translation.

1. 5. Significance of the Study

This study was motivated by the fact that ESL students face difficulties in understanding idioms in the course of language learning. As mentioned earlier, this problem is magnified when the language learner is required to understand these expressions and then translate them into the Arabic language.

It is hoped that the findings of the study will be useful to students majoring in English translation and their teachers as explained below:

1. To raise student awareness of the problematic areas they may face in the course of their study to become translators. In addition to making them aware of the difficulties themselves, this study could help in providing the students with useful information on the different strategies to follow when dealing with idioms in translation;

2. To raise the awareness of novice translation teachers of the types of difficulties faced by students when translating idiomatic expressions. This knowledge may help teachers in developing methods to better train students on how to deal with these forms.

From a theoretical perspective, it is hoped that this study will shed some light on the reasons why students face difficulties with idiomatic expressions in both comprehension and translation by helping to point out the causes behind the errors committed by the subjects, as well as the translation strategies they follow. This information could be used to educate translation students about the translation strategies used when dealing with idiomatic expressions, as well as the types of errors that should be avoided.

1. 6. Research Questions

This study aims to answer the following questions:

1. Do female translation majors face difficulties in understanding English idiomatic expressions?

2. Do female translation majors face difficulties in translating English idiomatic expressions into Arabic?

3. What are the difficulties the subjects in the study face when they come across the aforementioned expressions?

4. How can these difficulties/errors be classified?

5. What are the strategies the subjects resort to when dealing with idioms in translation?

1. 7. Delimitations of the Study

The current study is limited to translation from English into Arabic. The researcher will investigate the difficulties encountered and the strategies used when translating from the English language into the Arabic language only. Thus, the subjects have two obstacles to overcome; first the recognition and comprehension of the English expression, and second, the translation of the expression into Arabic. Accordingly, the study will investigate the difficulties encountered by the students in understanding English idiomatic expressions on one hand. On the other hand, the study will also deal with the translation errors the students commit as well as the strategies they use to translate the given expressions from English into Arabic only.

Finally, the study is also limited to the female students majoring in English translation in their final two years of study at the College of Languages and Translation, King Saud University.

CHAPTER TWO

Review of Related Literature

2. 1. Introduction

This chapter attempts to discuss the theoretical and empirical studies related to: (a) the comprehension of idiomatic expressions, (b) the translation of idiomatic expressions, (c) the classification of the errors learners make, and (d) the classification of the translation strategies they follow.

2. 2. Studies on the Comprehension of Idiomatic Expressions

2. 2. 1. Theoretical Studies

First, it is interesting to mention that Kainulainen found in his review of the literature on the comprehension of idioms that, "Most studies on idiom comprehension have not bothered with the definition of the term as such [an idiom is an expression, the meaning of which, cannot be interpreted from the meaning of its constituent parts] and have taken the term for granted. They have concentrated on the psycholinguistic process of how idioms are stored in the mind" (2006, p. 16).

Glucksberg provided a clear discussion of the different models that have been proposed for idiom comprehension from a psycholinguistic point of view in his article "Idiom Meanings and Allusional Content" (1993). He grouped the models into two main categories: (1) direct look-up models and (2) compositional models. Then he further defined the two categories: "According to this class of models [the direct look-up models], idioms are understood simply by retrieving the meaning of an idiom as a whole.… According to this second class of models [the

compositional models], idioms are understood by ordinary linguistic processing combined with a pragmatic interpretation of the use of the expression in discourse contexts" (1993, p. 4).

Glucksberg went into further detail about these two model categories; the direct look-up model consists of three main versions: "(a) the idiom list hypothesis (Bobrow & Bell, 1973), (b) the lexicalization hypothesis (Swinney & Cutler, 1979), and (c) the direct access hypothesis (Gibbs, 1984). All share the assumption that idiom meanings are apprehended by direct memory retrieval, not by linguistic processing" (1993, p. 4).

As for the compositional model, "The meaning of any idiom, in the standard view [i.e., the compositional model], is determinable entirely from its stipulated meaning, whether that meaning is represented in a special idiom list or simply as part of the mental lexicon" (Glucksberg, 1993, p. 5).

However, it is important to note that Glucksberg concluded with the idea that both categories of models occur simultaneously. He said, "A somewhat similar proposal was offered by Cacciari and Tabossi (1988). Linguistic processing and idiom look-up can occur in parallel, but idiom look-up cannot begin until the idiom itself is recognized as a configuration, that is, as a unitary expression with a meaning beyond that of its constituents" (1993, p. 6).

Baker mentioned an interesting point about idiom comprehension. She explained that the first obstacle facing a translator when dealing with idiomatic expressions is failing to recognize the expression as such. She said, "Generally speaking, the more difficult an expression is to understand and the less sense it makes in a given context, the more likely a translator will recognize it as an idiom" (1992, p. 65).

Baker further explained the different situations in which unfamiliar idioms could be misinterpreted: (1) Some idioms have reasonable literal interpretations in addition to their

idiomatic meanings, and if such idioms occur in contexts that may support either their literal or their idiomatic meaning, this may be misleading; and (2) Some idioms have close equivalents in the TL which may appear to carry the same or a similar meaning, but which actually have different meanings, either completely or partially (1992, pp. 66-67).

Irujo also discussed the reasons why idiomatic expressions are problematic. Among her reasons, she mentioned their non-literal meanings, in addition to the difficulty in using them appropriately because it is difficult to master their meanings. She also attributed the difficulty of learning idiomatic expressions to the type of language ESL learners are usually exposed to since native speakers tend to use simple and usually non-idiomatic language with non-native speakers. Thus, language learners are not exposed to idiomatic expressions as they occur in natural speech (1986b, cited in Bataineh, 1996, pp. 27-28).

2. 2. 2. Empirical Studies

In a study conducted by Abu-Afeefeh (1987, pp. V-VI), he investigated whether or not third and fourth-year English majors used their native knowledge of the Arabic language to understand and produce English language idiomatic expressions. The subjects were 128 Jordanian English Language majors in their third and fourth years. The study examined and proved three main hypotheses: (1) In the case of idioms that are identical in the two languages (i.e., English and Arabic), learners would be able to understand and produce idioms easily, (2) In the case of similar idioms, learners would be able to understand idioms easily, but they would suffer from Arabic language interference in the production of these idioms in English, and (3) In the case of expressions that are different in the two languages, there will be no transfer or interference from Arabic either positive or negative, and the learners would be able to understand

and produce fewer idioms of this type when compared with the identical idioms and the similar ones.

He used two tests as instruments in his study. The first one was a comprehension test, with two components: a multiple-choice test and a definition test. The multiple-choice test aimed to test the learners' ability to choose the correct meaning of an idiomatic expression from a number of provided choices, and the definition test aimed to investigate the learners' ability to provide a correct explanation in English or Arabic of a given idiomatic expression (Abu-Afeefeh, 1987).

The second test, a production test, also had two components: a completion test in which the learners were given paragraphs with incomplete idiomatic expressions that they were required to complete, and a translation test in which the learners were given an Arabic sentence containing an idiomatic expression and the equivalent English sentence with the idiom missing. The learners were required to provide the correct English equivalent of the idiomatic expression (Abu-Afeefeh, 1987).

It is worth mentioning at this point, that the findings of Abu-Afeefeh's study (1987) correspond to the findings of Irujo (1986, cited in Abdul Wahhab, 2002, pp. 20-21). These can be summarized as follows: Idioms identical in both languages are the easiest to comprehend and produce by language learners, while idioms that are similar between two languages are easy to understand, but there is evidence of native language interference. As for different idioms, they are the most difficult to understand and produce.

In a study conducted by Migdadi (1994), in which he investigated the vocabulary learning strategies used by Arab learners of English, he found that with regards to idioms,

learners used a number of strategies such as literal translation, using an item that is close in meaning to the expression (i.e., approximation), avoidance, creating a new word to replace the expression (i.e., coinage), and using similar forms. These strategies, which are mainly caused by the lack of comprehension of the expression's meaning, resulted in lexical errors.

Abdul Wahhab (2002) conducted a study to investigate the ability of language learners to identify and use English idioms. His study utilized two tests as instruments: a multiple-choice recognition test and a sentence-completion production test. The subjects in the study were fourth year English language majors; fifty students took the first test while 70 took the second. In his study, Abdul Wahhab (2002) aimed to identify the difficulties faced by the subjects when dealing with idiomatic expressions, and discover the strategies they used in recognizing and producing such expressions.

Abdul Wahhab concluded that the main reasons behind the difficulties faced when dealing with idiomatic expressions are: (1) That idioms do not convey the literal meanings of their constituent words, (2) That idioms have a fixed word-order as well as a fixed choice of wording, and (3) That many idioms have strange word groupings. Furthermore, he added that lack of cultural knowledge on the part of the learners, as well as learning the language in a non-native speaker environment are also factors that contributed to the difficulties (2002, pp. ii-iii).

It is also important to mention that Abdul Wahhab found that the subjects' performance was affected by some factors, such as the degree of familiarity or unfamiliarity of the expression, the degree of idiomaticity, and the lack of an equivalent expression in the learner's mother tongue (2002, p. iii).

2. 3. Studies on the Translation of Idiomatic Expressions

Translation is basically changing a written or spoken text from one language to another. Peter Newmark defines translation as, "rendering the meaning of a text into another language in the way that the author intended the text" (2003, p. 5). However, differences that exist between languages make it difficult and sometimes almost impossible to grasp the exact intended meaning in the source text (ST) and render that meaning in the target text (TT). These differences exist on all linguistic levels: phonological, morphological, syntactic, lexical, and semantic. Newmark explained that, "whilst translation is always possible, it may for various reasons not have the same impact as the original" (2003, p. 6).

Moreover, it is not sufficient for any individual to master both languages to be able to translate. Halliday et al. mentioned that in translation each language has its individual environment and that no two languages can completely replace each other, even in the state of bilingualism and ambilingualism (i.e., native speaker competence or complete mastery of two languages) (1972, cited in Owaidah, 1991, pp. 13-14). Newmark also explained that knowledge of the TL and the subject matter are not sufficient because it is essential for a translator to have the ability to express himself clearly and concisely (2003, p. 3).

Baker also believes that "A person's competence in actively using the idioms and fixed expressions of a foreign language hardly ever matches that of a native speaker. The majority of translators working into a foreign language cannot hope to achieve the same sensitivity that native speakers seem to have for judging when and how an idiom can be manipulated" (1992, p. 64).

Furthermore, Sapir states that, "No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached" (1956, p. 69, cited in Bassnett, 2002, p. 21).

Thus, if this opinion could be applied to languages in general, the researcher believes that when it comes to dealing with idiomatic expressions, it is even more difficult to find equivalents in any translation process, especially since most idioms are culturally-specific, and they are usually connected to certain social events or situations. Actually, Baker explained that idiomatic and fixed expressions are problematic in translation for two main reasons: the ability to recognize an expression as an idiom and interpret it correctly; and the difficulty of rendering the different aspects of an idiom's meaning into the TL (1992, p. 65). Thus, the difficulty lies in both processes; comprehension of the expression, as well as interpretation of its intended meaning in the TL.

Baker discussed the difficulties associated with idiom translation (1992, pp. 68-71). Her discussion basically included the following reasons:

1. Lack of an equivalent expression in the TL. This could be related to the fact that the SL expression may be culturally-specific.

2. A TL equivalent that has a different context of use. Thus, the translator would not be able to simply substitute one expression for another in translation because of the contextual connotations each expression has.

3. Using the SL idiom in both its idiomatic and its literal meanings for the purpose of producing a play on meaning. If the TL cannot convey the same literal and idiomatic

meanings to produce the intended play on meaning, then the translator will find it difficult to find a suitable equivalent.

4. The use of idioms in written texts may be more frequent in some languages than in others; for instance, idiom usage is considered highly frequent in many types of written English texts.

In his book, Ghazala (2003) classified the types of problems encountered in any translation process into four major categories: (1) grammatical problems, (2) lexical problems, (3) stylistic problems, and (4) phonological problems. He deals with the translation of idioms under the category of lexical problems.

Ghazala (2003) explained that most of the problems encountered by translation students fall under the category of lexical problems. Furthermore, the errors they commit are mostly due to their literal translation of words (2003, p. 83).

In his discussion of idiom translation, Ghazala categorized idioms into three groups: (1) direct idioms, (2) indirect idioms, and (3) phrasal verbs (2003, pp. 128-138). He clarified that direct idioms are, "… translated directly [i.e., literally], but should be understood indirectly. That is, they have metaphorical meanings" (2003, p. 129). Some of the examples he gave include (2003, p. 129):

1. A true friend does not <u>stab in the back.</u>   الصديق الحقيقي لا <u>يطعن في الظهر.</u>

2. <u>She cannot believe her eyes/ears.</u>   لا تستطيع أن <u>تصدق عينيها/أذنيها.</u>

3. Their company is on <u>the black list.</u>   شركتهم على <u>القائمة السوداء.</u>

4. Let us <u>turn a new page.</u>   <u>لنفتح صفحة جديدة.</u>

As for the second group of idioms; the indirect idioms, Ghazala suggested that translation students must understand them in context. If they are unable to understand the expressions, they should resort to monolingual or bilingual dictionaries (2003, p.133).

Examples of indirect idioms (Ghazala, 2003, pp. 130-131):

1. My car is <u>second hand.</u>   سيارتي مستعملة.

2. There's far too much <u>monkey business</u> going on around here.

هناك كثير من الأشياء المريبة تجري من حولنا.

Phrasal verbs are the third and final group according to Ghazala's classification. He explained that their difficulty results from the tendency of students to mix between them and prepositional verbs since phrasal verbs are made up of one of the following combinations: verb/adverb, verb/preposition, or verb/adverb/preposition (2003, p. 133). The major difference between phrasal verbs and prepositional verbs is that the latter are not idiomatic, which basically means they have direct meanings that can be translated directly into Arabic. So for example (Ghazala, 2003, p. 134):

1. Please, <u>put</u> the book <u>on</u> the table.   من فضلك <u>ضع</u> الكتاب <u>على</u> الطاولة.

2. Please, <u>put</u> your coat <u>on</u>.   من فضلك <u>ضع</u> معطفك <u>على</u>. *

It is clear that the literal translation of the first sentence containing a prepositional verb provides a correct transfer of meaning, while the literal translation of the second sentence containing a phrasal verb provides an incorrect, meaningless sentence. In the case of the second sentence the correct translation would be (من فضلك البس معطفك).

In the case of phrasal verbs, Ghazala proposed that students should learn the most common combinations of phrasal verbs because there are simply too many combinations in English for them to learn them all. This will enable them to translate the most common occurrences of such verbs (2003, p. 137).

Some of the strategies used to translate idiomatic expressions can be summarized below (Baker, 1992, pp. 72-78):

1. Using a TL idiomatic expression that conveys almost the same meaning of the SL expression, and which also has the same form.

2. Using a TL idiomatic expression that conveys almost the same meaning of the SL expression, but which has a different form.

3. Paraphrasing the SL expression. This strategy is very common and it is used when there is no TL equivalent, or when stylistic variations between SL and TL do not encourage the use of idiomatic language. Paraphrasing is based on conveying the meaning of the SL idiomatic expression without adhering to an idiomatic form.

4. Omitting the SL idiomatic expression. This strategy is used when there is no TL equivalence, when the SL expression is difficult to paraphrase in the TL, or when stylistic variations of the TL do not favour the use of idiomatic language.

Ayoub (1994) discussed the different problems faced when translating idiomatic expressions from English into Arabic and vice versa. In his study, he attempted to classify these problems. He divided the problems of idiom translation into two main categories:

1. Linguistic problems, which are further sub-categorized into semantic problems (e.g., figurative use of idioms and ambiguous idioms) and pragmatic problems (e.g., the function of the expression)

2. Cultural problems, which are discussed under a number of related topics (e.g., ecology, social culture, and religious culture).

He believes that the source of both types of problems is the large gap between the two languages (i.e., Arabic and English) both linguistically and culturally. This gap is a result of the two languages belonging to two different language families as well as two cultures that are completely different (Ayoub, 1994, p. 20).

Another study conducted by Bataineh (1996) investigated the problems resulting from the translation of English idiomatic expressions into Arabic by Jordanian translation majors. The study also aimed to investigate the reasons causing these problems, the type(s) of idiomatic expressions that are problematic, and the strategies used in translating idioms. The subjects in the study were 45 translation majors. The instrument used was a translation test in which the subjects were required to translate sentences containing idioms from English into Arabic.

Bataineh found that any omission or misinterpretation of the idiom led to loss or distortion of the meaning and/or coherence of the whole text. She also explained that the subjects found difficulties with these expressions mainly because they are culturally-specific, and therefore unfamiliar. They are also difficult because sometimes learners are unable to identify them as idiomatic, which means they translate them literally. Furthermore, learners also substituted English idioms with Arabic ones that are similar in form, but that have different meanings or contextual boundaries (1996, pp. 134-135).

As for the translation strategies followed by the subjects, she explained that they basically followed the strategies outlined by Baker (1992): paraphrase, omission, use of an Arabic language idiom with the same form and meaning, and use of an Arabic language idiom with the same meaning but different form (Bataineh, 1996, pp. 139-140).

Al-Hamdalla, in an article discussing the different problems and approaches in translation, deals with the translation of idiomatic expressions under the category of figurative and metaphorical language. He explains that translators should either try to find an equivalent form for the idiom in the Arabic language, or else they should provide an equivalent explanation (1998, p. 30).

Hussein, Khanji, and Makhzoomy (2000) conducted a study in which they attempted to investigate the problem ESL learners as well as translation students have with English idioms. They argued that ESL learners in general have a problem with the comprehension of idiomatic expressions, and thus, they face difficulties when translating these expressions into the Arabic language.

The subjects in their study were 60 students; a combination of translation MA students and English language majors. As for the instrument, the researchers developed a test containing idioms that were identical in the two languages, idioms that were similar but not identical, and idioms that were different. Each item was composed of two sentences: an Arabic sentence containing an idiom and the English translation of the sentence with the idiom missing. The subjects were required to complete the English sentence with an English idiom equivalent to the Arabic one (Hussein et al., 2000, p. 26).

Their findings indicated the "students' poor competence in the use of idioms. Students did extremely poorly especially in the translation of different idioms" (Hussein et al., 2000, p. 31).

In his 2004 study, Al-Qahtany investigated the lexical problems of senior undergraduate translation majors at the College of Languages and Translation at Imam Mohammed bin Saud Islamic University. He used two translation tests containing both general and religious sentences. The subjects were required to translate the sentences from Arabic into English. One of the tests focused on semantic translation, while the other focused on communicative translation. Semantic translation being a translation that provides an equivalent that closely matches the semantic and syntactic structures of the original, while communicative translation is when the translator has the right to provide an appropriate equivalent of the original with more freedom from the original's form (Al-Qahtany, 2004, pp. 11-13).

He concluded that the students' performance on the communicative translation task was generally better than their performance on the semantic translation task. However, their translations of the general sentences in the semantic translation task were better than their translations of the religious sentences, while their performance on the translations of religious sentences in the communicative translation task was better than their performance on the translation of the general sentences (Al-Qahtany, 2004, pp. 98-99). He also classified the errors made by the subjects into the following eight categories: omission, paraphrasing, addition, substitution, literal translation, anglicization, divergence, and inappropriate collocation (Al-Qahtany, 2004, p. 54).

Badawi (2008) conducted a study on a number of prospective EFL teachers at the University of Tabouk. His study investigated the ability of prospective EFL teachers to translate

culturally-specific expressions such as idioms and collocations. The subjects were 43 prospective EFL teachers at the Teacher's College at the University of Tabouk. Badawi used two instruments to gather data: (1) a translation test containing culturally-specific expressions, and (2) a questionnaire that tested the subjects' awareness of the translation strategies they used.

Badawi found that the subjects' ability to translate culturally-specific expressions was poor, as was their awareness of translation strategies. He also found that they commonly resorted to literal translation and guessing (2008, p. 22).

2. 4. Classifying the Errors

Since the present study deals with error detection and classification, it is necessary to provide some information related to this issue including defining the notion of error, and discussing the classification of error types.

2. 4. 1. The Notion of Error

In the beginning of his book, James provided a basic and simple definition of a language error as being "an unsuccessful bit of language" (1998, p.1). As he expanded his discussion of errors, error taxonomies, and error detection and classification processes, he included a more comprehensive definition; an error being defined by Lennon (1991, cited in James, 1998, p. 64) as "a linguistic form … which, in the same context … would in all likelihood not be produced by the learner's *native speaker counterparts*". However, it is worth mentioning that errors are usually considered forms that deviate from the acceptable linguistic norm or standard. Usually, a linguistic norm is what a language community considers correct and acceptable (James, 1998, p.34). Thus, generally speaking, an error can be defined as any form that deviates from the norm.

Most of the errors that language learners make result in unacceptable forms. Acceptability in language is judged by whether a form is considered correct when used in certain situations by native speakers of that language. In some cases, a form's acceptability is a separate issue from its grammaticality (i.e., correctness according to the rules of grammar). However, there are many cases where the ungrammaticality of a form is what causes its unacceptability. Furthermore, forms that might be acceptable in the spoken medium of language are not necessarily acceptable in written texts (James, 1998, pp. 66-71).

2. 4. 2. Classification of Error

ESL learners in general face difficulties when dealing with English vocabulary items, and especially when these items are idiomatic expressions. These difficulties are detected in both understanding the meanings of idiomatic expressions, as well as in producing them and using them in spoken or written language.

Furthermore, many researchers conducted studies that focused on these difficulties trying to indicate their causes. These studies usually aimed to classify the types of errors learners made as well. Many have also attempted to classify not only the types of errors, but also the strategies learners use to deal with idioms.

While reviewing the related literature, the researcher found that the Target Modification Taxonomy as referred to by James is relevant to the current study because this type of error categorization refers to instances where learners produce forms deviant from the intended TL form. The taxonomy includes the following categories: omission, overinclusion (i.e., addition), misselection (i.e., using the wrong form or morpheme), misordering, and blends (i.e., when

learners combine two different TL forms incorrectly in attempt to convey the intended message) (1998, pp. 106-113).

Accordingly, the researcher found that different scholars classified lexical errors differently. For example, Zaghlool (1984) found that the errors learners made were mainly substitution, omission, overuse, and insertion. While others, such as Zughoul (1990) who was cited by Migdadi (1994) classified lexical errors into 13 different categories, such as literal translation, collocation, and the influence of Arabic style. Furthermore, Shudooh (1988) found that the types of errors committed by Arab translation students were classified into: using the wrong choice of word/collocation or the wrong derivation, literally translating words, omitting unknown items, being redundant or ambiguous, miscomprehending the original, being unfamiliar with the style/register of the original text, and so on.

With regards to the reasons causing these errors, the researcher found that different scholars had different opinions and classifications based on their investigations. For instance, Zaghlool (1984) attributed lexical errors to elements such as translation from Arabic, lack of knowledge of English, and overgeneralization of the rules of English. While Migdadi (1994) attributed learners' errors to the strategies they used to learn English vocabulary.

Selinker explained that most errors language learners make are the result of some fossilized items and structures in their interlanguage (1980, pp. 36-41). While Lado explained that, "Similarity to and difference from the native language in form, meaning, and distribution will result in ease or difficulty in acquiring the vocabulary of a foreign language" (1957, p. 82). This basically means that the learner's native language interferes with the process of learning a foreign language either positively or negatively. In his article "The Significance of Learner's

Errors", Corder agrees with Lado as he explains, "A large number, but by no means all, of his errors [i.e., the language learner], are related to the systems of his mother tongue. These are ascribed to interference from the habits of the mother tongue" (1980, p. 27).

In his discussion of learners' errors, Richards (1980) provides a general categorization of the errors language learners make. He began by categorizing learners' errors into two broad categories: (1) interlanguage errors, which are errors caused by interference from the learner's native language, and (2) intralingual and developmental errors, which are caused by elements within the structure of the English language. He further divides intralingual and developmental errors into the following four categories: (1) overgeneralization, (2) ignorance of rule restriction, (3) incomplete application of rules, and (4) false concepts hypothesized.

As far as idiomatic expressions are concerned the main causes of their difficulty are their non-literal and culturally-specific meanings, which makes them difficult for language learners to understand and ultimately to use. So they generally tend to avoid using them. Furthermore, native speakers of English also tend to avoid using them when communicating with non-native speakers, which reduces their exposure to these forms (Bataineh, 1996).

Therefore, it seems that James's taxonomy (1998) as referred to in section 2. 4. 2. above is inclusive of some of the errors mentioned above, such as omission, substitution, insertion or addition, wrong choice of word or derivation, and substitution. The studies reviewed above yielded the following error categories:

1. The categories suggested by Zaghlool (1984): substitution, overuse, omission, and insertion

2. The categories suggested by Shudooh (1988): wrong choice of word, omission, redundancy, ambiguity, foreign terminology, miscomprehension of original, collocation, style/register, wrong derivation, and literal translation

3. The categories suggested by Al-Qahtany (2004): omission, paraphrasing, addition, substitution, literal translation, anglicization, divergence, and inappropriate collocation

Another aspect of error that is also relevant is the level of error. James (1998, pp. 129-130) also included a discussion of this aspect and explained that there are only three criteria for identifying the level of error, which are further combined to create a number of subcategories. These are:

1. Modality which refers to receptive vs. productive processes, such as reading/speaking vs. writing/listening,

2. Medium, which refers to spoken or written forms of language, and

3. Level, which refers to the level of substance inclusive of spelling and pronunciation, the level of text inclusive of composition and comprehension, and the level of discourse inclusive of misformulation and misprocessing.

2. 5. Classifying the Strategies

With regards to strategy classification, it is necessary to begin with a discussion of the notion of strategy in language learning and what it means. James explained briefly that strategies are the tools learners resort to when they encounter difficulties learning the TL or using it for communication. He also explained that learner strategies are generally divided by researchers in the field into learning strategies and communication strategies (1998, p. 62).

Oxford (1990) classified the strategies used by language learners into direct and indirect strategies with these two categories being further classified into subcategories. However, with respect to the present study, the strategies that were found to be most relevant to translation were those under the subcategory of compensation strategies within the category of direct strategies.

Oxford explained that compensation strategies are used by learners to make up for the lack of grammatical and lexical knowledge. She further divided the category of compensation strategies into two sets: (1) guessing intelligently in listening and reading, and (2) overcoming limitations in speaking and writing. (1990, p. 47). Since both aspects of the process of translation are under investigation in the present study (i.e., comprehension and production), both sets apply.

When learners are listening to a text or when they are reading it, they may come across words or expressions they do not understand. In this case, they may resort to guessing. In reading, linguistic clues that occur in the text assist learners in making intelligent guesses. This information may include such things as the knowledge learners have about the meanings of suffixes and prefixes, the knowledge of word order, and the ability to understand the meanings of other words or expressions within the text. These elements combined help leaners make correct guesses about written texts (Oxford, 1990, p. 91).

As for writing and speaking, learners resort to a number of compensation strategies that enable them to overcome any difficulties (i.e., limitations) they may come across. Such strategies include switching to their mother tongue, asking others for help, using gestures in verbal communication, avoidance, being selective with regards to topics especially in verbal communication, adjusting the message or approximating it, coining new words, and using circumlocutions or synonyms (Oxford, 1990, pp. 94-97).

Furthermore, in their discussion of the different aspects of communicative competence, Scarcella and Oxford listed certain strategies involved in achieving strategic competence. Those that are relevant to the current study include paraphrase, circumlocution, transfer, and avoidance. Such strategies are used by language learners either to enhance communication or to compensate for any weaknesses (1992, pp. 72-73).

In the study conducted by Badawi in 2008, he attempted to test the subjects' awareness of translation strategies, in addition to their ability to translate culturally-specific expressions. In order to investigate their awareness of translation strategies, he created his Translation Strategy Awareness Questionnaire which included the following 15 strategies: addition, combination, compensation, componential analysis, cultural equivalent, deletion, descriptive equivalent, functional equivalent, literal equivalent, naturalization, paraphrase, reduction, synonymy, guessing, and text clues (2008, p. 21).

Moreover, in a 2011 study by Al-Sheikh, she investigated the communication strategies of female translation students at King Saud University, and she compared the frequency of communication strategy use to the students' proficiency levels. The subjects of her study were 60 students in their fourth year of study, and she used a translation test to collect data. The subjects were required to translate Arabic texts into English (pp. i-ii).

She concluded that the subjects used a number of communication strategies. These strategies are: approximation, paraphrase, literal translation, topic avoidance, message abandonment, and use of all-purpose words (Al-Sheikh, 2011, pp. i-ii).

With regards to classifying the strategies used by the subjects, the researcher noticed that some of the categories designated by some scholars as error types might be used to designate strategies as well. For example, paraphrasing was considered an error by Al-Qahtany (2004), but

it was considered a translation strategy by both Baker (1992) and Al-Sheikh (2011). However, both Al-Hamdalla (1998, p. 31) and McGuire (1980, cited in Al-Qahtany, 2004, pp. 57-58) agree that paraphrase translation should be used as a last resort when no equivalents are available.

Moreover, literal translation was considered an error by both Shudooh (1988) and Al-Qahtany (2004) since using this method of translation could produce incorrect and meaningless translations. Nevertheless, Ghazala (2003), Badawi (2004), and Al-Sheikh (2011) considered literal translation a strategy. Another example is omission, which was considered an error type by Zaghlool (1984), Shudooh (1988), and Al-Qahtany (2004). However, Baker (1992) explained that omission could be used as a translation strategy when no TL equivalence is available, when the SL expression is too difficult to paraphrase, or even when stylistic variations in the TL do not favor the use of idiomatic language.

Thus, it seems that there is an area of overlap with regards to the classifications of the types of errors learners make and the translation strategies they follow. Interestingly enough, James, under a brief discussion of learning strategies, refers to a similar area of overlap as he mentions the similarity that exists between some learning strategies discussed by researchers in the field (i.e., Kasper and Kellerman, 1997, cited in James, 1998) and the error categories he refers to in his Target Modification Taxonomy. He also goes on to comment that it is unclear how some strategies are considered as such, and that they are better explained as causes for strategy use, such as ignorance of rule restriction and overgeneralization which are some of the strategies mentioned by Richards (1980) (James, 1998, pp. 113-114).

However, based on the above-reviewed studies, it is clear that the most common translation strategies used by learners include the ones outlined by Baker (1992):

1. Using a TL idiomatic expression that has a similar form and meaning.

2. Using a TL idiomatic expression that has a similar meaning but different form.

3. Paraphrasing the SL idiomatic expression to render its meaning without adhering to its idiomatic form.

4. Omitting the expression when no equivalents or paraphrases are available or possible, or when stylistic variations do not favor their use.

In addition to Baker's strategies there are other common strategies, such as literal translation especially when the subjects face difficulties in understanding the SL idiom or recognizing it.

2. 6. Conclusion

Based on the studies reviewed above, it is clear that idiomatic expressions are difficult for language learners due to a number of different factors, such as their fixed and culturally-bound meanings, their structural restrictions, the inability to recognize them as multi-word units, as well as interference from the Arabic language. Furthermore, the literature also demonstrated that when it comes to the translation of idiomatic expressions, learners resort to a number of different strategies, such as, omission, literal translation, paraphrase, using idioms with similar forms/meanings, and so on.

It is also clear that the present study shares many similarities with previous research in the field. However, the objectives of some of the previous studies differ from the present study's objectives. Some studies examined the subjects' ability to understand, produce, or learn English idioms (e.g., Abu-Afeefeh, 1987, Migdadi, 1994, and Abdul Wahhab, 2002). Other studies investigated whether or not students face any difficulties in translating idiomatic expressions and

attempted to highlight these difficulties (e.g., Ayoub, 1994 and Hussein et al., 2000). In some cases, the studies also indicated the causes of these difficulties and/or the types of idioms that are problematic (e.g., Bataineh, 1996). Finally, some studies examined the lexical problems associated with translation (Al-Qahtany, 2004), idiom translation and the degree of translation strategy awareness (Badawi, 2008), or communication strategy use in translation (Al-Sheikh, 2011).

The present study differs from most of the studies reviewed above in that it examines two aspects simultaneously: (1) the comprehension of English idiomatic expressions, and (2) the translation of English idiomatic expressions into Arabic, while many of the reviewed studies examined translation from Arabic into English.

Furthermore, the study also aims to use the subjects' responses on the tests to create a classification of the errors made and the translation strategies followed. This information could be used to help educate translation students on the difficulties themselves and the strategies needed to deal with them. The classifications could also be used to help novice translation teachers.

CHAPTER THREE

Methodology and Instruments

3. 1. Research Design

As discussed above, the aim of this study was to examine whether or not the subjects face difficulties in understanding and translating idiomatic expressions, as well as to describe and classify the translation strategies they used and the errors they made.

Thus, the research followed a qualitative descriptive design model and the collected data was analyzed quantitatively.

This chapter will provide more details on the subjects, the instruments used for data collection, and the methods of data analysis.

However, it is important to explain at this point that during data analysis, the preliminary findings indicated the need for further investigation. Thus, it was necessary to create additional tests to validate the findings. That is why there are two sets of tests and two study samples as well.

3. 2. Subjects

The study population consisted of the female students from the English Language Program at the College of Languages and Translation, King Saud University. Students of this major receive two years of language training in the English language skills and components. The remaining three years of the 5-year program include courses in the theoretical aspects of translation, courses in theoretical linguistics, a number of different courses in practical translation and interpreting, as well as general university requirements.

The sample of the study consisted of randomly selected students in their fourth and fifth year of study. The researcher decided to choose subjects at this stage of their study because at this point, they have had more training in a variety of different fields of translation, compared to students at lower levels.

3. 2. 1. Group One

The first group of subjects was composed of 57 female English translation majors in their fourth and fifth year of study. This group took the first set of tests (i.e., the Translation Test, the Sentence Comprehension Test, and the Multiple-Choice Recognition Test). More details are provided in section 3. 3. 1.

3. 2. 2. Group Two

The second group of subjects was composed of 46 female English translation majors in their fourth and fifth year of study. This group took the second set of tests (i.e., the Multiple-Choice Translation Test and the Multiple-Choice Sentence Comprehension Test). More details are provided in section 3. 3. 2.

3. 3. Instruments

In order to investigate the research questions, the researcher collected data from the subjects by administering two sets of tests. The first set, which was administered to the first group of subjects, consisted of three different tests: (1) a Translation Test, (2) a Sentence Comprehension Test, and (3) a Multiple-Choice Recognition Test. The three tests were adapted from Owaidah's 1991dissertation.

The idiomatic expressions used in the instruments were mainly selected from the following two sources:

1. *Illustrated American Idioms: Advanced Level Functional Activities for Development of Vocabulary* by Dean Curry (1999)

2. *Oxford Idioms Dictionary for Learners of English* (2001)

The idioms were chosen by the researcher. Expressions that are more formal and more likely to be used in written texts were selected, while expressions that were informal or colloquial were excluded from the selection process.

However, after preliminary analysis of the data collected from the first group of subjects using the first three tests (i.e., the Translation Test, the Sentence Comprehension Test, and the Multiple-Choice Recognition Test), the initial statistical analysis of the results of the Sentence Comprehension Test and the Multiple-Choice Recognition Test presented some contradictory findings because the first group of subjects' performance on the Sentence Comprehension Test was not that good, while their performance on the Multiple-Choice Recognition Test was relatively better.

Thus, it was decided to create a second set of tests in multiple-choice format using the same items on the Translation Test and the Sentence Comprehension Test. The second group of tests was to be given to a second group of subjects belonging to the same study population as it would not have been feasible to locate the students who participated in the first group of subjects since they had already graduated at the time.

The purpose of the second set of tests was to find out whether the first group's average performance on the Translation Test and the Sentence Comprehension Test was a result of their inability to understand the sentences with English idiomatic expressions (i.e., to understand the meanings of the idioms), or whether the cause was problems with producing correct translations and paraphrases. This basically means that if the performance on the second set of tests was better than it was on the first set, then the problem probably lies in the inability to produce correct translations and paraphrases, and not in understanding idiomatic expressions. Further explanation of the tests and the marks allocated to them is found in sections 3. 3. 1. and 3. 3. 2.

3. 3. 1. The First Set of Tests

This set consists of three tests: (1) the Translation Test, (2) the Sentence Comprehension Test, and (3) the Multiple-Choice Recognition Test. These three tests were created during the initial stages of research to collect the required data, and they were administered to the first group of subjects.

3. 3. 1. 1. The Translation Test

The Translation Test is composed of 20 items. For each item, the subjects were required to translate English sentences containing idioms into Arabic (see Appendix A). The test aimed to evaluate the subjects' ability to transfer the meanings of idiomatic expressions from English into Arabic.

3. 3. 1. 2. The Sentence Comprehension Test

This test also consists of 20 items. For each item, the subjects were required to provide an explanation or paraphrase (in English) of the underlined part of the sentences (see Appendix B).

This test aimed to evaluate the subjects' comprehension of English idiomatic expressions. Owaidah explained that the purpose of this test was to examine whether or not the subjects had the ability to infer the meanings of the idioms from the context (1991, p. 54).

3. 3. 1. 3. The Multiple-Choice Recognition Test

This test consists of 20 items as well. For each item, the subjects were required to choose the word or phrase that best represents the meaning of the underlined part (see Appendix C). The test aimed to evaluate the subjects' comprehension of some English idioms. Owaidah explained that this test was used to examine the learners' awareness of English idiomatic expressions. It tests the learners' ability to choose a correct synonym or paraphrase of the underlined word or phrase from a number of given choices (1991, p. 54).

3. 3. 2. The Second Set of Tests

The second set consists of two tests: (1) the Multiple-Choice Translation Test and (2) the Multiple-Choice Sentence Comprehension Test. It was necessary to create these two additional tests after the preliminary findings indicated the need for further investigation as explained in section 3. 3. This set was administered to the second group of subjects.

3. 3. 2. 1. The Multiple-Choice Translation Test

This test consists of the same 20 items used in the Translation Test in set one. The subjects were required to choose the most suitable translation from a number of given choices (see Appendix D). The aim of this test was to determine whether the errors committed by the first group of subjects on the Translation Test were the result of their inability to understand the

idiomatic expressions, or whether they were caused by their inability to produce correct/acceptable translations.

3. 3. 2. 2. The Multiple-Choice Sentence Comprehension Test

This test consists of the same 20 items used in the Sentence Comprehension Test in set one. The subjects were required to choose the most suitable paraphrase from a number of given choices (see Appendix E). The aim of this test was to determine whether the errors committed by the first group of subjects on the Sentence Comprehension Test were the result of their inability to understand the idiomatic expressions, or whether they were caused by their inability to produce correct/acceptable paraphrases.

3. 3. 3. Tests' Reliability

The split half procedure was used to establish reliability of the instruments, which were found to be reliable. Below is an explanation for each test.

3. 3. 3. 1. The Translation Test

The split half procedure was applied to the Translation Test. The value of Alpha for the first half of the test was 0.62 and for the second half the value of Alpha was 0.63, and the correlation between the two forms was found at 0.73. As shown in Table 1.

Table 1

Reliability of the Translation Test

Cronbach's Alpha	Part 1	Value	.62
		N of Items	10
	Part 2	Value	.63
		N of Items	10
	Total N of Items		20
Correlation Between Forms			.73

3. 3. 3. 2. The Sentence Comprehension Test

The split half procedure was applied to the Sentence Comprehension Test. The value of Alpha for the first half of the test was 0.89 and for the second half the value of Alpha was 0.92, and the correlation between the two forms was found at 0.89. As shown in Table 2.

Table 2

Reliability of the Sentence Comprehension Test

Cronbach's Alpha	Part 1	Value	.89
		N of Items	10
	Part 2	Value	.92
		N of Items	10
	Total N of Items		20
Correlation Between Forms			.89

3. 3. 3. 3. The Multiple-Choice Recognition Test

The split half procedure was applied to the Multiple-Choice Recognition Test. The value of Alpha for the first half of the test was 0.52 and for the second half the value of Alpha was 0.30, and the correlation between the two forms was found at 0.39. As shown in Table 3.

Table 3

Reliability of the Multiple-Choice Recognition Test

Cronbach's Alpha	Part 1	Value	.52
		N of Items	10
	Part 2	Value	.30
		N of Items	9
	Total N of Items		19
Correlation Between Forms			.39

3. 3. 3. 4. The Multiple-Choice Translation Test

The split half procedure was applied to the Multiple-Choice Translation Test. The value of Alpha for the first half of the test was 0.35 and for the second half the value of Alpha was 0.45, and the correlation between the two forms was found at 0.30. As shown in Table 4.

Table 4

Reliability of the Multiple-Choice Translation Test

Cronbach's Alpha	Part 1	Value	.35
		N of Items	10
	Part 2	Value	.45
		N of Items	10
	Total N of Items		20
Correlation Between Forms			.30

3. 3. 3. 5. The Multiple-Choice Sentence Comprehension Test

The split half procedure was applied to the Multiple-Choice Sentence Comprehension Test. The value of Alpha for the first half of the test was 0.64 and for the second half the value of Alpha was 0.71, and the correlation between the two forms was found at 0.70. As shown in Table 5.

Table 5

Reliability of the Multiple-Choice Sentence Comprehension Test

Cronbach's Alpha	Part 1	Value	.64
		N of Items	10
	Part 2	Value	.71
		N of Items	10
	Total N of Items		20
Correlation Between Forms			.70

3. 3. 4. Tests' Validity

To establish validity, the tests were rated by a number of faculty members at the College of Languages and Translation who have experience in teaching translation. Their constructive comments and remarks were taken into consideration and the necessary changes were made accordingly.

3. 4. Data-Collection Procedures

Both sets of tests were administered to the subjects by the researcher herself. In each instance, the subjects were given a clear set of instructions, as well as enough time to complete the tests.

3. 5. Data-Analysis Procedures

The procedures used for scoring and evaluating the subjects' responses were adopted from Owaidah's (1991) methods. An explanation of each follows.

3. 5. 1. The Translation Test

The researcher adopted the same grading scale used by Owaidah (1991). The difference between the test used by Owaidah (1991) and the one used in the current study is that Owaidah's test required subjects to translate expressions from Arabic into English, while the test in the current study required subjects to translate expressions from English into Arabic. The exam was graded out of 100 marks with five marks being allocated to each item. The criteria followed in grading the test are explained in Table 6.

Table 6

Grading Criteria for the Translation Test

Mark	Explanation
0	No mark is given if the participant does not provide a translation.
1	1 mark is given if the participant provides an incorrect translation.
2	2 marks are given if the participant provides a weak translation.
3	3 marks are given if the participant provides an average translation.
4	4 marks are given if the participant provides a good translation.
5	5 marks are given if the participant provides an excellent translation.

The subjects' responses on the Translation Test were also used to create a classification of the errors they made as well as the translation strategies they followed.

3. 5. 2. The Sentence Comprehension Test

The Sentence Comprehension Test was also graded out of 100 marks with five marks being allocated to each item. The criteria followed in grading the test are explained in Table 7.

Table 7

Grading Criteria for the Sentence Comprehension Test

Mark	Explanation
0	No mark is given if the participant does not provide a paraphrase.
1	1 mark is given if the participant provides an incorrect paraphrase.
2	2 marks are given if the participant provides a weak paraphrase.
3	3 marks are given if the participant provides an average paraphrase.
4	4 marks are given if the participant provides a good paraphrase.
5	5 marks are given if the participant provides an excellent paraphrase.

3. 5. 3. The Multiple-Choice Recognition Test

The Multiple-Choice Recognition Test was graded out of 20 marks with one mark being allocated to each item. A two-point scale was used to grade the subjects' responses on this test. The criteria followed in grading the test are explained in Table 8.

Table 8

Grading Criteria for the Multiple-Choice Recognition Test

Mark	Explanation
0	No mark is given if the participant does not make a choice *OR* if the participant makes an incorrect choice.
1	1 mark is given if the participant makes a correct choice.

3. 5. 4. The Multiple-Choice Translation Test

The Multiple-Choice Translation Test was graded out of 20 marks with one mark being allocated to each item. A two-point scale was used to grade the subjects' responses on this test. The criteria followed in grading the test are explained in Table 9.

Table 9

Grading Criteria for the Multiple-Choice Translation Test

Mark	Explanation
0	No mark is given if the participant does not make a choice *OR* if the participant makes an incorrect choice.
1	1 mark is given if the participant makes a correct choice.

3. 5. 5. The Multiple-Choice Sentence Comprehension Test

The Multiple-Choice Sentence Comprehension Test was graded out of 20 marks with one mark being allocated to each item. A two-point scale was used to grade the subjects' responses on this test. The criteria followed in grading the test are explained in Table 10.

Table 10

Grading Criteria for the Multiple-Choice Sentence Comprehension Test

Mark	Explanation
0	No mark is given if the participant does not make a choice *OR* if the participant makes an incorrect choice.
1	1 mark is given if the participant makes a correct choice.

3. 6. Measurement

The results of the study were obtained from the analysis of the data collected using the tests discussed above. In order to analyze the collected data, frequency distributions were specified by calculating the mean and standard deviation for each item, thereby determining the degree of difficulty of the items by ordering the results accordingly (see Tables F1 to F5 in Appendix F).

Furthermore, the One-Sample T-Test was applied to determine the means for the items on each of the tests in order to measure the accuracy of the responses, and finally to establish whether or not a degree of difficulty was present in both translation and comprehension (see Tables G1 to G5 in Appendix G).

CHAPTER FOUR

Data Analysis and Results

4. 1. Introduction

This chapter deals with the analysis and interpretation of the data collected from the study instruments. The discussion will be divided according to the research questions:

1. Do female translation majors face difficulties in understanding English idiomatic expressions?

2. Do female translation majors face difficulties in translating English idiomatic expressions into Arabic?

3. What are the difficulties the subjects in the study face when they come across the aforementioned expressions?

4. How can these difficulties/errors be classified?

5. What are the strategies the subjects resort to when dealing with idioms in translation?

4. 2. Research Question One

The first research question is: Do female translation majors face difficulties in understanding English idiomatic expressions? To answer this question the researcher mainly examined the results of: (1) the Sentence Comprehension Test, (2) the Multiple-Choice Sentence Comprehension Test, and (3) the Multiple-Choice Recognition Test as the main purpose of these tests was to examine the subjects' ability to understand idiomatic expressions in the English Language. The researcher also took into consideration the results of the Multiple-Choice

Translation Test since it also gives an indication of whether or not the subjects understand English idiomatic expressions.

4. 2. 1. The Sentence Comprehension Test and the Multiple-Choice Sentence Comprehension Test

The researcher will devote this section to discuss the results of the Sentence Comprehension Test taken by the first group of subjects, and the Multiple-Choice Sentence Comprehension Test taken by the second group of subjects since the sentences on the two tests are identical.

Accordingly, after analyzing the subjects' results on the Sentence Comprehension Test, it was found that 39.2% of the total paraphrases provided by the subjects were excellent (i.e., were given 5 marks), which is not a relatively high percentage. However, 29.64% of the total responses were left blank by the subjects as shown in Table 11.

Table 11

Analysis of the Results on the Sentence Comprehension Test

	N	%
Excellent paraphrase	447	39.2
Good paraphrase	35	3.07
Average paraphrase	44	3.85
Weak paraphrase	29	2.54
Incorrect paraphrase	247	21.7
No response	338	29.64
Total	1140	100

Nevertheless, the achievement level on this test does not necessarily indicate that the

subjects did or did not understand the expressions. In other words, these results do not indicate

that the first group of subjects had difficulties in the comprehension of idiomatic expressions, as

the test involves the skill of paraphrase which means that the subjects not only had to understand

the expressions, but they also had to express their meanings in their own words. So, if a subject

understood the expression, but failed to express its meaning correctly, then that means she had

difficulty in producing the paraphrase and not in understanding the idiom. For this reason, it was

necessary to verify whether the weak or incorrect scores were the result of miscomprehension or

mistakes in paraphrasing.

Thus, the Multiple-Choice Sentence Comprehension Test was created using the same

sentences in the Sentence Comprehension Test. The results on the Multiple-Choice Sentence

Comprehension Test indicated that 82.71% of the subjects' total responses were correct as shown

in Table 12, which is considered a high percentage.

Table 12

Analysis of the Results on the Multiple-Choice Sentence Comprehension Test I

	Correct Responses	Incorrect Responses
N	761	159
%	82.7	17.3

Table 13 gives further details of the percentages of correct and incorrect responses for

each item on the test, and it becomes clear after this analysis that the performance on the

Multiple-Choice Sentence Comprehension Test was mostly high.

Table 13

Analysis of the Results on the Multiple-Choice Sentence Comprehension Test II

Item	Number Count of Correct Responses	Percentage of Correct Responses	Number Count of Incorrect Responses	Percentage of Incorrect Responses
1	39	84.8	7	15.2
2	21	45.7	25	54.3
3	42	91.3	4	8.7
4	28	60.9	18	39.1
5	45	97.8	1	2.2
6	44	95.7	2	4.3
7	38	82.6	8	17.4
8	42	91.3	4	8.7
9	41	89.1	5	10.9
10	42	91.3	4	8.7
11	43	93.5	3	6.5
12	39	84.8	7	15.2
13	40	87.0	6	13.0
14	33	71.7	13	28.3
15	40	87.0	6	13.0
16	42	91.3	4	8.7
17	24	52.2	22	47.8
18	40	87.0	6	13.0
19	35	76.1	11	23.9
20	43	93.5	3	6.5

4. 2. 2. The Multiple-Choice Recognition Test

As for the results on the Multiple-Choice Recognition Test taken by the first group of subjects, the analysis revealed that the percentage of correct responses was 68% of the total number of responses which is not considered a relatively high percentage (see Table 14).

Table 14

Analysis of the Results on the Multiple-Choice Recognition Test I

	Correct Responses	Incorrect Responses
N	775	365
%	68.0	32.0

More details concerning the percentages of correct and incorrect responses for each item on the Multiple-Choice Recognition Test are displayed in Table 15.

Table 15

Analysis of the Results on the Multiple-Choice Recognition Test II

Item	Number Count of Correct Responses	Percentage of Correct Responses	Number Count of Incorrect Responses	Percentage of Incorrect Responses
1	46	80.7	11	19.3
2	24	42.1	33	57.9
3	56	98.2	1	1.8
4	40	70.2	17	29.8
5	25	43.9	32	56.1
6	47	82.5	10	17.5
7	31	54.4	26	45.6
8	51	89.5	6	10.5

9	38	66.7	19	33.3
10	39	68.4	18	31.6
11	22	38.6	35	61.4
12	48	84.2	9	15.8
13	42	73.7	15	26.3
14	15	26.3	42	73.7
15	56	98.2	1	1.8
16	57	100.0	0	0.0
17	39	68.4	18	31.6
18	30	52.6	27	47.4
19	27	47.4	30	52.6
20	42	73.7	15	26.3

It is important to point out that the items on the Multiple-Choice Sentence Comprehension Test and the Multiple-Choice Recognition Test are different which explains the difference in the results.

4. 2. 3. The Multiple-Choice Translation Test

The researcher included a discussion of the results of the Multiple-Choice Translation Test taken by the second group of subjects under the discussion of Research Question One because the subjects' choices on this test provided an indication of their comprehension of the expressions on the test. As the choices they made, were based on their comprehension of the sentences among, other factors.

The subjects' performance on this test indicated that the percentage of correct responses was 75.7%, which is a relatively high percentage. See Table 16.

Table 16

Analysis of the Results on the Multiple-Choice Translation Test

	Correct Responses	Incorrect Responses
N	696	224
%	75.7	24.3

Hence, in response to the first research question, and after analyzing the data collected from the four relevant instruments, it can be concluded that the subjects of the present study generally do not face difficulties in understanding idiomatic expressions.

4. 3. Research Question Two

The second research question is: Do female translation majors face difficulties in translating English idiomatic expressions into Arabic? To answer this question, the researcher analyzed the subjects' results on the Translation Test, which was given to the first group of subjects, and the Multiple-Choice Translation Test, which was given to the second group of subjects, as the main purpose of these two tests was to investigate translation ability.

After analyzing the subjects' translations on the Translation Test, it was exhibited that 43% of the subjects' total responses were excellent translations, while 27% were incorrect translations as shown in Table 17. The percentage of responses that were left blank was not statistically significant at only 8% of the total number of responses.

Table 17

Analysis of the Results on the Translation Test

	N	%
Excellent translation	494	43
Good translation	98	9
Average translation	117	10
Weak translation	32	3
Incorrect translation	307	27
No response	92	8
Total	1140	100

Having reached these results, it could be inferred that the subjects generally do face difficulties in translating English idiomatic expressions into Arabic. Furthermore, when taking into consideration the subjects' results on the Multiple-Choice Translation Test, as previously discussed in section 4. 2. 3. (i.e., the percentage of correct responses was approximately 75%), it could be further concluded that the relatively low scores can be attributed to difficulties in the process of translation itself, and not due to miscomprehension of the expressions as they were generally able to choose the most suitable translation when provided with a number of choices.

4. 4. Research Questions Three and Four

The third and fourth research questions are: What are the difficulties the subjects in the study face when they come across the aforementioned expressions? And: How can these difficulties/errors be classified? They will be discussed together in this section because they are related.

To answer these questions, the researcher examined the subjects' responses on the Translation Test, which was given to the first group of subjects. After analyzing the subjects'

translations, the researcher indicated the major types of errors committed by the subjects. These error categories also helped in inferring the major areas of difficulty.

The analysis revealed that the errors were found to fall under 11 categories with some categories proving to be more statistically significant than others. Most of the error categories corresponded to those found by Shudooh (1988) and Al-Qahtany (2004) in their studies. They are: miscomprehension of the original, wrong choice of word, literal translation, omission, addition, register/style, sentence structure, redundancy, ambiguity, use of exact English expression, and transliteration. Details of the percentage of the occurrence of each error type are shown in Table 18.

Table 18

Percentage of the Occurrence of Each Error Type

Error Type	N	%
Miscomprehension of original	239	41.71
Wrong choice of word	131	22.9
Literal translation	88	15.35
Register/style	42	7.32
Omission	25	4.36
Sentence structure	24	4.18
Addition	14	2.44
Ambiguity	5	0.87
Redundancy	3	0.52
Transliteration	1	0.17
Use of exact English expression	1	0.17

After categorizing the error types, it should be pointed out that the subjects committed such errors for two main reasons: (1) weakness of their English language proficiency, and (2) their inability, in some cases, to sense the idiomaticity of the expression.

4. 4. 1. Miscomprehension of the Original

After examining the subjects' translations, it appeared that most of the errors occurred as a result of the subjects' inability to understand the meaning of the original English sentence. As a consequence, the translations were incorrect because they expressed meanings other than those intended by the ST. In the present study, miscomprehension of the original represents 41.71% of the total number of errors.

Under his discussion of this error type, Shudooh explained that errors resulting from the miscomprehension of the original text represent a serious problem as these errors result in sentences with distorted meanings. He also mentioned that these errors were mainly caused by the subjects' weak command of English which prevents them from grasping the intended meaning (1988, p. 25).

The following sentences are some examples of the occurrence of this error type:

1. The new speed violation laws will go into effect immediately.

أن القوانين الجديدة غير العادلة ستتغير مباشرة.

2. The company's difficulties gave their competition a window of opportunity to introduce their new product.

أعطت الشركة فرصة للمنافسين للأطلاع على المنتج الجديد.

3. Officials declared standards in education have fallen across the board.

أعلن المسؤولون بأن مقاييس تعليم تم إلغاؤها.

4. His actions were always above all suspicion.

دائماً أفعاله تتعدى التوقعات.

5. The ideas discussed in the conference were ahead of their time.

القضايا التي تم طرحها في المؤتمر أخذت وقتاً طويلاً.

4. 4. 2. Wrong Choice of Word

This error category represents the second major area of difficulty at 22.9%. The subjects were frequently mistaken in their choice of word either due to its similarity in form or meaning to another word, a wrong choice of derivation, or a wrong collocation.

It was noticed in one particular sentence "The new speed violation laws will go into effect immediately", that many of the subjects substituted the word "violence" for the word "violation" because many of the translations contained the word "عنف", which is the Arabic equivalent of "violence".

Furthermore, in the sentence "Only the cream of the crop were asked to attend the meeting", it was clear that many subjects were able to associate the meaning of "important people" with the expression "cream of the crop". However, most of them were unable to choose a suitable equivalence. Some of the translations they provided were: قادة الفرقة ـ الرؤساء ـ المدير ـ المسؤولين ـ المجموعة الهامة ـ الأعضاء المهمين.

In some cases, the wrong choice of word was the result of an attempt at yielding an idiomatic expression or collocation. For example, as a translation for "a big fish in a small pond", one of the responses was: نجماً وحيداً في مجتمعه. From the subject's response, it was clear that she attempted to provide a translation with idiomatic equivalence. The result was an awkward collocation in Arabic.

Another similar example that shows an unsuccessful attempt at producing an acceptable collocation was found for the translation of the sentence "This new "miracle medicine" is a double-edged sword; it will cure the disease, but it has some unpleasant side effects". One subject provided the following translation: لهذا الدواء المعجزة الجديد وجهان فهو سيعالج المرض من جهة و لكنه ذا آثار جانبية غير محمودة. In this case, the subject used the Arabic word "وجهان" to express the meaning of "double-edged". This also created an awkward collocation since the word "وجهان" in Arabic is usually associated with people.

4. 4. 3. Literal Translation

Literal translation accounted for 15.35% of the total number of errors. This type of error occurred when the subjects used word for word translation to express the meanings of the words in the English sentences (Al-Qahtany, 2004, p. 64). Ghazala explained that most of the errors translation students commit are due to their literal translation of words (2003, p83).

It was noticed that the subjects resorted to literal translation in some sentences more than others. For example, in the sentence "The library has a place where you can return books after hours", many of the subjects translated the idiomatic expression "after hours" literally into " بعد ساعات". This probably means that many of them most probably did not recognize the expression as idiomatic, and therefore, they did not treat it as such.

Some other examples of literal translation which could have resulted from the inability of the subjects to recognize the idiomaticity of the expressions, miscomprehension of the original, or attempting an idiomatic equivalent are:

1. Officials reported that there is <u>a crying need</u> for more schools in this area.

ذكر مسؤولون أن هناك <u>صرخات</u> تدعو إلى انشاء المزيد من المدارس في هذه المنطقة.

2. The company's difficulties gave their competition a <u>window of opportunity</u> to introduce their new product.

أعطت صعوبات الشركة منافسيها <u>نافذة من الفرص</u> لتقديم منتجاتهم الحديثة.

3. With his specialized degree, he was considered <u>a big fish in a small pond</u>.

بشهادته المتخصصة أعتبر <u>كسمكة كبيرة في حوض صغير</u>.

4. The thief was caught <u>red-handed</u>.

قبض على اللص و <u>يديه ملطخة بالدماء</u>.

5. The <u>rise</u> in the value of the Euro will work to the advantage of some companies.

سيكون <u>الأرز</u> بقيمة اليورو لصالح بعض الشركات.

6. The new "miracle medicine" is a <u>double-edged sword</u>; it will cure the disease, but it has some unpleasant side effects.

هذا العلاج المعجزة هو <u>سيف ذو حدين</u>؛ سيعالج المرض و لكن له آثار جانبية سيئة.

7. His actions were always <u>above all suspicion</u>.

<div dir="rtl">إن تصرفاته كانت <u>فوق كل الظنون</u>.</div>

8. The ideas discussed in the conference were <u>ahead of their time</u>.

<div dir="rtl">الأفكار التي تمت مناقشتها في المؤتمر كانت <u>قبل وقتها</u>.</div>

4. 4. 4. Register/Style

Registers are defined as language varieties that are appropriate for use in certain situations (Finegan and Besnier, 1989, p. 451, cited in Ayoub, 1994, p. 50). Ayoub explains that translators should maintain the same register and level of formality used by the author of the original text. Thus, a translation should not be more formal or more colloquial than the original (1994, p. 53). Errors of this type represent 7.32% of the total number of errors.

In some cases, the subjects were mistaken in their choice of register when they provided their translations. For instance, some used a more colloquial register to express the meaning of the given expressions. For example, one of the students provided the translation "كبر رأسه" as an equivalent for "he began to get too big for his britches". Another example is the expression "حتكسر الدنيا" for the expression "ground-breaking".

In other responses, the subjects sometimes provided translations that gave certain indications or shades of meaning not inferred from the original English sentences. For example, a couple of subjects used the Arabic word "استدعاء" in their translation of the sentence "Only the cream of the crop were asked to attend the meaning". Although the Arabic word "استدعاء" does carry the meaning "to ask someone to come" it does not mean "to invite or to ask nicely". Furthermore, it is also mostly used in Arabic in contexts where an authority asks someone to

meet with them. So, in this case, although the meaning is not absolutely incorrect, the translation did provide an extra shade of meaning that is not expressed by the original English sentence.

4. 4. 5. Omission

This type of error occurred when the subjects omitted words or phrases during the translation process. Most of the occurrences can be attributed to carelessness since the percentage of omission is not statistically significant at 4.36%, in addition to the fact that the omitted words were not generally considered difficult. However, in some cases, the subjects omitted the translation of the idiomatic expression completely. In such cases, the reason was probably their inability to understand the meanings of the expressions (i.e., their ignorance of the meanings).

The following sentences are examples of the occurrence of omission. The underlined words indicate where the omission occurred.

1. Officials reported that there is a <u>crying</u> need for more schools in this area.

أصدر المسؤولون تقرير بالحاجة للمزيد من المدارس في هذه المنطقة.

2. The new <u>speed violation</u> laws will go into effect immediately.

سيتم تنفيذ القانون فوراً.

3. The company's difficulties gave <u>their competition</u> a window of opportunity to introduce their new product.

منحت صعوبات الشركة العديد من الفرص لتقديم منتجهم الجديد.

4. Officials declared standards in education have fallen <u>across the board</u>.

صرح مسؤولون حول تدني مستوى التعليم.

5. They discovered <u>ground-breaking techniques</u> that will help in saving people's lives.

تم اكتشاف تقنيات للمساعدة في الحفاظ على حياة الناس.

6. The thief was caught <u>red-handed</u>.

تم القبض على اللص.

7. The library has a place where you can return books <u>after hours</u>.

يوجد في المكتبة مكان مخصص تعيد الكتب المعارة إليه.

8. The team won after they discovered their opponents' <u>Achilles heel</u>.

فاز الفريق بعد اكتشاف نظيرهم.

4. 4. 6. Sentence Structure

Errors in sentence structure occurred when subjects provided unacceptable Arabic sentences due to repetition, wrong word order, incorrect use of pronouns or demonstratives, or wrong person, number, voice, or tense. Errors of this type represent 4.18%.

However, since the TL in the present study is the subjects' native language (i.e., Arabic), the researcher believes that the cause of errors in this category was either carelessness or, in some cases, the errors could have been the result of interference from English sentence structure. The following are some examples of the occurrence of this error type:

1. Well-qualified young people with experience in marketing are in great demand these days.

الحاجة إلى مسوق مؤهل و ذو خبرة هو ما يتطلب هذه الأيام.

2. The thief was caught red-handed.

لقد تم القبض على اللصوص و هم متلبسين.

3. The student's performance fell short of what is required of him to pass.

كان آداء الطلاب ضعيف.

كان اداء الطالب أقل مما يحتاجه للنجاح فيه.

4. 4. 7. Addition

Addition occurred when the subjects added items to their translations that were not part of the original English sentences. Addition can also be considered a statistically insignificant error type since not many occurrences were found. It accounted for 2.44% of the total number of errors. In some cases, the added items were not important and did not affect the meaning of the sentence. However, in other cases, the added items changed the intended meaning. This probably means that the subjects did not fully understand the meaning of the original sentence.

The following sentences are some examples of the occurrence of addition. The underlined words indicate where the errors occurred.

1. Officials reported that there is a crying need for more schools in this area.

صرح المسؤولون بأن هناك فئة تحتاج إلى المزيد من المدارس في هذه المنطقة.

2. The new speed violation laws will go into effect immediately.

قانون <u>المختص</u> بقيادة السيارة بسرعة غير قانونية سوف تظهر نتائجه سريعاً.

3. Well-qualified young people with experience in marketing are in great demand these days.

الشباب المؤهلين و الذين لديهم خبرة في التسوق مطلوبين <u>أكثر من غيرهم</u> هذه الأيام.

4. He's on the point of starting a new life in another country.

<u>هو في مرحلة جديدة</u> حيث سيبدأ حياته في دولة أخرى.

5. The student's performance fell short of what is required of him to pass.

لم يكن اداء الطلاب كافياً لما يتطلبه النجاح <u>عند أستاذهم</u>.

4. 4. 8. Ambiguity

In some cases, the subjects provided sentences that were unclear and ambiguous. This ambiguity was sometimes the result of their odd use of pronouns, or an attempt to create a collocation. Nevertheless, ambiguity is not a statistically significant error type as it represents only 0.87%.

Shudooh differentiated between ambiguity in the semantic sense (i.e., a sentence or word with more than one interpretation) and ambiguity in sentences which are confusing or offer an unclear meaning (1988, pp. 21-22). The second meaning of ambiguity is our concern in the current study, and some examples are:

1. The student's performance fell short of what is required of him to pass.

آداء الطالب في الاختبار تطلب أكثر منه للنجاح فيه.

2. Officials declared standards in education have fallen across the board.

صرح مسئولين بأن معايير التعليم تدنى المقاييس.

4. 4. 9. Redundancy

Redundant sentences were the result of the repetition of some ideas within the translation. This resulted in sentences that were too long, too weak, and, sometimes even, unclear. Shudooh defines redundancy as "the use of unnecessary and irrelevant material in the text" (1988, p. 20). However, redundancy is not considered a major error category as it represents only 0.52%.

An example of this type of error is the translation provided for the sentence "The company's difficulties gave their competition a window of opportunity to introduce their new product" as " ساعدت الصعوبات التي واجهتها الشركة على فتح باب المنافسة لها و ذلك بإتاحة الفرصة لها بتقديم منتجها الجديد". The repetition of the pronoun in the Arabic sentence, in addition to its incorrect reference resulted in a weak and incorrect translation of the original.

4. 4. 10. Transliteration

There was only one occurrence of transliteration in the sentence "The team won after they discovered their opponents' Achilles heel". The subject provided the following translation: أشيلز هيل "فاز الفريق بعد أن اكتشف خصومه".

It seems that, the subject did not recognize the expression as an idiomatic expression, and so she dealt with it as a proper noun that needed to be transliterated.

4. 4. 11. Use of Exact English Expression

There was also only one occurrence of this type of error in the sentence "Only the cream of the crop were asked to attend the meeting". The subject responded "هم فقط من حضروا الاجتماع" cream of the crop". The subject most likely did not recognize the expression "cream of the crop" as an idiomatic expression and treated it as a name denoting a specific group or category.

4. 5. Research Question Five

The fifth and final research question is: What are the strategies the subjects resort to when dealing with idioms in translation? In order to answer this question, the researcher mainly used the responses to the Translation Test, which was given to the first group of subjects. After the subjects' translations were graded and the error types were classified, the researcher used the responses to create a classification of the strategies they used to translate the English sentences into Arabic.

Generally speaking, the strategies used by the subjects of the study correspond to some of the compensation strategies outlined by Oxford (1990). Namely, with regards to the aspect of comprehension and especially when the meaning of the idiom was unclear, the subjects most probably resorted to guessing which could have been accomplished through linguistic clues since learners resort to guessing when their lack of knowledge of vocabulary or grammar prevents them from understanding the intended meaning (Oxford, 1990, p. 49).

As for the translation process, the subjects generally tried to overcome limitations in writing by applying a number of strategies, some of which correspond loosely to Oxford's (1990, pp. 50-51), such as:

1. Avoiding communication partially or totally. This occurred when subjects omitted the translation of the idiomatic expressions which was probably because they were unable to understand them.

2. Adjusting or approximating the message. In this case, the subjects tried to provide near equivalent expressions by rendering expressions that were attempts at creating idiomatic expressions in the TL, or when they resorted to literal translation.

3. Using circumlocution or synonym. Sometimes subjects provided paraphrases or explanations of the given expressions.

It was found that the subjects mainly used seven strategies. These are: paraphrase, literal translation, use of an idiom or attempting an idiomatic translation, omission, use of a colloquial expression, transliteration, and use of the exact English expression. Details of the percentage of use for each strategy type are further presented in Table 19.

Table 19

Percentage of the Occurrence of Each Strategy Type

Strategy Type	N	%
Paraphrase	774	72.13
Literal Translation	165	15.4
Use of an Idiom/Attempting an Idiomatic Translation	101	9.4
Omission	29	2.7
Use of a Colloquial Expression	2	0.19
Transliteration	1	0.09
Use of Exact English Expression	1	0.09

After listing the strategy categories above, it is important to explain the reason for the overlap between these categories and the error categories discussed in section 4.4. For example, literal translation is an error type and also a strategy type. Similarly, omission, use of colloquial expression, transliteration, and use of English expression are both error and strategy types.

These categories have been used to designate error types in section 4.4. under the discussion of the classification of the errors the subjects made. However, they must also be included as strategies and discussed in this section because when the researcher examined the strategies the subjects used during translation, the strategies of literal translation or omission, for example, were used to render the Arabic sentence equivalents of the originals. When subjects used literal translation, the results were incorrect expressions that could not be considered proper Arabic; hence, these instances were considered errors. Similarly, omission was used in many cases, and the result was an incomplete sentence that failed to represent the intended meaning. Thus, the strategies discussed below are used to describe the methods the subjects used to create the translations, whether the result of their usage was a correct or an incorrect translation.

At this point, it is also important to mention that some of the strategy categories used by the subjects of the present study correspond to the strategies discussed in Baker (1992), Migdadi (1994), Badawi (2008), and Al-Sheikh (2011).

4. 5. 1. Paraphrase

As is clear in Table 19, paraphrase was the translation strategy most commonly used by the subjects as it represents 72.13%. Callison-Burch clarified that paraphrases are: "alternative ways of expressing the same content [.…] *Sentential* or *clausal* paraphrases rephrase entire sentences, whereas *lexical* or *phrasal* paraphrases reword shorter items" (2007, p. 11). He also

included a comment by Barzilay (2003, cited in Callison-Burch, 2007, pp. 12-13) explaining that multiple translations of a ST are considered paraphrases because they express the same meaning.

Paraphrase is considered a valid communication strategy by Oxford (1990), Scarcella and Oxford (1992), and James (1998). Moreover, Baker considers it a very common translation strategy with regards to idiomatic expressions especially when there is no TL equivalent (1992, pp. 72-78). Furthermore, in his discussion of translation equivalence, Ayoub mentions that the only way to translate idiomatic expressions that have no TL equivalents is through paraphrase. He explained that meaning-based translation is appropriate when an equivalent is not available. (1994, p. 104-105). Badawi (2008) and Al-Sheikh (2011) also included paraphrase within their discussion of strategies. Moreover, Al-Sheikh found that paraphrase was the second most frequently used strategy by the subjects of her 2011 study.

Nevertheless, McGuire (1980, cited in Al-Qahtany, 2004, pp. 57-58) and Al-Hamdallah (1998, p.31) both agree that paraphrase translation should only be used if there are no TL equivalents for the SL lexical items. Baker also mentioned that it might not always be useful to use the paraphrase strategy because it is strange to replace a word or phrase with a longer rendition, but she did add that the main advantage of paraphrase translation is the ability to convey the expressions' propositional meaning (i.e., what the expression refers to) (1992, p. 40).

Consequently, the subjects mostly resorted to paraphrase in the present study because many of the expressions used in the Translation Test do not have equivalent idiomatic expressions in the Arabic language.

However, not all instances of paraphrase use resulted in correct translations since paraphrase mainly relies on full comprehension of the SL expression and the ability to render

this understanding into the TL. Nevertheless, even cases of incorrect or weak paraphrase could not always be definitely attributed to miscomprehension of the idiom because the subject could have understood the idiom but was not able to express the meaning correctly. Below are some examples of paraphrase use:

1. Well-qualified young people with experience in marketing are in great demand these days.

إن الطلب متزايد هذه الأيام على الشباب ذو الكفاءة و الخبرة في التسويق.

2. They discovered ground-breaking techniques that will help in saving people's lives.

اكتشفوا تقنيات حديثة و مفيدة ستساعد في الحفاظ على أرواح الناس.

3. The thief was caught red-handed.

قبض على اللص متلبساً.

4. The library has a place where you can return books after hours.

يوجد مكان في المكتبة لإعادة الكتب بعد انتهاء ساعات العمل.

4. 5. 2. Literal Translation

Literal translation represented the second major translation strategy at 15.4%. Baker explained that translators usually resort to literal translation when they are unable to recognize idiomatic expressions as such (1992). In his 2008 study, Badawi concluded that the subjects of his study commonly resorted to literal translation, among other strategies. Al-Sheikh also found that literal translation represented the third most frequently used strategy by the subjects of her 2011 study.

In some cases, the subjects used literal translation to provide interpretations of the SL sentences. In these cases, the subjects' translations were weak, and it was clear that they were unable to recognize the idiomatic expressions as such; thus, they did not treat them accordingly (Baker, 1992).

In the translation of some items, most of the subjects resorted to literal translation, such as the sentence: His actions were always <u>above all suspicion</u>. Many subjects translated the underlined idiomatic expression into: فوق كل الظنون.

Some other interesting and commonly occurring instances of the use of literal translation, some of which have been previously mentioned in section 4. 4. 3., are: the translation of "after hours" as "بعد ساعات", the translation of "double-edged sword" into "سيف ذو حدين" instead of the common Arabic expression "سلاح ذو حدين", the translation of "window of opportunity" into "نافذة من الفرص", the translation of "a big fish in a small pond" into "سمكة كبيرة في حوض/وعاء صغير", the translation of "he's on the point of starting" into "لقد بلغ نقطة بدء", and the translation of "ahead of their time" into "سابقة لوقتهم".

The examples above are clear literal translations of the SL expressions. The intended meaning from some of these expressions could be understood even though the renditions were weak.

These examples are obvious literal translations. However, in some sentences, the subjects used the literal meaning of one of the words in the SL expression and created their translations accordingly. For example, in the expression "in due course", many subjects understood the meaning of "course" as "an educational program", and they translated it as "دورة/دورة تدريبية" accordingly. Another interesting example was found in some of the responses given for the

translation of "fallen across the board". Some subjects understood "board" as "border line" and some translations were "تجاوزت الحدود الجغرافية/تم تخطي الحدود/في انحدار على الحدود". One subject even understood "board" as in "a black/white board" (i.e., in a classroom), and translated the expression into "تم خرقها عن طريق السبورة". The expression "ground-breaking" was translated into "أرضية/تصدع الأرض". Another example was for the expression "ahead of their time". A few students translated the expression into "مترأسة أوقاتهم/على رأس القائمة" using the meaning of "head" and basing their translations on it.

4. 5. 3. Use of an Idiom/Attempting an Idiomatic Translation

Sometimes the SL expressions had equivalent TL idiomatic expressions. These TL equivalents conveyed a meaning similar to that conveyed by the SL expressions, and in some cases they even shared the same form. The subjects used this strategy when they could provide an equivalent expression that expressed the intended meaning. This strategy represents 9.4% of the strategies used.

In his discussion of translation equivalence, Ayoub explained that with regards to identical, semi-identical, and semi-different idioms, translators should provide the TL equivalent that shares both meaning and form with the SL expression, or that shares meaning only if an equivalent of form is not available (1994).

Some examples from the subjects' responses are: crying need = حاجة ماسة, go into effect = ستدخل حيز التنفيذ, double-edged sword = سلاح ذو حدين, cream of the crop = الصفوة/صفوة المجتمع/علية القوم, ahead of their time = سابقة لأوانها/لعصرها.

However, in some cases, the subjects attempted to create an idiomatic expression in order to match the style of the SL sentence, or they used an existing TL idiomatic expression that did

not render the correct meaning of the SL expression or was inappropriate to the context. This resulted in awkward and unusual combinations that caused mistranslations of the SL sentences because the expressions provided or created by the subjects were not appropriate to the contexts of the items. A few examples of these attempts include: window of opportunity = بصيص أمل, a big fish in a small pond = الصفقة الرابحة/أسد الغابة, he began to get too big for his britches = بدأ يعد العدة و يضع الخطة.

4. 5. 4. Omission

According to Dickins, Hervey, and Higgins omission is considered a legitimate translation strategy when dealing with two languages as different from each other as Arabic and English are. Omission is also used when the information conveyed is not particularly important. In this case, it is better to omit the information instead of causing confusion by translating it. Finally, in some cases, cultural differences make the translation of some elements redundant (2002, pp. 23-24).

Omission represents 2.7% of the strategies used by the subjects. The researcher noticed that the subjects' use of omission resulted in incomplete translations that lacked some information expressed by the original sentence. For example, one subject translated the sentence "Officials declared standards in education have fallen across the board" into " أعلن المسؤولون أن معايير التعليم قد تدهورت". In this example, the meaning of the SL sentence was partially conveyed by the TL sentence because the subject did not provide a translation for the idiomatic expression "across the board".

Another example is a translation for the sentence "They discovered ground-breaking techniques that will help in saving people's lives". One subject provided the following

translation: تم اكتشاف تقنيات للمساعدة في الحفاظ على حياة الناس. In this example, the subject did not provide a translation for the expression "ground-breaking". The meaning of the SL sentence is incompletely conveyed here as well.

Other examples of omission are: for the sentence "The team won after they discovered their opponent's Achilles heel", some subjects did not provide a translation for the expression "Achilles heel" and gave translations similar to the following: فاز الفريق بعد اكتشاف نظيرهم. It is clear that omitting the translation of the SL idiomatic expression resulted in an incorrect translation.

Another example is a translation provided for the sentence: The library has a place where you can return books after hours. One subject provided the following translation: يوجد في المكتبة مكان مخصص تعيد الكتب المعارة إليه. In this example, omitting the translation of the expression "after hours" provided an incomplete TL sentence that lacks some information conveyed by the SL sentence.

4. 5. 5. Use of a Colloquial Expression

In a couple of cases, some subjects resorted to informal or colloquial language to render the meaning of the SL expression. Even though these translations were not considered acceptable since the colloquial variety of language is generally not acceptably used in written form, this strategy is mentioned in this study as a description of the actual findings. However, the use of colloquial expressions is not considered statistically significant since only two instances occurred.

The examples for this strategy are those previously discussed in section 4. 4. 4. They are: the translation of "ground-breaking" into "حتكسر الدنيا" and the translation of "to get too big for his britches" into "كبر رأسه".

4. 5. 6. Transliteration and Use of the Exact English Expression

The last two strategies have each only been used once. Again, the researcher must note here that the use of the two strategies ultimately resulted in incorrect translations; however, it is important to mention them as strategies since they had actually been used.

Transliteration was used in one translation only. A subject translated the sentence "The team won after they discovered their opponent's Achilles heel" into " أن بعد الفريق فاز" أشيلز هيل "اكتشف خصومه". In this case, the subject did not recognize the expression "Achilles heel" as an idiomatic expression with a fixed meaning, and she treated it as a proper noun and transliterated it into Arabic.

Use of the exact English expression also occurred once. A subject translated the sentence "Only the cream of the crop were asked to attend the meeting" into "الاجتماع حضروا من فقط هم cream of the crop". Here the subject did not recognize the expression "cream of the crop" as an idiomatic expression with a fixed meaning, and she inserted it as it is into her translation as if it were a term or a name referring to a specific group or entity.

However, although these two strategies resulted in incorrect translations in the current study, that does not necessarily entail that they are not correct translation strategies. Both strategies are acceptable in certain cases. For example, transliteration is commonly used in the translation of proper nouns (i.e., the names of certain people, countries, organization, etc.) (Ghazala, 2003, pp. 156-192).

4. 6. Conclusion

To conclude, it was noticed that the findings of the current study contradict with the findings of some studies, and correspond to the findings of others.

With regards to the comprehension of idiomatic expressions, the researcher concluded that, generally speaking, the subjects did not face difficulties in understanding idiomatic expressions. This could have been because the expressions used were generally high-frequency idioms that were familiar to the subjects.

However, other studies, such as Abu-Afeefeh's (1987) and Hussein et al. (2000) revealed that learners face difficulties in the comprehension of idiomatic expressions especially those that are not similar or identical between Arabic and English. These difficulties could have been the result of a number of different factors, such as the nature of the instruments used by the researchers, the items on the tests, or the subjects' proficiency levels.

Furthermore, both researchers examined translation from Arabic into English (Abu-Afeefeh, 1987 and Hussein et al. 2000), while the present study examined translation from English into Arabic, and since the subjects of both their studies were non-native speakers of English in addition to the fact that English idioms are generally considered difficult, this probably influenced the subjects' performance.

As for the translation of idioms, the present study showed that the subjects generally face difficulties in translating English idiomatic expressions into Arabic. This corresponds to the findings of Bataineh (1996), Hussein et al. (2000), and Badawi (2008).

Moreover, while classifying the subjects' errors, the researcher noticed that the errors detected in their translations correspond to some categories previously outlined by others, such as those mentioned by Zaghlool (1984), Zughoul (1990, cited in Migdadi, 1994), Shudooh (1988), and Al-Qahtany (2004).

With respect to the three criteria of error level: (1) modality, (2) medium, and (3) level (James, 1998, pp. 129-130), the subjects' errors can generally be described as follows:

1. With regards to modality, the errors were receptive during the process of reading the items to understand them before translation (e.g., miscomprehension of the original), and they were simultaneously productive during the process of producing the translations of the items (e.g., literal translation and errors of register/style).

2. With regards to medium, the errors were all of written language, since the subjects were required to produce written translations of the items.

3. With regards to level, the significant errors were found to be those in composing, and understanding. The researcher also detected lexical errors, such as wrong choice of word, and grammatical errors, such as those found in sentence structure.

As for the strategies detected in the current study, the researcher found that the subjects generally used the translation strategies outlined by Baker (1992), as well as some strategies discussed by Migdadi (1994) in his study on vocabulary learning strategies, such as literal translation and avoidance. These strategies also correspond to some strategies mentioned by Badawi (2008) and Al-Sheikh (2011). They also used some of the learning strategies outlined by Oxford (1990) and Scarcella and Oxford (1992).

CHAPTER FIVE

Summary, Recommendations, and Suggestions for Further Research

5. 1. Introduction

In this chapter, the researcher discusses the findings that were concluded from the present study, gives some recommendations, and provides some suggestions for further research.

5. 2. Summary of the Research Findings

As mentioned in chapter 1, the aim of the current study was to investigate whether or not female English translation students at the College of Languages and Translation, King Saud University, face any difficulties with the comprehension of English idiomatic expressions and their translation into Arabic. These main objectives were achieved by analyzing the data collected using the instruments designed for the purpose of the study. The analysis focused on:

1. Finding out whether or not any problems in the comprehension of English idiomatic expressions exist.

2. Finding out whether or not any problems in the translation of English idiomatic expressions exist.

3. Identifying the areas of difficulty by classifying the error types.

4. Categorizing the translation strategies used.

5. 2. 1. General Findings

1. It was found that the subjects of the present study generally do not face difficulties in the comprehension of English idiomatic expressions.

2. It was found that the subjects of the presents study generally do face difficulties in the translation of English idiomatic expressions into Arabic.

3. It was found that some of the difficulties were the result of the subjects' inability to recognize the expressions as idiomatic.

4. It was found that the major error types committed by the subjects of the current study fall under the following eleven categories: miscomprehension of original, wrong choice of word, literal translation, register/style, omission, sentence structure, addition, ambiguity, redundancy, transliteration, and use of exact English expression.

5. It was found that the major translation strategies used by the subjects of the current study fall under the following seven categories: paraphrase, literal translation, use of an idiom/attempting an idiomatic translation, omission, use of a colloquial expression, transliteration, and use of the exact English expression.

5. 2. 2. Findings with Regards to the Error Categories

1. It was found that among the eleven error categories detected and classified in the present study, three could be considered the most serious, since some types occurred rarely, or even only once. The three most serious error types are: miscomprehension of the original, wrong choice of word, and literal translation.

2. It was found that miscomprehension of the original at 41.71% accounted for most of the errors committed by the subjects when translating the English idioms into Arabic. It could be argued that in some cases the subjects' inability to understand the idioms was due to their inability to recognize them as idiomatic expressions.

3. It was found that the subjects' wrong choice of words in the process of translation was the second major area of difficulty, as it represented 22.9%. This usually resulted from the substitution of the correct words with other words either similar in form or meaning, the wrong choice of collocation, or the wrong derivation.

4. It was found that literal translation accounted for the third major error type at 15.35%.

5. 2. 3. Findings with Regards to the Strategy Categories

1. It was found that among the seven translation strategies used by the subjects in the present study, two could be considered more common than the other five strategy types because some strategies were used only a few times or even only once. The two strategies used most were paraphrase and literal translation.

2. It was found that the translation strategy used most by the subjects of the current study was paraphrase at 72.13%. The reason behind this high percentage is probably the fact that many of the idioms used in the study do not have clear Arabic idiomatic equivalents.

3. It was found that literal translation was the second most used translation strategy by the subject of the present study. Its use represented 15.4%. Literal translation was commonly used although in many cases it yielded incorrect or weak translations.

5. 3. Recommendations

Based on the previous findings, the researcher recommends that the female students of the College of Languages and Translation, King Saud University be:

1. Introduced to a broader sample of English idiomatic expressions, their meanings, and contexts of use throughout their initial years of study in order to enable them to recognize as many idioms as possible.

2. Encouraged to use English idiomatic expressions especially in speaking and writing classes where appropriate and suitable.

3. Introduced to a broader sample of English idiomatic expressions in the specialized translation courses they take, through the use of authentic materials containing the expressions most common to the field under study (e.g., Translation in the Field of Engineering or Medical Translation).

4. Trained on the strategies used to translate English idioms into Arabic. Training should include providing the students with theoretical information on how to deal with idioms in translation, in addition to practical application.

5. Made aware of various lexical resources, such as dictionaries of idioms and phrasal verbs, both monolingual and bilingual.

5. 4. Suggestions for Further Research

It is hoped that this study will encourage more research in the field of idiom comprehension and translation in order to provide teachers and students of translation with more

insights and helpful information that will contribute to the development of present teaching methods and eventually to our students' abilities and skills.

The researcher suggests some areas for further research:

1. A similar study could be conducted to investigate the comprehension and translation abilities of male translation students at the same levels of the female students in the present study. Then the results could be compared to those of the current study's.

2. A similar study could be carried out on translation students in other universities in Saudi Arabia or in other Arab countries. The results of these studies could then be compared.

3. A study could be conducted to investigate the difficulties in translating Arabic idioms into English.

4. A similar study could be conducted investigating idioms belonging to a certain field or subject area.

5. A similar study could be conducted investigating whether or not there is a relationship between the ability to understand and translate English idioms and an English translation major's level of academic achievement (i.e., their GPA).

6. A study could be conducted to investigate whether some types of idioms are easier for English translation majors to understand/translate than others (i.e., identical, similar, or different idioms).

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APPENDICES

Appendix A

Translation Test

Instructions: Translate the following sentences into good Arabic. Please *do not* consult a dictionary.

1. Officials reported that there is a crying need for more schools in this area.

_____

2. The new speed violation laws will go into effect immediately.

_____

3. The company's difficulties gave their competition a window of opportunity to introduce their new product.

_____

4. Only the cream of the crop were asked to attend the meeting.

_____

5. With his specialized degree, he was considered a big fish in a small pond.

_____

6. Well-qualified young people with experience in marketing are in great demand these days.

_____

7. Officials declared standards in education have fallen across the board.

_____

8. They discovered ground-breaking techniques that will help in saving people's lives.

_____

9. The thief was caught red-handed.

_____

10. The library has a place where you can return books after hours.

_____

11. The rise in the value of the Euro will work to the advantage of some companies.

_____

12. This new "miracle medicine" is a double-edged sword; it will cure the disease, but it has some unpleasant side effects.

_____

13. His actions were always above all suspicion.

_____

14. He's on the point of starting a new life in another country.

_____

15. The committee will contact the applicants in due course.

_____

16. The ideas discussed in the conference were ahead of their time.

_____

17. The student's performance fell short of what is required of him to pass.

_____

18. Although his friends believed that he was wrong in his beliefs, he stood his ground.

_____

19. The team won after they discovered their opponents' Achilles heel.

_____

20. After being promoted to manager, he began to get too big for his britches.

_____

Appendix B

Sentence Comprehension Test

Instructions: Paraphrase the underlined words in English.

1. They showed commitment to the job <u>above and beyond</u> what was expected of them.

_____

2. Disease began spreading <u>in the wake of</u> the floods.

_____

3. It is almost impossible <u>to keep abreast</u> of all the latest developments in computing.

_____

4. She was completely <u>taken aback</u> by his anger.

_____

5. The sale of Japanese cars is <u>sky-rocketing</u> in America.

_____

6. There are a lot of <u>good heads</u> in the university

_____

7. The new regulations will <u>put</u> many of the small firms <u>out of business</u>.

_____

8. The two leaders are <u>poles apart</u>.

_____

9. Several of the airline's airplanes are temporarily <u>out of commission</u> and undergoing safety checks.

_____

10. The doctor will be <u>on call</u> 24 hours a day.

_____

11. We need an expert who knows the subject <u>from A to Z</u>.

_____

12. The child was born deformed <u>in consequence</u> of an injury to its mother.

_____

13. Managing her home life and work was proving to be something of a <u>juggling act</u>.

_____

14. The committee members were <u>all for</u> the proposed action plan.

_____

15. The police officer needs the information <u>at your earliest convenience</u>. He needs to finish the final report.

_____

16. By mistake, I <u>let the cat out of the bag</u>.

_____

17. A diplomat learns not to <u>take</u> everything <u>at face value</u>.

_____

18. The company <u>added fuel to fire</u> when they criticized the workers.

_____

19. Being responsible for the project was a huge <u>weight on her shoulders</u>.

_____

20. I don't think this store sells <u>second-hand</u> merchandise.

_____

Appendix C

Multiple-Choice Recognition Test

Instructions: Find the word or phrase that is closest in meaning to the underlined words or phrases in the following sentences.

1. It is very difficult to <u>break the ice</u> with people you don't know.

(a) get angry   (c) argue

(b) get acquainted   (d) travel

2. It's time for lunch. This time <u>we'll go Dutch</u>.

(a) we'll eat quickly   (c) you pay for your lunch and I'll pay for mine

(b) you'll be my guest   (d) we'll eat together

3. This new fashion trend will <u>catch on</u> quickly.

(a) be cancelled   (c) cost a fortune

(b) become popular   (d) be aired next season

4. I was surprised to hear that Sam had <u>kicked the bucket</u>.

(a) got sick   (c) died

(b) carried the bucket   (d) filled the bucket

5. He <u>takes after</u> his father.

(a) resembles   (c) loves

(b) helps   (d) inherits

6. The company provided <u>cutting edge</u> computer technology.

(a) expensive   (c) heavy

(b) advanced   (d) cheap

7. Plans to build a new road around the town hit a brick wall when local residents protested.

(a) were postponed

(c) were forced to stop

(b) were changed

(d) were cancelled

8. As far as I know he made up the story.

(a) invented the story

(c) read the story

(b) heard the story

(d) liked the story

9. He hit the nail on the head.

(a) He hurt me on the head

(c) He got promoted

(b) He was right

(d) He got angry

10. The teacher made an example of the students who were caught cheating

(a) explained

(c) punished

(b) gave an example

(d) presented

11. He used to be so ambitious, but his ambitions seemed to have withered on the vine.

(a) stopped gradually

(c) strengthened

(b) stopped suddenly

(d) changed

12. He is the black sheep of the family.

(a) is the richest in the family

(c) is the youngest member

(b) has a bad reputation

(d) is the most active member

13. I am going to call off the meeting.

(a) hold

(c) finish

(b) cancel

(d) start

14. The people attending the meeting came from all walks of life - students, writers, business people, etc.

(a) different professions

(c) different interests

(b) different backgrounds

(d) different places

15. The first experiment was a <u>blind alley</u>, but the second one gave very promising results.

(a) was successful

(c) was useful

(b) was useless

(d) was cancelled

16. I don't think Mary will <u>spill the beans</u>.

(a) throw the beans away

(c) tell a secret

(b) cook beans

(d) get married

17. In the meeting, the company's spokesperson <u>put all the cards on the table</u>.

(a) be frank

(c) start a new project

(b) win this game

(d) clean the table

18. I cannot <u>put up with</u> the new manager.

(a) trust

(c) meet

(b) endure

(d) visit

19. The meetings will be held on an <u>ad hoc basis</u>.

(a) when necessary

(c) daily

(b) rarely

(d) planned in advance

20. It <u>cost me an arm and a leg</u>.

(a) took me a lot of time

(c) was very cheap

(b) cost me a lot of money

(d) broke my arm and my leg

Appendix D

Multiple-Choice Translation Test

Instructions: Choose the most suitable translation for each of the sentences below.

1. Officials reported that there is a crying need for more schools in this area.

(a) أعلن المسؤولون عن وجود حاجة ماسة للمزيد من المدارس في هذه المنطقة

(b) أصدر المسؤولون تقريراً يوضح وجود احتياج شديد للمزيد من المدارس في هذه المنطقة

(c) أعلن المسؤولون عن وجود حاجة صارخة للمزيد من المدارس في هذه المنطقة

2. The new speed violation laws will go into effect immediately.

(a) ستدخل القوانين الجديدة لمخالفات السرعة حيز التنفيذ فوراً

(b) سيكون للقوانين الجديدة لمخالفات السرعة تأثير مباشر

(c) ستؤثر القوانين الجديدة لمخالفات السرعة فوراً

3. The company's difficulties gave their competition a window of opportunity to introduce their new product.

(a) أتاحت الصعوبات التي تمر بها الشركة لمنافسيها نافذة من الفرص لطرح منتجهم الجديد

(b) أتاحت الصعوبات التي تمر بها الشركة لمنافسيها فرصة لطرح منتجهم الجديد

(c) أعطت الصعوبات التي تمر بها الشركة لمنافسيها بصيص أمل لطرح منتجهم الجديد

4. Only the cream of the crop were asked to attend the meeting.

(a) لم يدع لحضور الاجتماع إلا أصحاب شركات الألبان و المزارعين

(b) لم يدع لحضور الاجتماع إلا صفوة المجتمع

(c) دعي لحضور الاجتماع عدد معين من الناس فقط

5. With his specialized degree, he was considered a big fish in a small pond.

(a) إنه يعتبر سمكة كبيرة في بحيرة صغيرة بسبب تخصصه الدقيق

(b) إنه ذو منزلة كبيرة بسبب تخصصه الدقيق

(c) إنه مميز بسبب تخصصه الدقيق

6. Well-qualified young people with experience in marketing are in great demand these days.

(a) يزيد الطلب هذه الأيام على الشباب المؤهلين ذوي الخبرة في مجال التسويق

(b) إن الشباب المؤهلين الذين لديهم خبرة في مجال التسويق يتم طلبهم بشدة هذه الأيام

(c) إن الشباب المؤهلين الذين لديهم خبرة في مجال التسويق مطلوبون جداً هذه الأيام

7. Officials declared standards in education have fallen across the board.

(a) أعلن المسؤولون أن معايير التعليم قد تدهورت

(b) أعلن المسؤولون أن معايير التعليم في انحدار على الحدود

(c) أعلن المسؤولون أن معايير التعليم قد أسقطت

8. They discovered ground-breaking techniques that will help in saving people's lives.

(a) تم اكتشاف تقنيات حديثة و متطورة ستساهم في إنقاذ حياة الناس

(b) تم اكتشاف تقنيات أرضية ستساهم في إنقاذ حياة الناس

(c) تم اكتشاف تقنيات هزت العالم ستساهم في إنقاذ حياة الناس

9. The thief was caught red-handed.

(a) قُبض على اللص متلبساً

(b) قُبض على اللص و يداه ملطختان بالدماء

(c) قُبض على اللص و كان يرتدي قفازاً أحمر اللون

10. The library has a place where you can return books after hours.

في المكتبة مكان مخصص لإعادة الكتب بعد ساعات (a)

في المكتبة مكان مخصص لإعادة الكتب في المساء (b)

في المكتبة مكان مخصص لإعادة الكتب بعد ساعات الدوام الرسمي (c)

11. The rise in the value of the Euro will work to the advantage of some companies.

سيخدم ارتفاع قيمة اليورو مصالح بعض الشركات (a)

سيعمل ارتفاع قيمة اليورو لمميزات بعض الشركات (b)

سيزيد ارتفاع قيمة اليورو العمل لدى بعض الشركات (c)

12. This new "miracle medicine" is a double-edged sword; it will cure the disease, but it has some unpleasant side effects.

يعتبر الدواء المعجزة الجديد سلاحاً ذا حدين؛ حيث أنه سيعالج المرض و لكنه سيسبب بعض الآثار الجانبية غير المرغوب (a) بها

يعتبر الدواء المعجزة الجديد سيفاً ذا حدين؛ حيث أنه سيعالج المرض و لكنه سيسبب بعض الآثار الجانبية غير المرغوب (b) بها

يعتبر الدواء المعجزة الجديد مؤلماً؛ حيث أنه سيعالج المرض و لكنه سيسبب بعض الآثار الجانبية غير المرغوب بها (c)

13. His actions were always above all suspicion.

دائماً ما كانت تصرفاته فوق كل الظنون (a)

دائماً ما كانت تصرفاته غير مريبة (b)

دائماً ما كانت تصرفاته غير متوقعة (c)

14. He's on the point of starting a new life in another country.

(a) سيبدأ حياة جديدة في بلد آخر

(b) إنه على صواب في بدء حياة جديدة في بلد آخر

(c) إنه يحاول أن يثبت وجهة نظره ببدء حياة جديدة في بلد آخر

15. The committee will contact the applicants in due course.

(a) سوف تتصل اللجنة بالمتقدمين على الدورة

(b) سوف تتصل اللجنة بالمتقدمين في الوقت المناسب

(c) سوف تتصل اللجنة بالمتقدمين أثناء الدورة

16. The ideas discussed in the conference were ahead of their time.

(a) تعتبر الأفكار التي طرحت في المؤتمر سابقة لعصرها

(b) تعتبر الأفكار التي طُرحت في المؤتمر قبل وقتها

(c) استغرقت الأفكار التي طُرحت في المؤتمر كثيراً من الوقت

17. The student's performance fell short of what is required of him to pass.

(a) كان عرض الطالب قصيراً، و لذلك فإنه لم ينجح

(b) كان أداء الطالب كافياً لكي ينجح

(c) إن أداء الطالب لم يؤهله للنجاح

18. Although his friends believed that he was wrong in his beliefs, he stood his ground.

(a) على الرغم من أن أصدقائه اعتقدوا أنه على خطأ، إلا أنه ظل متمسكاً بمعتقداته

(b) على الرغم من أن أصدقائه اعتقدوا أنه على خطأ، إلا أنه لم يتحرك من مكانه

(c) على الرغم من أن أصدقائه اعتقدوا أنه على خطأ، إلا أنه دافع عن معتقداته

19. The team won after they discovered their opponents' Achilles heel.

(a) فاز الفريق بعد اكتشافه أن لاعب الخصم مصاب في كعب قدمه

(b) فاز الفريق بعد اكتشافه خطة الخصم

(c) فاز الفريق بعد اكتشافه لنقطة ضعف الخصم

20. After being promoted to manager, he began to get too big for his britches.

(a) بدأ بارتداء ثياب باهظة الثمن بعد أن رُقِي لمنصب مدير

(b) أصبح يتعالى على من حوله بعد أن رُقِي لمنصب مدير

(c) زاد وزنه بعد أن رُقِي لمنصب مدير

Appendix E

Multiple-Choice Sentence Comprehension Test

Instructions: Choose the most suitable paraphrase for the underlined words in each of the following sentences.

1. They showed commitment to the job <u>above and beyond</u> what was expected of them.

(a) more than what was expected

(b) less than what was expected

(c) as much as what was expected

2. Disease began spreading <u>in the wake of</u> the floods.

(a) before

(b) as a result of

(c) during

3. It is almost impossible <u>to keep abreast</u> of all the latest developments in computing.

(a) to teach

(b) to keep track of

(c) to understand

4. She was completely <u>taken aback</u> by his anger.

(a) surprised

(b) upset

(c) respectful

5. The sale of Japanese cars is <u>sky-rocketing</u> in America.

(a) increasing

(b) decreasing

(c) not changing

6. There are a lot of <u>good heads</u> in the university

(a) interesting people

(b) good-looking people

(c) intelligent people

7. The new regulations will <u>put</u> many of the small firms <u>out of business</u>.

(a) provide new business opportunities

(b) close down their business

(c) help them expand

8. The two leaders are <u>poles apart</u>.

(a) one of them is from the North and the other is from the South

(b) are standing in different places

(c) are very different from each other

9. Several of the airline's airplanes are temporarily <u>out of commission</u> and undergoing safety checks.

(a) not working

(b) at a different airport

(c) out of gas

10. The doctor will be <u>on call</u> 24 hours a day.

(a) able to take your phone calls

(b) available

(c) using the telephone

11. We need an expert who knows the subject <u>from A to Z</u>.

(a) knows everything about it

(b) knows the important points only

(c) knows its history only

12. The child was born deformed <u>in consequence</u> of an injury to its mother.

(a) causing an injury to its mother

(b) as a result of an injury to its mother

(c) regardless of an injury to its mother

13. Managing her home life and work was proving to be something of a <u>juggling act</u>.

(a) fun and easy

(b) boring and dull

(c) difficult and challenging

14. The committee members were <u>all for</u> the proposed action plan.

(a) all present

(b) all in favor of

(c) all against

15. The police officer needs the information <u>at your earliest convenience</u>. He needs to finish the final report.

(a) as soon as possible

(b) very early in the morning

(c) whenever you can

16. By mistake, I <u>let the cat out of the bag</u>.

(a) I forgot to close the door

(b) I revealed a secret

(c) I did not pay attention

17. A diplomat learns not to <u>take</u> everything <u>at face value</u>.

(a) to judge somebody by his face

(b) to take things personally

(c) to believe things the way they appear

18. The company <u>added fuel to fire</u> when they criticized the workers.

(a) burned the company

(b) made things worse

(c) increased business

19. Being responsible for the project was a huge <u>weight on her shoulders</u>.

(a) a big job

(b) a physically demanding task

(c) a responsibility

20. I don't think this store sells <u>second-hand</u> merchandise.

(a) new

(b) mechanical

(c) used

Appendix F

Frequency Distribution Tables

Table F1

Frequency Distribution Table for the Translation Test

Item	N	Minimum	Maximum	Mean	Std. Deviation	Rank
1	57	.00	5.00	4.54	1.13	1
2	57	1.00	5.00	3.45	1.68	9
3	57	.00	5.00	4.07	1.62	4
4	57	.00	5.00	3.31	1.83	11
5	57	.00	5.00	2.31	1.76	16
6	57	.00	5.00	4.19	1.21	3
7	57	.00	5.00	2.07	1.76	17
8	57	.00	5.00	3.54	1.31	8
9	57	.00	5.00	3.87	1.73	7
10	57	.00	5.00	1.03	0.82	19
11	57	1.00	5.00	4.49	1.00	2
12	57	.00	5.00	3.98	1.62	6
13	57	.00	5.00	2.05	1.70	18
14	57	.00	5.00	3.24	1.58	12
15	57	.00	5.00	0.91	0.87	20
16	57	.00	5.00	2.71	2.03	14
17	57	.00	5.00	3.42	1.76	10
18	57	.00	5.00	4.03	1.68	5
19	57	.00	5.00	2.38	2.11	15

| 20 | 57 | .00 | 5.00 | 3.21 | 2.13 | 13 |

Table F2

Frequency Distribution Table for the Sentence Comprehension Test

Item	N	Minimum	Maximum	Mean	Std. Deviation	Rank
1	57	.00	5.00	3.71	2.08	6
2	57	.00	5.00	3.56	2.17	15
3	57	.00	5.00	3.24	2.20	11
4	57	.00	5.00	3.12	2.14	19
5	57	.00	5.00	3.00	2.32	9
6	57	.00	5.00	2.84	2.28	13
7	57	.00	5.00	2.84	2.39	17
8	57	.00	5.00	2.71	2.37	12
9	57	.00	5.00	2.42	1.95	14
10	57	.00	5.00	2.36	2.27	4
11	57	.00	5.00	2.31	2.20	1
12	57	.00	5.00	2.29	2.20	5
13	57	.00	5.00	2.26	2.10	18
14	57	.00	5.00	2.22	2.13	8
15	57	.00	5.00	2.21	2.12	10
16	57	.00	5.00	2.14	2.09	16
17	57	.00	5.00	1.91	1.83	20
18	57	.00	5.00	1.85	2.17	3

19	57	.00	5.00	3.71	2.08	2
20	57	.00	5.00	3.56	2.17	7

Table F3

Frequency Distribution Table for the Multiple-Choice Recognition Test

Item	N	Minimum	Maximum	Mean	Std. Deviation	Rank
1	57	.00	1.00	0.80	0.39	7
2	57	.00	1.00	0.42	0.49	18
3	57	.00	1.00	0.98	0.13	2
4	57	.00	1.00	0.70	0.46	10
5	57	.00	1.00	0.43	0.50	17
6	57	.00	1.00	0.82	0.38	6
7	57	.00	1.00	0.54	0.50	14
8	57	.00	1.00	0.89	0.30	4
9	57	.00	1.00	0.66	0.47	13
10	57	.00	1.00	0.68	0.46	11
11	57	.00	1.00	0.38	0.49	19
12	57	.00	1.00	0.84	0.36	5
13	57	.00	1.00	0.73	0.44	8
14	57	.00	1.00	0.26	0.44	20
15	57	.00	1.00	0.98	0.13	3
16	57	1.00	1.00	1.00	0.00	1
17	57	.00	1.00	0.68	0.46	12

18	57	.00	1.00	0.52	0.50	15
19	57	.00	1.00	0.47	0.50	16
20	57	.00	1.00	0.73	0.44	9

Table F4

Frequency Distribution Table for the Multiple-Choice Translation Test

Item	N	Minimum	Maximum	Mean	Std. Deviation	Rank
1	46	.00	1.00	0.89	0.31	4
2	46	.00	1.00	0.80	0.40	10
3	46	.00	1.00	0.71	0.45	14
4	46	.00	1.00	0.89	0.31	5
5	46	.00	1.00	0.47	0.50	18
6	46	.00	1.00	0.69	0.46	16
7	46	.00	1.00	0.93	0.24	2
8	46	.00	1.00	0.78	0.41	11
9	46	.00	1.00	0.84	0.36	7
10	46	.00	1.00	0.67	0.47	17
11	46	.00	1.00	0.91	0.28	3
12	46	.00	1.00	0.86	0.34	6
13	46	.00	1.00	0.30	0.46	20
14	46	.00	1.00	0.71	0.45	15
15	46	.00	1.00	0.45	0.50	19
16	46	.00	1.00	0.73	0.44	13

17	46	.00	1.00	0.82	0.38	9
18	46	.00	1.00	0.84	0.36	8
19	46	.00	1.00	0.78	0.41	12
20	46	.00	1.00	0.95	0.20	1

Table F5

Frequency Distribution Table for the Multiple-Choice Sentence Comprehension Test

Item	N	Minimum	Maximum	Mean	Std. Deviation	Rank
1	46	.00	1.00	0.84	0.36	13
2	46	.00	1.00	0.45	0.50	20
3	46	.00	1.00	0.91	0.28	5
4	46	.00	1.00	0.60	0.49	18
5	46	.00	1.00	0.97	0.14	1
6	46	.00	1.00	0.95	0.20	2
7	46	.00	1.00	0.84	0.36	14
8	46	.00	1.00	0.91	0.28	6
9	46	.00	1.00	0.89	0.31	9
10	46	.00	1.00	0.91	0.28	7
11	46	.00	1.00	0.93	0.24	3
12	46	.00	1.00	0.84	0.36	14
13	46	.00	1.00	0.86	0.34	10
14	46	.00	1.00	0.71	0.45	17
15	46	.00	1.00	0.86	0.34	11

16	46	.00	1.00	0.91	0.28	8
17	46	.00	1.00	0.52	0.50	19
18	46	.00	1.00	0.86	0.34	12
19	46	.00	1.00	0.76	0.43	16
20	46	.00	1.00	0.93	0.24	4

Appendix G

T-Test Result Tables

Table G1

T-Test for the Translation Test

Item	T	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
1	30.22	.000	4.54	4.24	4.84
2	15.52	.000	3.45	3.01	3.90
3	18.92	.000	4.07	3.63	4.50
4	13.65	.000	3.31	2.82	3.80
5	9.91	.000	2.31	1.84	2.78
6	26.02	.000	4.19	3.87	4.51
7	8.87	.000	2.07	1.60	2.53
8	20.42	.000	3.54	3.19	3.89
9	16.89	.000	3.87	3.41	4.33
10	9.49	.000	1.03	0.81	1.25
11	33.83	.000	4.49	4.22	4.75
12	18.55	.000	3.98	3.55	4.41
13	9.08	.000	2.05	1.60	2.50
14	15.46	.000	3.24	2.82	3.66
15	7.90	.000	0.91	0.68	1.14
16	10.09	.000	2.71	2.17	3.25
17	14.65	.000	3.42	2.95	3.88

18	18.02	.000	4.03	3.58	4.48
19	8.50	.000	2.38	1.82	2.94
20	11.34	.000	3.21	2.64	3.77

Table G2

T-Test for the Sentence Comprehension Test

Item	T	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
1	9.37	.000	2.84	2.23	3.44
2	7.84	.000	2.21	1.64	2.77
3	7.92	.000	2.31	1.73	2.90
4	5.78	.000	1.40	0.91	1.88
5	9.35	.000	2.42	1.90	2.93
6	8.13	.000	2.26	1.70	2.82
7	7.86	.000	1.91	1.42	2.39
8	7.87	.000	2.29	1.71	2.88
9	7.86	.000	2.22	1.66	2.79
10	10.98	.000	3.12	2.55	3.69
11	13.46	.000	3.71	3.16	4.27
12	9.75	.000	3.00	2.38	3.61
13	6.45	.000	1.85	1.28	2.43
14	8.64	.000	2.71	2.08	3.34

15	7.86	.000	2.36	1.76	2.97
16	7.72	.000	2.14	1.58	2.69
17	5.68	.000	0.85	0.55	1.16
18	11.10	.000	3.24	2.66	3.83
19	12.33	.000	3.56	2.98	4.13
20	8.95	.000	2.84	2.20	3.47

Table G3

T-Test for the Multiple-Choice Recognition Test

Item	T	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
1	9.37	.000	2.84	2.23	3.44
2	7.84	.000	2.21	1.64	2.77
3	7.92	.000	2.31	1.73	2.90
4	5.78	.000	1.40	0.91	1.88
5	9.35	.000	2.42	1.90	2.93
6	8.13	.000	2.26	1.70	2.82
7	7.86	.000	1.91	1.42	2.39
8	7.87	.000	2.29	1.71	2.88
9	7.86	.000	2.22	1.66	2.79
10	10.98	.000	3.12	2.55	3.69
11	13.46	.000	3.71	3.16	4.27

12	9.75	.000	3.00	2.38	3.61
13	6.45	.000	1.85	1.28	2.43
14	8.64	.000	2.71	2.08	3.34
15	7.86	.000	2.36	1.76	2.97
16	7.72	.000	2.14	1.58	2.69
17	5.68	.000	0.85	0.55	1.16
18	11.10	.000	3.24	2.66	3.83
19	12.33	.000	3.56	2.98	4.13
20	8.95	.000	2.84	2.20	3.47

Table G4

T-Test for the Multiple-Choice Translation Test

Item	T	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
1	19.20	.000	0.89	0.79	0.98
2	13.60	.000	0.80	0.68	0.92
3	10.68	.000	0.71	0.58	0.85
4	19.20	.000	0.89	0.79	0.98
5	6.42	.000	0.47	0.32	0.62
6	10.14	.000	0.69	0.55	0.83
7	25.39	.000	0.93	0.86	1.00
8	12.72	.000	0.78	0.65	0.90

9	15.83	.000	0.84	0.74	0.95
10	9.64	.000	0.67	0.53	0.81
11	21.73	.000	0.91	0.82	0.99
12	17.32	.000	0.86	0.76	0.97
13	4.43	.000	0.30	0.16	0.44
14	10.68	.000	0.71	0.58	0.85
15	6.14	.000	0.45	0.30	0.60
16	11.29	.000	0.73	0.60	0.87
17	14.62	.000	0.82	0.71	0.93
18	15.83	.000	0.84	0.74	0.95
19	12.72	.000	0.78	0.65	0.90
20	31.46	.000	0.95	0.89	1.01

Table G5

T-Test for the Multiple-Choice Sentence Comprehension Test

Item	T	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
1	15.83	.000	0.84	0.74	0.95
2	6.14	.000	0.45	0.30	0.60
3	21.73	.000	0.91	0.82	0.99
4	8.36	.000	0.60	0.46	0.75
5	45.00	.000	0.97	0.93	1.02

6	31.46	.000	0.95	0.89	1.01
7	14.62	.000	0.82	0.71	0.93
8	21.73	.000	0.91	0.82	0.99
9	19.20	.000	0.89	0.79	0.98
10	21.73	.000	0.91	0.82	0.99
11	25.39	.000	0.93	0.86	1.00
12	15.83	.000	0.84	0.74	0.95
13	17.32	.000	0.86	0.76	0.97
14	10.68	.000	0.71	0.58	0.85
15	17.32	.000	0.86	0.76	0.97
16	21.73	.000	0.91	0.82	0.99
17	7.00	.000	0.52	0.37	0.67
18	17.32	.000	0.86	0.76	0.97
19	11.96	.000	0.76	0.63	0.88
20	25.39	.000	0.93	0.86	1.00