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Department of English Language & Literature

College of Arts

**The Use of Strategies in the Translation of Metaphor into English by
University students: The Case of ‘The Bamboo Stalk’**

**A Thesis submitted in Partial Fulfilment of the Requirements for the Degree of MA
in Applied English Language Studies**

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ABSTRACT

This study aims to identify the strategies used by university students compared to a professional translator in translating metaphors found in "The Bamboo Stalk" novel. The researcher gathered 52 translation tasks from male and female students who are about to graduate with high and low GPAs, whether its above or less than 2.75, to compare the metaphor translating strategies used by students to that of the professional translator. The data were analyzed following the metaphor classifications proposed by Richard (1936) and Pateda in (Nasution, 2007), in addition to the metaphor translation strategies proposed by both Larson (1984) and Newmark (1988).

Results show that all of the university students used more metaphor translation strategies than the professional translator. Moreover, the most used strategy by university students and the professional translator is "Maintain the metaphor" with significantly high percentages. Additionally, female students applied more strategies than male students, and high achievers tend to use fewer strategies than low achievers. The outcomes of this study would contribute to developing both the students' usage of metaphor translation strategies and instructors' assessments of student performance.

DECLARATION

I declare that this work, which I submitted to the University of Bahrain, contains my own investigation. This research has not been previously accepted for any degree and is not currently considered for any other degree at any other university.

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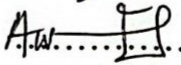
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DEDICATION

To the beautiful metaphors in my life,
My parents.

ACKNOWLEDGMENTS

(And the last of their call will be, "Praise to Allah, Lord of the world")

First, and foremost, thanks be to Allah for guiding me to complete this work.

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CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1.0. Introductory Note

This introductory chapter provides a brief introduction to the study. It discusses the significance of the study. Additionally, it states the research questions and the main objectives. Lastly, it provides a list of relevant terminology definitions.

1.1. Introduction

Reading a novel is a very enjoyable and amusing activity for some people who often choose to spend their leisure time reading novels, which allows them to let out their imagination and drown themselves in many different kinds of stories. For this purpose, authors try to write in a certain way to attract readers' attention using figurative language. The use of figurative language in the writing of novels is frequent since it plays a significant role in presenting the author's unique style, building themes, and evoking emotions (Mata & Tangkiengsirisin, 2018). According to Ferrer (2011), figurative language awakens the imagination by extending the meaning of words beyond their literal meaning.

There are many forms of figurative language that novels commonly include, such as similes, metaphors, metonymy, personification, etc. Nevertheless, not all of these expressions may be translated literally into the target language. Metaphors, for example, are a type of metaphorical language that is rarely rendered literally during translation.

Metaphors have traditionally been conceived as a rhetorical device used in literature by which a writer can provoke a reader's interest or emotions, often through creative figurative expressions. Accordingly, the reader of a

translated novel normally expects that what he or she reads is a close reflection of the original. Thus, the translation of metaphors can be viewed as problematic in translation studies, as they have their own unique meanings in historical and cultural backgrounds.

To cope with the widespread use of metaphors in all areas, especially in literature, and the need to properly transfer the meaning across different languages and cultures, many scholars have presented theories and approaches to guide translators.

Based on the above explanation, this present study focuses on the metaphor translation techniques in literature. The objectives of this study are to analyze the types of metaphors found in 'The Bamboo Stalk' novel and to classify the translation strategies used by university translation students compared to the professional translator.

1.2. Statement of the Problem

Many studies have been conducted on metaphor translation strategies in different fields. However, the problem that arose from the need for this kind of study is that there are few studies conducted on comparing translations of metaphors between two different translation competence levels of female and male students to see how metaphors are translated and what strategies are applied by both of them in comparison with a professional translator.

1.3. Research Questions

This present study seeks to answer the following questions:

1. What strategies are used by university translation students in translating metaphors found in “The Bamboo Stalk” novel, compared with the professional translator?
2. What are the differences between male and female students in the use of metaphor translation strategies, compared with the professional translator?
3. What are the differences between high and low achievers in the use of metaphor translation strategies, compared with professional translator?

1.4. Research Objectives

Based on the above questions, This study aims to:

- Investigate the metaphor translation strategies used by university translation students, compared with the professional translator.
- Explore if there are any differences between female and male students in translating metaphors, compared with the professional translator.
- Explore if there are any differences between high and low achievers in translating metaphors, compared with the professional translator.

1.5. The Significance of the Study

Nowadays, in light of the development in the world and the exchange of information between different languages and cultures, translation has become a necessity to transfer messages properly. Accordingly, there are several kinds of translations, such as books, magazines, movie subtitles, songs, novels, etc.

In many literary texts, such as novels, the use of figurative language is frequently used in an attempt to capture the reader's interest. Moreover, as figurative speech, such as metaphors, is challenging to render between

languages, it is important to apply the appropriate techniques or strategies to render the intended meaning of the author.

This study expects to make a good contribution to the development of teaching materials and techniques and provide students with the required skills to achieve a high degree of proficiency in translation.

1.6. Definitions of relevant terminology

Translation strategy

Procedures used by translators to help them overcome problems during translating from one language to another.

Metaphor

In Oxford Learner's Dictionary, metaphor is "A kind of figurative language used to describe somebody/something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful"

Source text(ST)

The text in the source language, Arabic in the case of this research.

Target text(TT)

The text in the target language, English in the case of this research.

1.7. Summary

This introductory chapter provides a short introduction to the study, which is followed by the statement of the research problem, the research questions, and the research objectives. Additionally, it clarifies the significance of this present study. Finally, it provides definitions of some relevant terminologies.

The next chapter will provide a review of the literature that has contributed to this study.

CHAPTER TWO

Theoretical Framework and Literature Review

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Theoretical Framework and Literature Review

2.0. Introductory Note

This chapter will be delineated to discuss the theoretical framework of the present study, followed by some relevant studies.

2.1. Theoretical Framework

The theoretical framework section provides some background information related to the study, starting with an overview of Translation, followed by figurative language. Then, it explains the metaphor concept and metaphor classification. Finally, it explains the approaches to translating linguistic metaphors.

2.1.1. Translation

Translation plays a significant role in modern human existence, as it possesses the ability to interact with interpersonal interactions, encompassing the sharing of information, communication, and mutual recognition within the cultural context. Translation is the process of rephrasing an original text into another language in order to find an equivalent that closely resembles the original text (Rahmah, 2013). According to Newmark (1981), translation may be a skilled practice that attempts to substitute a written message and/or statement in one language with an equivalent message and/or statement in another language.

The production of an adequate translation is of the highest priority in order to effectively and properly convey the information from the source language to the target language. For this purpose, the translator must acquire the

necessary skills to cope with several limitations, including contextual variables, grammatical principles, writing norms, idiomatic phrases, rhetorical devices, and other linguistic components in both source and target languages (Rahmah, 2013).

One factor that may affect the translation is gender. Many studies showed negative results of gender affecting outcomes of the translation process in terms of accuracy. Such as a study by Moghaddas (2013) entitled “The Effect of gender in translation accuracy of Iranian English Translators”. In the study, the hypothesis regarding a difference in translation accuracy between male and female translators was disproved by the findings following data analysis and statistical computations. However, a study by Wahyuningsih (2018) titled “Men and women differences in using language: A case study of students at Stain Kudus” show that the forms, contents, and uses of male and female students differ as males are typically more directive, and their vocabulary is simpler. Unlike women who use words more expressively (Wahyuningsih, 2018). Therefore, the researcher uses the gender as a variable in this study and suggests that gender may affect the translation outcomes, and females may use metaphor translation strategies differently than males.

2.1.2. Figurative language

Figurative language is words or expressions with a non-literal sense or meaning that cannot be understood or translated literally. According to Perrine (1982), quoted by Kinasih (2016), figurative language is the type of language that affects the beauty of language and the creativity of the writer or the speaker, which stimulates the imaginative pleasure of the listener or the reader and adds more emotional intensity to the work. For example, the following

sentence, *she is the color of my world* describes not the literal meaning of being a color but the imaginary sense of it, which is joy and happiness. Figurative language can appear in many different forms, such as metaphor, simile, personification, allusion, irony, etc. This study deals only with metaphor as the main focus.

2.1.2.1. Metaphor

Metaphor is originally a Greek word that means 'transport', which means transferring a concept from its normal location and using it in a different location where it does not belong (Ghazala, 2012). Similarly, Danesi and Perron (1999) define metaphor as "the use of a word or phrase denoting one kind of idea or object in place of another word or phrase to suggest a likeness between the two" (Danesi Perron, 1999). Moreover, Almahasees and Mahmoud (2022) stated that metaphor is the process of transferring qualities and characteristics from one object to another, a person to another, a thing to a person or animal, etc.

According to Larson (1984), quoted by Madsar (2010), A metaphor consists of four essential components: the topic, image, point of similarity, and non-figurative equivalent. The topic is the first proposition, which is the thing that is being talked about. The image is the second proposition, which is the thing that is being compared to. The point of similarity is the characteristics of the image. Finally, the non-figurative equivalent can be found when the proposition containing the topic is an event proposition (Larson, 1984; quoted in Madsar, 2010)

2.1.2.2. Metaphor vs. Simile

Linguistically, both simile and metaphor are figurative language devices used to compare different things. However, they are different in their

presentation of the comparison. Kennedy and Gioia (2002) define simile as comparing two different things that initially seem unlike with significant resemblance using some connective words such as ‘like’ and ‘as’. In contrast, the metaphor compares two totally different things without using any connective words, as shown below:

Simile	Metaphor
↓	↓
The clouds are like cotton candies	The clouds are cotton candies

2.1.3. Types of metaphors

Metaphors have many varieties that can be classified according to several aspects. Many scholars have proposed different approaches that help to classify metaphors. However, this study will describe metaphor types based on the typologies proposed by Richard (1936), which classifies metaphors into 9 categories, and Pateda in (Nasution, 2007), which classifies metaphors into 4 categories.

2.1.3.1. Richard’s Typology of Metaphor

As Madsar (2010) states, in The Philosophy of Rhetoric (1936), Richard classified metaphors into 9 types; dead metaphor, active metaphor, extended metaphor, mixed metaphor, complex metaphor, simple metaphor, compound metaphor, implicit metaphor, and submerged metaphor. Each type will be explained in the following section.

Table (1) Richard’s Classification of Metaphors

Richa	Dead metaphor
	Active metaphor

	Extended metaphor
	Mixed metaphor
	Complex metaphor
	Simple metaphor
	Compound metaphor
	Implicit metaphor
	Submerged metaphor

2.1.3.1.1. Dead metaphor

Dead metaphors are metaphors that have lost the sense of their image through widespread, frequent, and popular use. Additionally, dead metaphors are common metaphors in our literal language, which, through their frequent use, aren't really considered metaphors anymore (Grey, 2000). For example, in *the body of an essay*, the *body* word is something that people do not think of as part of human form anymore.

2.1.3.1.2. Active metaphor

Active metaphors are metaphors whose sense of image refers to the context as a whole. In other words, readers must pay more attention to the particular context of the comparison to get the right image the writer seeks to deliver. Additionally, these metaphors are mostly newly created by the writer or the speaker (Madsar, 2010). An example would be the following sentence, *he was the god of loss, the god of small things* (Madsar, 2010).

2.1.3.1.3. Extended metaphor

Extended metaphors are metaphors that state the comparison in principle and subsidiary subjects way (Madsar, 2010). As shown in the following example, *parents are the universe, and children are shining stars*. This is an extended metaphor as it compares parents and children as principal and subsidiary subjects.

2.1.3.1.4. Mixed metaphor

Mixed metaphors are metaphors that combine two different and unrelated metaphors together, making incompatible images. For example, *I am flying through a sea of challenges* is a mixed metaphor that combines the human flying and sea of challenges metaphors in one sentence.

2.1.3.1.5. Complex metaphor

A *complex metaphor* is when an initial metaphor is built on a secondary metaphor. In other words, it is the type of metaphor that expresses the meaning not only with one metaphor but with a combination of metaphors (Nordquist, 2020). As in the following example, *anger is a hot fluid in a container* (Nordquist, 2020).

2.1.3.1.6. Simple metaphor

A *simple metaphor* is simply a metaphor that has a single link between the subject and the metaphoric vehicle. Thus, it is the opposite type of complex or compound metaphors. An example of a simple metaphor is *cool down*.

2.1.3.1.7. Compound metaphor

A *compound metaphor* is a metaphor that is built up by more than one similarity (Madsar, 2010). In the example, *you were a mountain, a steady rock* there are two points of comparison: the mountain and the steady rock.

2.1.3.1.8. Implicit metaphor

Implicit metaphors are metaphors that do not mention the tenor in the comparison but rather imply it. For example, *I was broken by what I heard* is an implicit metaphor that does not state the broken glass but implies it by the verb broken.

2.1.3.1.9. Submerged metaphor

A *submerged metaphor* is a metaphor in which the image is not explicit but implied by one part of it (Madsar, 2010). In the example, *her thoughts were on the wing*; the image, which is the bird, is described by the part of it, which is the wing (Madsar, 2010).

2.1.3.2. Pateda's Typology of Metaphor

According to Madsar (2010), Pateda (Nasution, 2007) classified metaphors into 4 types: anthropomorphize metaphor, synaesthetic metaphor, abstract-concrete metaphor, and animal metaphor. Each category will be explained more in the following section.

Table (2) Pateda's Typology of Metaphor

Pateda's Typology of	Anthropomorphize Metaphor
	Synaesthetic Metaphor

	Abstract-concrete Metaphor
	Animal metaphor

2.1.3.2.1. Anthropomorphize Metaphor

This type of metaphor compares human-related objects, such as the mind, emotions, and experiences, as well as parts of the body like the heart, eyes, mouth, etc. (Madsar, 2010) For example, *The camera eyes*. The camera is described as though it were a human, despite being a thing.

2.1.3.2.2. Synaesthetic Metaphor

It's a metaphor that plays with the idea of sense shifting. It shows a shift from one sense to another (Madsar, 2010). For example, *The warmth of her voice*. The word warmth usually used to describe a touch feeling no a voice.

2.1.3.2.3. Abstract-concrete Metaphor

It basically translates from the abstract to the concrete or the other way around. For example, *The question hung in the air*. The question is an abstract concept that is contrasted with a concrete object that can be hung in the air (Madsar, 2010).

2.1.3.2.4. Animal metaphor

This metaphor uses animal-related words to compare. For example, *He is a lion*. In the example, the word lion was used to refer to the male person.

2.1.4. Metaphor translation in literature

In literature, metaphor translation can be referred to as one of the most recent issues in translation studies as it is used as a rhetorical, poetic device by different writers. Over the past few years, there have been revolutionary changes in conceptual metaphor studies. Therefore, we believe that attempts of literal rendering or mere linguistic meaning transference of the metaphoric expressions from one language to another are deemed to result in a noticeably lousy product, especially when these expressions draw on culture-specific methods of thinking rather than on shared or universal notions or schemata (Chendey, 2014). To cope with these problems, various approaches to translation have been studied and provided by many researchers, such as Newmark (1988), Larson (1998), Lakoff and Johnson (1980), and others. They have presented and explored different theories and used them to understand how to deal with the questions about metaphors' nature and possible transferability across languages and cultures (Dvořák, 2012).

A literary work is most likely to contain metaphors since it is a figurative linguistic device that adds interest to a text, particularly in a novel. Consequently, in order to preserve the beauty of metaphors, the translator must be highly knowledgeable about the content in both the source language (SL) and the target language (TL). The translator should also try to interpret the metaphor in a way that makes it as close to the source language (SL) as possible, if not identical to it.

2.1.5. Metaphor translation strategies

Translators usually have many challenges with word meaning and sentence structure while translating metaphors between two languages. Thus, many

scholars have proposed theories on solving the problem of metaphor translation.

2.1.5.1. Larson (1984) Metaphor Translation approach

Larson (1984) is one of the scholars suggesting solutions to overcome the challenge of understanding metaphors in target language (TL) and preserving a metaphor's meaning in a source text. According to Larson (1984), translators should focus on three main aspects in analyzing the metaphor: the topic, the picture, and the point of similarity in order to completely comprehend the meaning of the metaphor in the target language (TL) and source language (SL) (Mata & Tangkiengsirisin, 2018). Moreover, Larson (1984) proposed five strategies for translating metaphors (Mata & Tangkiengsirisin, 2018):

1. The metaphor can be maintained if it appears clear and understood to the target language audience.
2. The metaphor can be translated into a simile.
3. The metaphor of the source language can be translated by replacing it with a metaphor in the target language with the same meaning.
4. The metaphor can be maintained in addition to an explanation of its meaning.
5. The meaning of the metaphor can be translated without maintaining the metaphorical image.

2.1.5.2. Newmark (1988) Metaphor Translation approach

Newmark (1988) is also another scholar who came up with strategies to facilitate the process of translating metaphors. He proposed 7 strategies listed below:

1. To reproduce the same *image* in the target language.

2. To change the *image* into a target language image.
3. To translate metaphor to simile.
4. To translate metaphor with an explanation of the meaning.
5. To translate the metaphor into non-metaphorical words.
6. To delete the metaphor.
7. To combine the metaphor with the meaning.

The researcher used 4 of Larson's (1984) metaphor translation strategies which are; "Maintain the metaphor", "Translate the metaphor into simile", "Translate the metaphor into another metaphor in the TL" and "Maintain the metaphor with an explanation". In addition, she also added two of Newmark's (1988) typology which is; "Delete the metaphor" and "Translate the metaphor into non-metaphorical words" to cover as many as possible strategies.

2.2 Review of Literature

This study examines the translation of metaphors by reviewing relevant literature from previous studies. The process of translating metaphors can provide challenges for translators. Many scholars have conducted investigations regarding the translation of metaphors in various textual genres, including literary, political, and economic contexts, etc.

Madsar (2010) conducted a qualitative study on the metaphors found in the novel *The God of Small Things* and the strategies used to translate them from English into the Indonesian version *Yang Maha Kecil*. The primary data for the study are the total English metaphors found in the English version and the equivalences in the Indonesian version. However, the secondary data were taken from the results of the three raters' questionnaires to check the

translation's accuracy. The findings show that there are seven types of metaphors found in the novel based on Richard's (1936) classification of metaphors; dead metaphor, extended metaphor, active metaphor, compound metaphor, implicit metaphor, submerged metaphor, and complex metaphor. However, the most dominant type is the compound metaphor. Moreover, according to Larson (1984), the researcher found that only two of five metaphor translation strategies were used in the translation of metaphors from English into Indonesian, which is translating a metaphor into another metaphor in the target language (TL) that has the same meaning and translating metaphor into a simile.

Similarly, Mata and Tangkiengsirisin (2018) conducted a metaphor translation study on *Percy Jackson & the Olympians: The Lightning Thief* novel that aims to find strategies used to translate live metaphors found in the novel and its equivalents in the Thai version based on Newmark (1988) metaphor translation approach. According to the researcher's analysis of the novel, the results show that the most applied metaphor translation strategy is translating the source language (SL) metaphor into another metaphor in the target language (TL) that has the same image.

In the same field, Darmapratwi and Pratiwi (2024) conducted a study entitled "Translation strategies of metaphor in *The Ballad of Never After* novel by Stephanie Garber". The study focuses at how metaphors in the English-language novel *The Ballad of Never After* are translated into Indonesian. The qualitative descriptive approach, along with Newmark's (1988) theory on metaphor translation mechanisms, was used to analyze the data. Findings showed that, out of the 96 data collected, translators employed seven different metaphor translation procedures to translate the metaphors in the novel from English to Indonesian. The most commonly employed strategy was

duplicating the same image in the target language. On the other hand, changing the metaphor via simile combined with sense and deleting strategy is the least popular strategy used by the translator.

Ashuja'a, Almatari, and Alward (2019) conducted a study titled "Exploring Strategies of Translating Metaphors from English into Arabic with Reference to Scientific Texts". The study's main objective is to investigate the strategies used by a sample of 72 senior translation students in translating scientific metaphors from English to Arabic. The sample was taken from three different Yemeni universities. To collect the data, the researchers conducted a test of translating 33 Scientific metaphors. The data are analyzed following Lakoff and Johnsen's (1980; 2003) classification of metaphor to classify the extracted metaphors and Alshunnag's (2016) eight metaphor translation strategies to find what strategies were used by the students. Findings show that the most used strategy was the literal strategy due to the time limitation and lack of students' knowledge of the metaphorical structure in both languages.

Similarly, a study by Rasul and Abbas (2023) entitled "Investigating Kurdish EFL Student's Translation of Metaphorical Expressions at the University Level" was conducted to find the metaphor translation strategies used by Kurdish undergraduate students and the challenges they faced during the translation process. The quantitative data were collected from 143 EFL students through a translation test. However, the qualitative data were collected by conducting semi-structured interviews with six university lecturers. Findings showed that Kurdish undergraduate students' ability to translate metaphors from English into Kurdish and vice versa was low. Additionally, results indicate that the most frequently used strategies were

metaphor to another metaphor with the same meaning strategy and transferring the same meaning using different image strategy.

Another similar study is by Sinambela, Sipayung, Herman, Purba, Fatmawati, Ngongo, and Manurung, (2024) titled “investigating translation strategies used by students in translating metaphors from English into Indonesian: A case study on translation”. The purpose of the study is to examine how English Department students translate metaphors from English into Indonesian and how they select translation techniques when converting the source text into the target language that has metaphorical implications. This study used linguistic data and a descriptive-qualitative research approach. The translation outcomes created by the students at Universitas HKBP Nommensen's English Department in Medan serve as the linguistic data. The findings showed that the students' best method for translating metaphor from English into Indonesian was the metaphORIZATION strategy. According to the data analysis, there is, on the whole, a slight variation in how students use translation techniques.

In politics, Ayasrah (2017) examined challenges in metaphor translation in his article entitled "Problems Encountered by MA Students in Translating Metaphors in Political Speeches of King Abdullah II and their Adopted Strategies." The researcher carried out a translation task on 22 MA students in English language majors to find the problems that students faced during the translation process. Additionally, the researcher interviewed three translation specialists to review the test, investigate the purposes of using the metaphors by the students, and find the most suitable strategies for translating them. Results show that most of the students adopted free translation techniques, word-for-word translation, deletion, and paraphrasing strategies in translating metaphors. Moreover, the analysis of the student's data concluded that most

of the translation problems the MA students faced were the difficulty in finding the appropriate translation strategies for each metaphor, difficulty in understanding the speaker's intentions, the senses that he seeks to convey, and lack of sufficient knowledge about the figurative language.

Relatively, Musaad (2022) looked at the strategies applied by the translator in translating metaphors in USA President Joseph R. Biden's inaugural address from English into Arabic. The researcher extracted 72 English metaphors from Biden's inaugural address and their Arabic translations. Then, the researcher analyzed them following the five metaphor translation strategies adopted by Alshunnag (2016). The study findings show that only three of the five strategies were used in the Arabic translations, which are replacing the source language metaphor with a target language metaphor that has the same sense, translating the source language metaphor into a non-metaphorical expression in the target language and translating the source language non-metaphorical expression into a metaphor in the target language.

On conceptual metaphors, Zalifah (2019) conducted a study entitled "Translation of Conceptual Metaphors in Economic Texts" to investigate the types found in specialized economic texts and the strategies used to translate them from English into Malay. According to Lakoff and Johnson's (1980) theory of conceptual metaphors and Kittay and Lehrer's (1981) theory, the results showed that human being, building, and machine conceptual metaphors are the most frequently used in economic texts, specifically in Bank Negara Malaysia report of 2016 which is the sample of the study. Moreover, the most frequently used strategy to translate economic metaphors is literal translation, following the conceptual metaphor translation strategies proposed by Schäffner (2004).

The current study is different from all the mentioned studies as it investigates the metaphor translation strategies applied by not only the University graduating students but also by a professional translator in translating metaphors found in "The Bamboo Stalk" novel from Arabic to English. Additionally, this research work aims to compare the students' performance with that of a professional translator, and includes the variables of gender and educational level, which are not used in any of the above mentioned studies.

2.3. Summary

This chapter has presented a theoretical and empirical background of the current study. At the beginning, it discusses the concept of translation and figurative language, narrowing it down to the concept of metaphor, followed by an explanation of its types and translation strategies. Lastly, it concluded by reviewing some of the related empirical studies.

CHAPTER THREE

Methodology

CHAPTER THREE

Methodology

3.0. Introductory Note

The current chapter discusses the methodology employed in the present study, starting with an overview of the procedures that the researcher takes to accomplish the study's objectives. This section will discuss the procedures employed for participant selection and data collection. Finally, it concludes by describing the analytical methods used in presenting the results of this study.

3.1. Research Methods and Procedures

The present study applied a combination of quantitative and qualitative methods to answer the research questions and achieve the objectives. The investigation of metaphor typology and translation procedures was conducted based on Richard's (1936) and Pateda's (Nasution, 2007) metaphor classifications, in addition to the metaphor translation strategies proposed by both Larson (1984) and Newmark (1988). Subsequently, the gathered data were examined and analyzed by the researcher.

3.1.1. The Participants

The partici[of this study consists of English translation senior students who are enrolled in their last year, specifically in the 2nd semester of the academic year 2023-2024 and the first semester of the academic year 2024-2025, of the BA translation minor program in the Department of English Language and Literature. The participants of this study are a sample of 52 students, consisting of 9 males and 43 females. These students have successfully completed all mandatory translation courses within the program. Therefore, it

is expected that they have sufficient knowledge and training to efficiently achieve the objectives of this study.

3.1.2 The Data Collection Methods

To begin with, the researcher chose "The Bamboo Stalk" novel to use as the main data source for this study as it is a very well-known and popular novel written by the novelist Saud al Sanousi. The novel "The Bamboo Stalk" was awarded the Kuwait State Prize for Letters in 2012 and the International Prize for Arabic Fiction of the year 2013 (International Prize for Arabic Fiction, 2013). Additionally, the translated version by Jonathan Wright, published in 2015, won the Saif Ghobash Banipal Prize for Arabic Literary Translation in 2016. It is worth mentioning that "The Bamboo Stalk" novel has appeared in a number of Kuwaiti publications such as Al-Watan newspaper and Al-Arabi magazine (International Prize for Arabic Fiction, 2013).

In order to investigate and identify the metaphoric expressions, the researcher used the observation method, including reading, taking notes, and classification. The researcher read both the Arabic and translated versions of the novel "The Bamboo Stalk" and wrote down 11 metaphors found in the original Arabic version and their equivalents in the translated version. Additionally, the researcher categorized each English metaphor following Richard's (1936) classification of metaphor.

The selected sample was given a translation task as an assignment, with the instruction to translate from Arabic to English a total of 11 metaphors in texts that were extracted from the Kuwaiti novel "The Bamboo Stalk". Additionally, they were asked to select on the form their gender and GPA, whether it is above (2.75) for high achievers or below (2.75) for low achievers.

The metaphoric expressions given in the task were presented in their appropriate contexts so that the student translators could observe their function and meaning in the source language. The students were allowed to use dictionaries, whether soft or hard copies, to assist them with the vocabulary while translating. However, they were not allowed to use translation websites or applications, such as Google Translation. The test had no time limit for the students to deliver accurate translations.

A total of 52 metaphor translation tasks were collected from the students. Then, the collected data were analyzed and compared with the English version of the original novel, which was translated by a professional translator.

3.1.2.1. Translation Task Analysis Plan

The students' translations of the tasks were collected and analyzed by the researcher to identify the strategies they applied during the translation process. The strategies used by students were organized according to the most used down to the least used using percentages. To find the percentage of each strategy, the researcher divided the overall usage of each strategy by the total usage of all strategies and then multiplied the result by 100. Likewise, the translation strategies employed by professional translator were analyzed and calculated in the same way as the students' data to use them in the analysis.

3.2. Summary

This chapter has outlined the methodology used to conduct the current study, starting with the sample selection followed by the data collection and analysis plan. The following chapter will present the findings of the study and the discussions of the data analyzed.

CHAPTER FOUR

Results and Discussion

CHAPTER FOUR

Results and Discussion

4.0. Introductory Note

This chapter presents the results and discusses the current study. Therefore, it answers the following study questions:

1. What strategies are used by university translation students in translating metaphors found in “The Bamboo Stalk” novel, compared with the professional translator?
2. What are the differences between male and female students using metaphor translation strategies, compared to the professional translator?
3. What are the differences between high and low achievers in using metaphor translation strategies, compared with professional translator?

This chapter is structured around three distinct variables of the study, each offering insights into metaphor translation strategies used by university students, male and female students, and high and low achievers. The final part of the chapter presents the types of metaphors used by the professional translator and all university students. To ensure a comprehensive overview of the results, both tables with percentages and statistics graphs were utilized.

4.1. Results of the Usage of the Metaphor Translation Strategies by the Professional Translator and University Students.

The metaphor translation tasks of the university students and the professional translator metaphors translation were gathered and inspected by

the researcher to analyze the metaphor translation strategies applied by both the university students and the professional translator following Larson's (1984) and Newmark's (1988) metaphor translation approaches. The following detailed table and figure present the findings.

Table (3): Comparison of using Metaphor Translation Strategies by the Professional Translator and University Students

Metaphor translation strategies	Maintain the metaphor	Translate the metaphor into simile	Translate the metaphor into another metaphor in the TL	Maintain the metaphor In addition to an explanation	Translate the metaphor into non-metaphor word	Delete the metaphor
Professional Translator	90.9%	0	9.1%	0	0	0
University Students	88.3%	3.3%	0.7%	1%	3.1%	1.5%

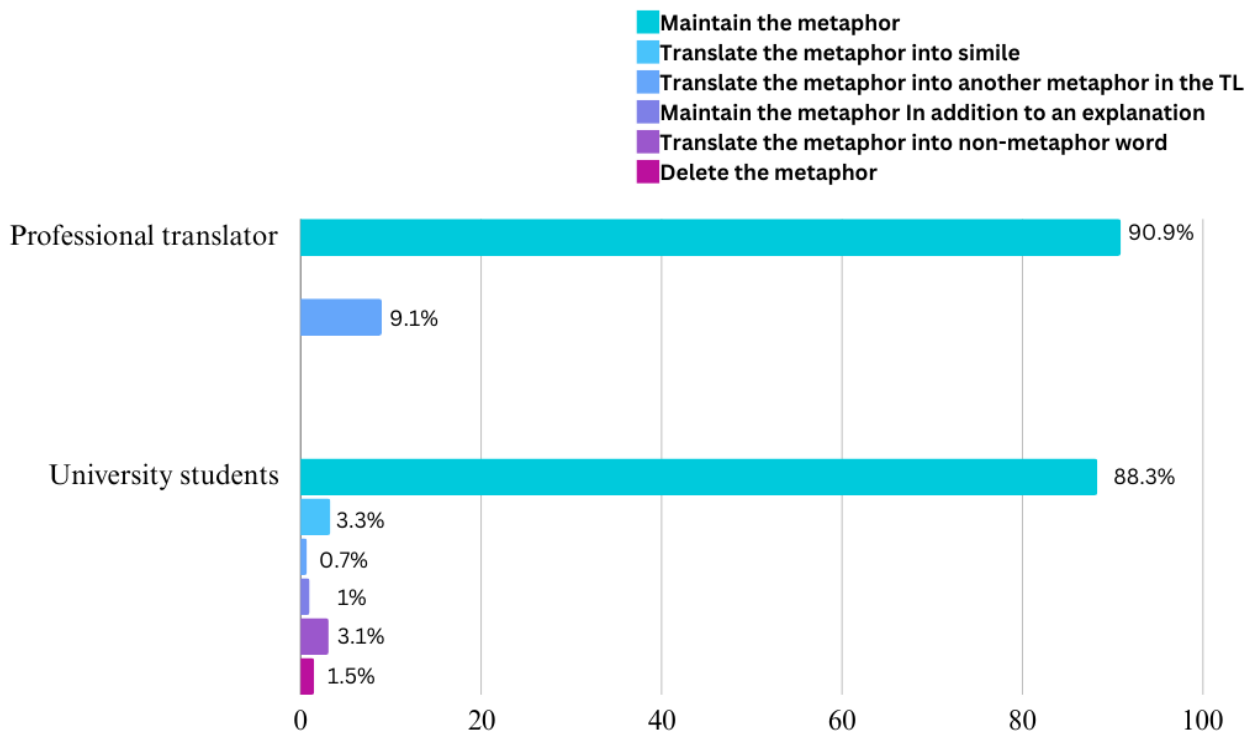


Figure (1): Comparison of using Metaphor Translation Strategies by the Professional Translator and University Students

Table (3) and Figure (1) above show that the professional translator used only two strategies in the translation of the metaphors; “Maintain the

metaphor” (90.9%) and “Translate the metaphor into another metaphor in the TL” (9.1%). On the other hand, it appears above that the university students used all six strategies; “Maintain the metaphor” (88.3%), “Translate the metaphor simile” (3.3%), “Translate the metaphor into another metaphor in the TL”(0.7%), “Maintain the metaphor in addition to an explanation” (1%), “Translate the metaphor into non-metaphor word” (3.1%) and “Delete the metaphor” (1.5%).

The above results reveal that the university students used more strategies than the professional translator. The most used strategies by university students are “Maintain the metaphor” (88.3%), followed by “Translate the metaphor simile” (3.3%), then “Translate the metaphor into non-metaphor word” (3.1%). Meanwhile, the most used strategy by the professional translator is “Maintain the metaphor” (90.9%). However, the least used strategies by university students are “Translate the metaphor into another metaphor in the TL”(0.7%), “Maintain the metaphor in addition to an explanation” (1%), and “Delete the metaphor” (1.5%), while the least one for the professional translator is “Translate the metaphor into another metaphor in the TL” (9.1%).

As mentioned above, the professional translator used only two strategies out of 6 in translating metaphors, compared to the university students who used all strategies, indicating their creative thinking in the translation process. Both the professional translator and the university students applied the “Maintain the metaphor” strategy more than any other strategy by a dramatically higher percentage. Unlike “Translate the metaphor into another metaphor in TL” strategy that was the least applied strategy by the university students, this suggests that students are more likely to stick with the original

metaphor or remove it completely rather than use a metaphor to explain another metaphor. For example, most of the students translate "الكويت هي الجنة" as "Kuwait is the heaven I deserve", they simply maintain the same metaphor as it is understandable in TL. Thus, both the professional translator and university students tend to use the "Maintain the metaphor" to avoid taking the beauty of the metaphor and choose to translate it into English as it is. However, some other students used "Translate the metaphor simile" and take the direct way to express the metaphors, for example, translating the metaphor "سمكة صغيرة" as "Isa like a small fish." In addition, other students used "Delete the metaphor" to delete it from the context, for example, translating "ولأن للكلمات أجنة، فقد طار الخبر في فضاءات النسيمة" into "The secret is not a secret if more than two people knew about it". This can result from their inability to find an appropriate metaphor in the target language or their belief that the metaphor was not essential to comprehending the work as a whole.

4.2. Results of the Usage of the Metaphor Translation Strategies by the Professional Translator and Male and Female Students

The translation tasks given to the students were analyzed again to find which strategies were used by female and male university students compared to those of the professional translator. The results show the following.

Table (4): Comparison of using Metaphor Translation Strategies by the Professional

Metaphor translation strategies	Maintain the metaphor	Translate the metaphor into simile	Translate the metaphor into another metaphor in the TL	Maintain the metaphor In addition to an explanation	Translate the metaphor into non-metaphor word	Delete the metaphor
Professional Translator	90.9%	0	9.1%	0	0	0

Female Students	90.27%	3.17%	0.84%	1.26%	2.53%	1.69%
Male Students	88.88%	4.04%	0	0	6.06%	1.01%

Translator and Male and Female Students

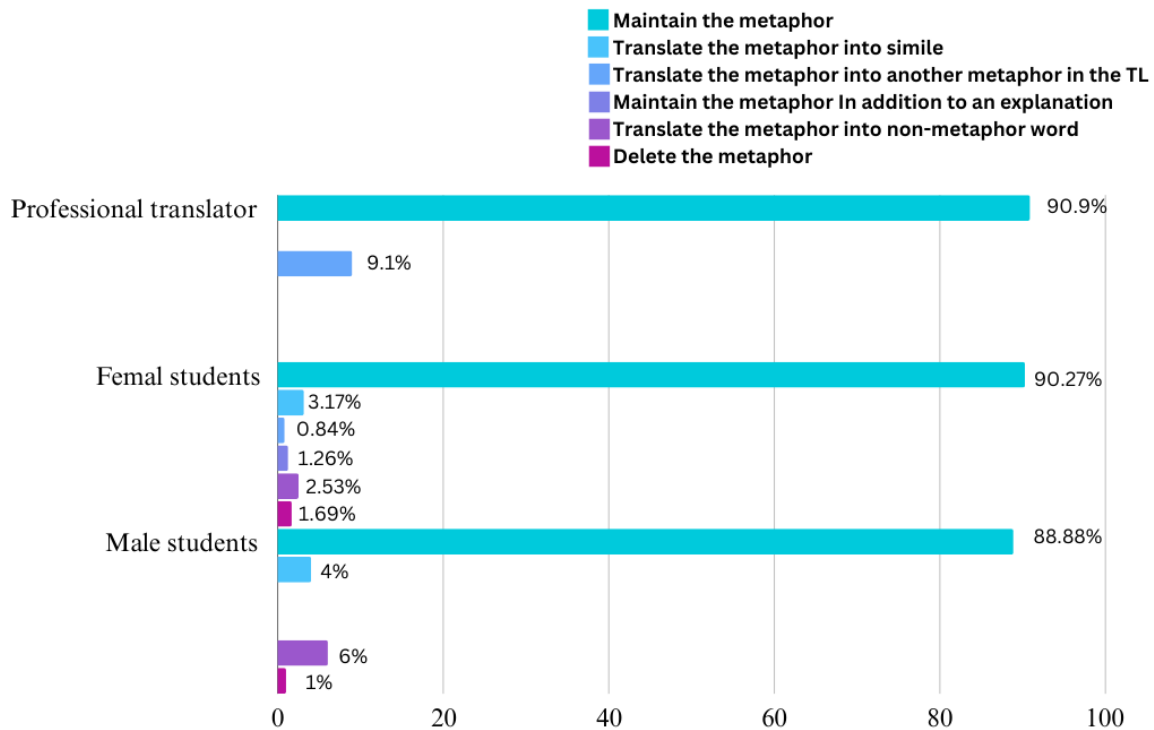


Figure (2): Comparison of using Metaphor Translation Strategies by the Professional Translator and male and female students

Table (4) and Figure (2) above show the professional translator used only two strategies in the translation of the metaphors; “Maintain the metaphor” (90.9%) and “Translate the metaphor into another metaphor in the TL” (9.1%). However, female students used all six strategies in the translation of metaphors; “Maintain the metaphor” (90.27%), “Translate the metaphor simile” (3.17%), “Translate the metaphor into another metaphor in the TL”(0.84%), “Maintain the metaphor in addition to an explanation” (1.26%), “Translate the metaphor into non-metaphor word” (2.53%) and “Delete the metaphor” (1.69%). On the other hand, male students only used four strategies

out of 6 in total; “Maintain the metaphor” (88.88%), “Translate the metaphor simile” (4%), “Translate the metaphor into a non-metaphor word” (6%) and “Delete the metaphor” (1%).

The above findings reveal that both female and male university students used more strategies than the professional translator. The “Maintain the metaphor” strategy has the highest percentage among all strategies used by female and male students. At the same time, the “Translate the metaphor into another metaphor in TL” strategy was only used by female students and not by professional and male students. For example, in "تلاشت القوة في صوت ميرلا", female students used the “Translate the metaphor into another metaphor in the TL” strategy and translated it as “Merla’s voice cracked.”

Female students show a similar percentage in the use of “Maintain the metaphor in addition to an explanation” (1.26%) and “Delete the metaphor” (1.69%). Similarly, male university students show a close percentage in the use of “Translate the metaphor simile” (4%) and “Translate the metaphor into a non-metaphor word” (6%). Meanwhile, the strategy that female university students use most minorly is “Translate the metaphor into another metaphor in the TL”(0.84%). However, male university students show a small percentage of the use of “Delete the metaphor” (1%).

Noticeably, as results show, female students use more strategies than male students and the professional translator, which indicates that female students are more open to use different strategies to add creativity to the translation than male translators, for example, translating the metaphor "أقنعتني أُمِّي أننا نعيش في الجحيم وأن الكويت هي الجنة التي أستحق" as “My mum has convinced me that life is hell, yet living in Kuwait is heaven”. Moreover, the usage of “Maintain

the metaphor in addition to an explanation” strategy by only female students refers to the ability of females to expand their words and explain more to deliver the ideas, unlike male translators, who may not preferably add more on what is already in there. A study by Wahyuningsih (2018) titled “Men and women differences in using language: A case study of students at Stain Kudus” supports the previous hypothesis. The findings of the study show that the forms, contents, and uses of male and female students differ (Wahyuningsih, 2018). Males are typically more directive, and their vocabulary is simpler. Unlike women who use words more expressively (Wahyuningsih, 2018).

4.3. Results of the Usage of the Metaphor Translation Strategies by the Professional Translator and High and Low Achievers

The researcher once again analyzed the data to explore the metaphor translation strategies used by high achievers and low achievers compared to professional translators. The following demonstrations present the findings.

Table (5): Comparison of using Metaphor Translation Strategies by the professional translator and high and low achievers.

Metaphor translation strategies	Maintain the metaphor	Translate the metaphor into simile	Translate the metaphor into another metaphor in the TL	Maintain the metaphor In addition to an explanation	Translate the metaphor into non-metaphor word	Delete the metaphor
Professional Translator	90.9%	0	9.1%	0	0	0
High Achievers	93.18%	2.27%	0	0	4.54%	0%
Low Achievers	74.38%	3.3%	0.82%	1.23%	2.89%	1.85%

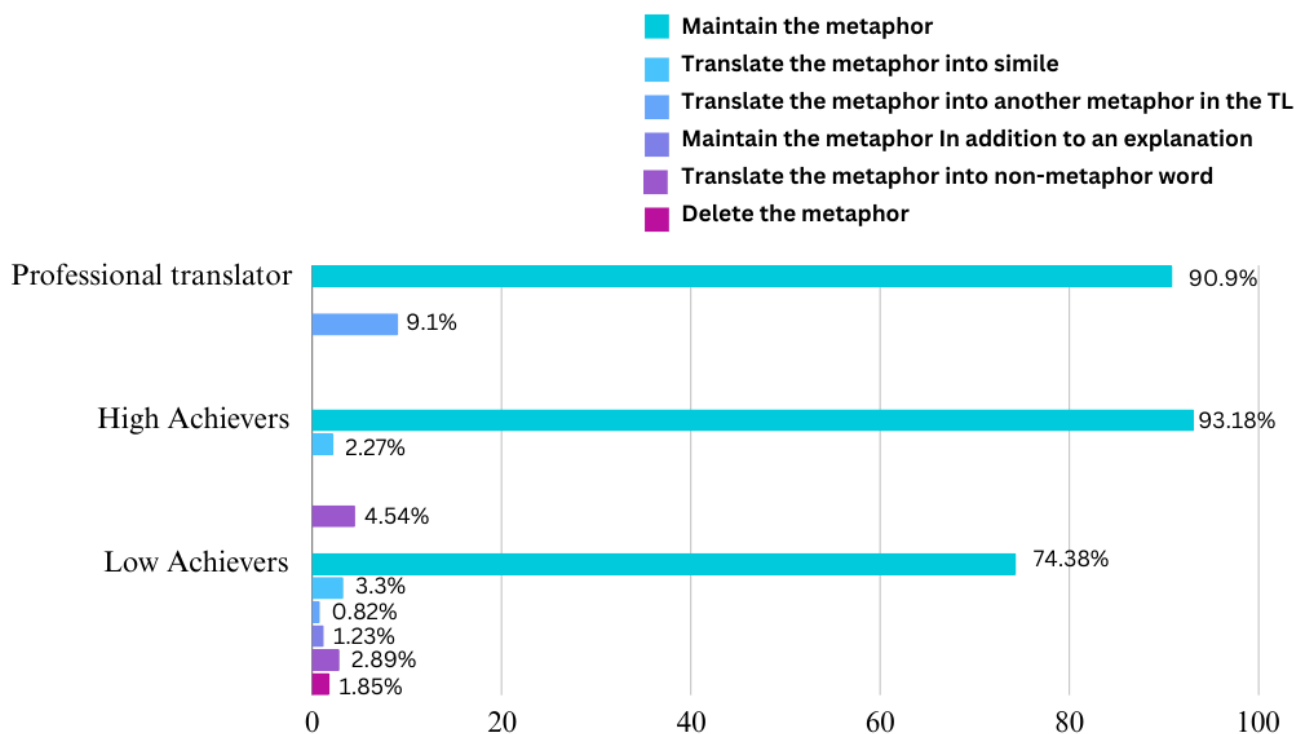


Figure (3): Comparison of using Metaphor Translation Strategies by the professional translator and high and low achievers

Table (5) and Figure (3) above show that high achievers used only three strategies; “Maintain the metaphor” (93.18%), “Translate the metaphor simile” (2.27%), and “Translate the metaphor into a non-metaphor word” (4.54%). Whereas the low achievers used all six strategies; “Maintain the metaphor” (74.38%), “Translate the metaphor simile” (3.3%), “Translate the metaphor into another metaphor in the TL” (0.82%), “Maintain the metaphor in addition to an explanation” (1.23%), “Translate the metaphor into a non-metaphor word” (2.89%) and “Delete the metaphor” (1.85%). However, the professional translator used only two strategies out of 6 strategies; “Maintain the metaphor” (90.9%) and “Translate the metaphor into another metaphor in the TL” (9.1%).

As mentioned above, higher and lower achievers applied more strategies than the professional translator did. Both high achievers and the professional translator used “Maintain the metaphor” with very similar percentages; 90.9% for the professional translator and 93.18% for the high achievers. However, low achievers show less use of the same strategy, with (74.38%). Low achievers show similar percentages in the use of “Maintain the metaphor in addition to an explanation” (1.23%), “Translate the metaphor into another metaphor in the TL”(0.82%), and “Delete the metaphor” (1.85%). In addition, they also show similarity in the percentages of “Translate the metaphor into a non-metaphor word” (2.89%) and “Translate the metaphor simile” (3.3%). Finally, while the professional translator and low achievers used “Translate the metaphor into another metaphor in the TL,” high achievers didn’t.

As presented above, high achievers tend to use fewer strategies than low achievers, and high and low achievers used more strategies than professional translator. Like the professional translator, high achievers applied “Maintain the metaphor” and only two others to maintain the metaphor’s effects on the text. For example, they translated "ونحن أفراد العائلة عالقون بهذا الطاروف" as “we, as a family, in the sea like a volleyball net” using “Translate the metaphor simile” strategy. In contrast, low achievers used different strategies to show creativity in translation or to show different translations. For example, "فقد طار" translated by low achievers as “these little birds flew all across the country” using “Translate the metaphor into another metaphor in the TL” strategy.

4.4. Results of the Used Types of Metaphors by the Professional Translator and all University Students

During the analysis, students used many types of metaphors in their translations. The researcher investigates their usage of metaphor types based on Richard's and Pateda's Typologies of Metaphor. The following table presents the results.

Table (6): Types of metaphors used by the Professional Translator and all University Students

Metaphor Types	Dead Metaphors	Active Metaphors	Extended Metaphors	Compound Metaphors	Simple Metaphors	Complex Metaphors	Submerged Metaphors	Anthropomorphize Metaphors	Synaesthetic Metaphors	Abstract-concrete Metaphors	Animal Metaphors
Professional Translator	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9%
Female Students	9.1%	8.9%	8.9%	9.1%	8.7%	8%	8%	8.2%	8.5%	9.1%	9.1%
Male Students	9.1%	8.1%	9.1%	9.1%	9.1%	8.1%	8.1%	7.1%	7.1%	9.1%	9.1%
High Achievers	9.1%	9.1%	9.1%	9.1%	9.1%	7.9%	9.1%	7.9%	6.8%	9.1%	9.1%
Low Achievers	9.1%	8.7%	8.9%	9.1%	8.7%	8.1%	7.9%	7.9%	8.5%	9.1%	9.1%

As the above table (6) presents, the most used type for all students, whether females, males, high achievers, or low achievers, is the “Dead metaphor” (9.1%). Noticeably, male and high achieving students show a higher percentage of using “Simple metaphor” than female and low achieving

students. Accordingly, that supports the finding discussed in the previous parts about male students tend to stay simple and basic in their translations as most of them chose to maintain the metaphors as they are. Similarly, high achievers tend to use “Simple metaphor” more than low achievers, supporting the discussion that high achievers use fewer strategies in their translations than low achievers.

All students in addition to the professional translator used 4 types equally with the highest percentages; “Dead metaphor”, “Compound metaphor”, “Abstract-concrete Metaphors” and “Animal Metaphors”. However, the least used type among all is “Synesthetic Metaphor”.

4.5. Summary

This chapter has shown the results of metaphor translation strategies used by professional translator and university students, including female, male, high achievers, and low achievers in numbers. Moreover, this chapter provided an incorporated analysis of the findings and answered the research questions regarding the participants' usage of metaphor translation strategies. Finally, the researcher briefly analyzed the types of metaphors used by the professional translator and the university students.

CHAPTER FIVE

Conclusion and Recommendation

CHAPTER FIVE

Conclusion and Recommendations

5.0. Introductory Note

This chapter provides an overview of the main research findings and discusses the objectives and questions of this current study. Moreover, it analyzes the significance of these findings, evaluates the study's limitations, and provides recommendations for further studies.

5.1. Conclusion

Metaphors, as one of the most challenging figurative language in translation, cannot be directly translated due to their implied meaning. The prevalence of literary works across different languages, cultures, and communities, rich in figurative languages like metaphors, underscores the importance of teaching the translation of metaphors in learning institutions.

This study aims to analyze the metaphor translations applied by male and female translation students in their last semesters and about to graduate with high or low GPAs. The analysis was done by the researcher to answer three main questions to serve the purpose of this study. Accordingly, the analysis of the study is done by following Larson's (1984) and Newmark's (1988) metaphor translation approaches to explore the usage of the metaphor translation strategies by university students compared to the professional translator in translating the metaphors given by the researcher. In addition, the study followed the metaphor typology provided to explore what types of

metaphors were used by both the university students compared to the professional translator.

Based on the discussion of the collected data, it was noticed that university students, whether females or males, high or low achievers, tend to use more metaphor translation strategies than the professional translator, which can show their creativity and flexibility in translation metaphors. However, they were all similar in using the "Maintain the metaphor" strategy, with dramatically higher percentages than the other strategies.

As results show in the comparison between female and male students and the professional translator, female students tend to use more strategies in the translation process than male students and the professional translator. Additionally, according to the results of female students used "Maintain the metaphor with an explanation" strategy and the lack of using it by males may indicate that male students are more likely to use simple and fewer words and explanations in their translations than female students. Moreover, the results of using metaphor types in Chapter 4 support these findings, as male students show a higher percentage of using simple metaphors than female students.

The results in Chapter 4 show that high and low achievers used more strategies than the professional translator. However, high achievers used fewer strategies than low achievers, which is similar to the usage of strategies by the professional translator, which shows that high achievers have better comprehension and analysis of the metaphor in rendering it into the target language.

5.2. Limitations and Recommendations

The process of gathering the translation task given to the students was quite challenging, as part of the sample was collected in the final weeks of the 2nd semester of the academic year 2023-2024, and the students were in the middle of submitting projects and assignments. However, the researcher managed to gather more translations in the first semester of the academic year 2024-2025.

For further studies, targeting a large scale of students is advised to arrive at more representative and more generalized results. In addition, for better comparison, it would be very effective to include different levels of translation students in the university to show the learning progress compared to the professional translator. Additionally, conducting similar studies with a larger sample and different variables in other universities would contribute to the development of students' performance and teacher assessments in translation studies.

5.3. Summary

This final chapter provides an idea of the research objectives and their significance. Additionally, it summarizes the key findings of the study, along with the limitations the researcher faced and recommendations the researcher suggests for any similar future studies.

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APPENDICES

Appendix A: Student's Translation Task

University of Bahrain
College of Arts
Department of English Language and Literature

Translation Tasks

Please tick:

Gender: (Female) (Male)

GPA: (Higher than 2.75) (Lower than 2.75)

The following texts are metaphors extracted from the novel “The Bamboo Stalk.” Please translate them from Arabic into English.

Note: Using soft or hard copies of dictionaries is allowed, but not machine translation due to research purposes.

هل تعرف ماذا تعني كلمة طاروف؟ لست أنتظر منك إجابة على هكذا سؤال فهي كلمة كويتية صرفة، يكاد الكثير لا يعرف لها معنى. الطاروف شبكة يستخدمها الكويتيون لصيد السمك. تُثبت في البحر كشبكة كرة الطائرة، تعلق فيها الأسماك الكبيرة عند المرور بها. ونحن أفراد العائلة، عالقون بهذا الطاروف، عالقون باسم عائلتنا، لا نستطيع تحرير أنفسنا منه. وليس باستطاعتنا الحركة إلا بمقدار ما تسمح لنا به هذه الشبكة. أنت الوحيد يا عيسى، سمكة صغيرة، قادرة على الولوج في فتحات الطاروف دون أن تعلق في خيوطه الشفافة.

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رغم عدم تمكني من فتح باب البيت، كنت أملك، كما حسبت مفتاحاً آخر أفتح بواسطته قلبها. مفتاح اسمه.. عيسى.

.....

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.....

أقنعتني امي اننا نعيش في الجحيم، وأن الكويت هي الجنة التي استحق.

.....

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.....

ما توصل إليه صديقي انتقل إلى أمه، ومن أمه إلى البيوت المحيطة، ومن البيوت المحيطة إلى أناس آخرين ولأن الكويت صغيرة، يكاد كل مرء فيها يعرف الآخر، ولأن للكلمات أجنحة، فقد طار الخبر في فضاءات النميمة.

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الكويت هي غرفتي في ملحق بيت الطاروف.. مقدار كثير من المال.. وقليل من الحب لا يصلح لبناء علاقة حقيقية.

.....

.....

.....

.....

الشعور الذي داعب قدمي فور دخولي، تكرر في حين كنت أتجه نحو المحراب ولكن في قلبي.. أحسسته عاريا.. متحررا من كل شيء.

.....

.....

.....

.....

تلاشت القوة في صوت ميرلا..
- أنظري إلي!.. أين أنا؟ أين أبي؟! انفجرت باكياً.

.....

.....

.....

.....

... الشقة، حيث كان الاحتفال، قطعة من بلاد أمي.

.....

.....

.....

بقي الجرد الذي هو أنا أخرس ينقل نظراته مرتبكا من دون أن يفهم شيئاً مما يدور حوله سوى نظرات حانية من عصفورة ودیعة اسمها.. خولة.

.....

.....

.....

Table (1): Richard's Classification of Metaphor

Richard's Typology of Metaphor	Dead metaphor
	Active metaphor
	Extended metaphor
	Mixed metaphor
	Complex metaphor
	Simple metaphor
	Compound metaphor
	Implicit metaphor
	Submerged metaphor

Table (2): Pateda's Typology of Metaphor

Pateda's Typology of Metaphor	Anthropomorphize Metaphor
	Synaesthetic Metaphor
	Abstract-concrete Metaphor
	Animal metaphor

Table (3): Comparison of using Metaphor Translation Strategies by the Professional Translator and University Students

Metaphor translation strategies	Maintain the metaphor	Translate the metaphor into simile	Translate the metaphor into another metaphor in the TL	Maintain the metaphor In addition to an explanation	Translate the metaphor into non-metaphor word	Delete the metaphor
Professional Translator	90.9%	0	9.1%	0	0	0
University Students	88.3%	3.3%	0.7%	1%	3.1%	1.5%

Table (4): Comparison of using Metaphor Translation Strategies by the Professional translator and male and female students

Metaphor translation strategies	Maintain the metaphor	Translate the metaphor into simile	Translate the metaphor into another metaphor in the TL	Maintain the metaphor In addition to an explanation	Translate the metaphor into non-metaphor word	Delete the metaphor
Professional Translator	90.9%	0	9.1%	0	0	0
Female Students	90.27%	3.17%	0.84%	1.26%	2.53%	1.69%
Male Students	88.88%	4.04%	0	0	6.06%	1.01%

Table (5): Comparison of using Metaphor Translation Strategies by the professional translator and high and low achievers.

Metaphor translation strategies	Maintain the metaphor	Translate the metaphor into simile	Translate the metaphor into another metaphor in the TL	Maintain the metaphor In addition to an explanation	Translate the metaphor into non-metaphor word	Delete the metaphor
Professional Translator	90.9%	0	9.1%	0	0	0
High Achievers	93.18%	2.27%	0	0	4.54%	0%
Low Achievers	74.38%	3.3%	0.82%	1.23%	2.89%	1.85%

Table (6): Types of metaphors used by the Professional Translator and

Metaphor Types	Dead Metaphors	Active Metaphors	Extended Metaphors	Compound Metaphors	Simple Metaphors	Complex Metaphors	Submerged Metaphors	Anthropomorphize Metaphors	Synaesthetic Metaphors	Abstract-concrete Metaphors	Animal Metaphors
Professional Translator	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9%
Female Students	9.1%	8.9%	8.9%	9.1%	8.7%	8%	8%	8.2%	8.5%	9.1%	9.1%
Male Students	9.1%	8.1%	9.1%	9.1%	9.1%	8.1%	8.1%	7.1%	7.1%	9.1%	9.1%
High Achievers	9.1%	9.1%	9.1%	9.1%	9.1%	7.9%	9.1%	7.9%	6.8%	9.1%	9.1%
Low Achievers	9.1%	8.7%	8.9%	9.1%	8.7%	8.1%	7.9%	7.9%	8.5%	9.1%	9.1%

all University Students

Figure (1): Comparison of using Metaphor Translation Strategies by the Professional Translator and University Students

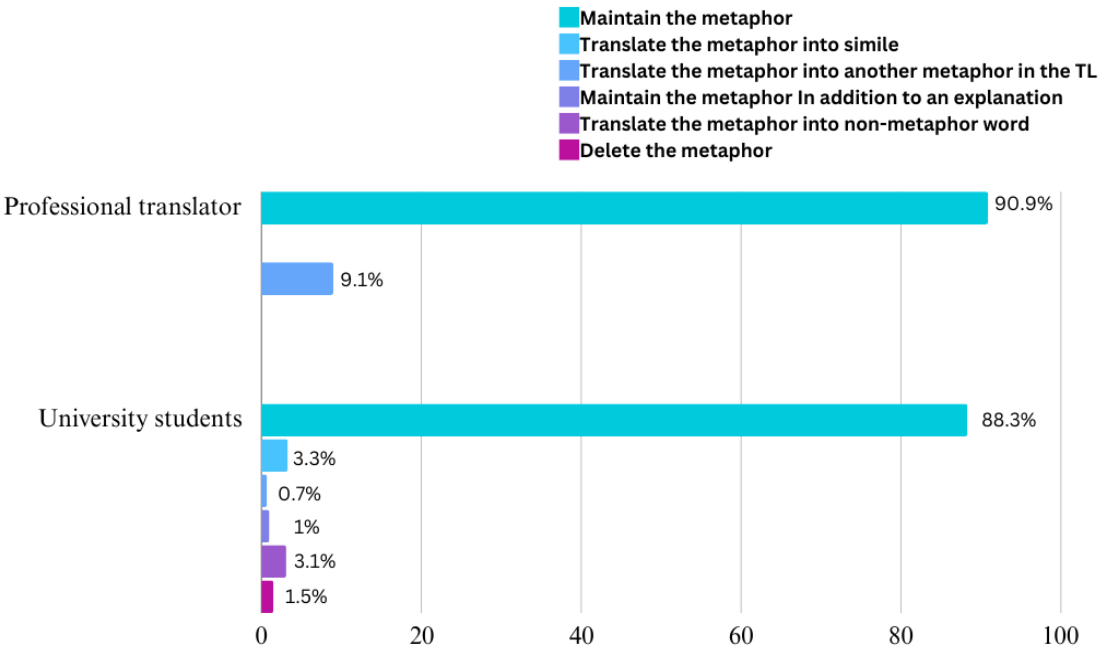


Figure (2): Comparison of using Metaphor Translation Strategies by the Professional Translator and male and female students

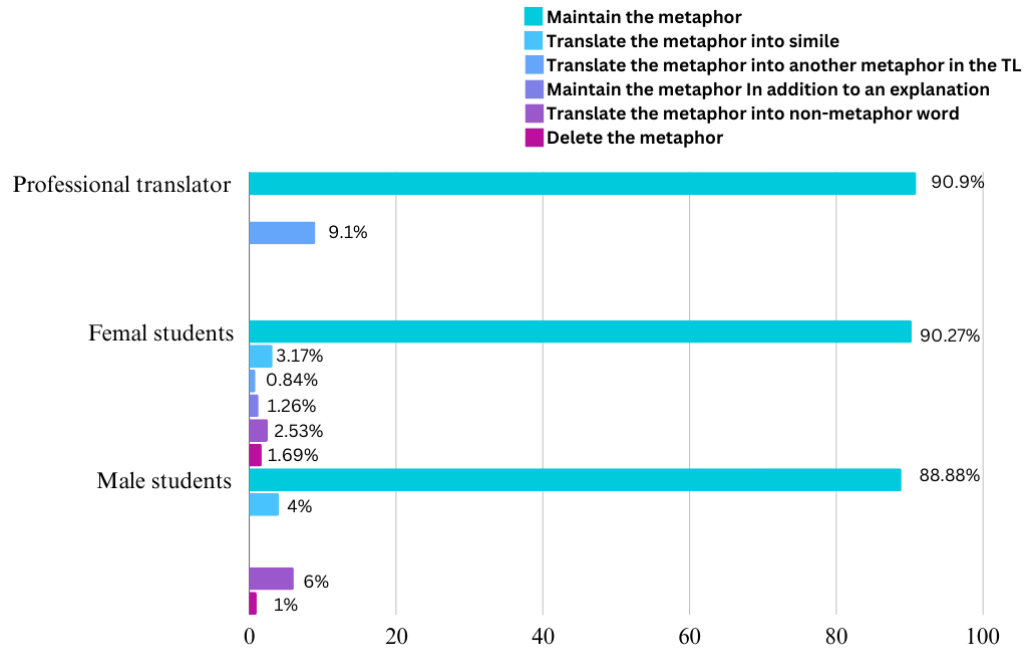
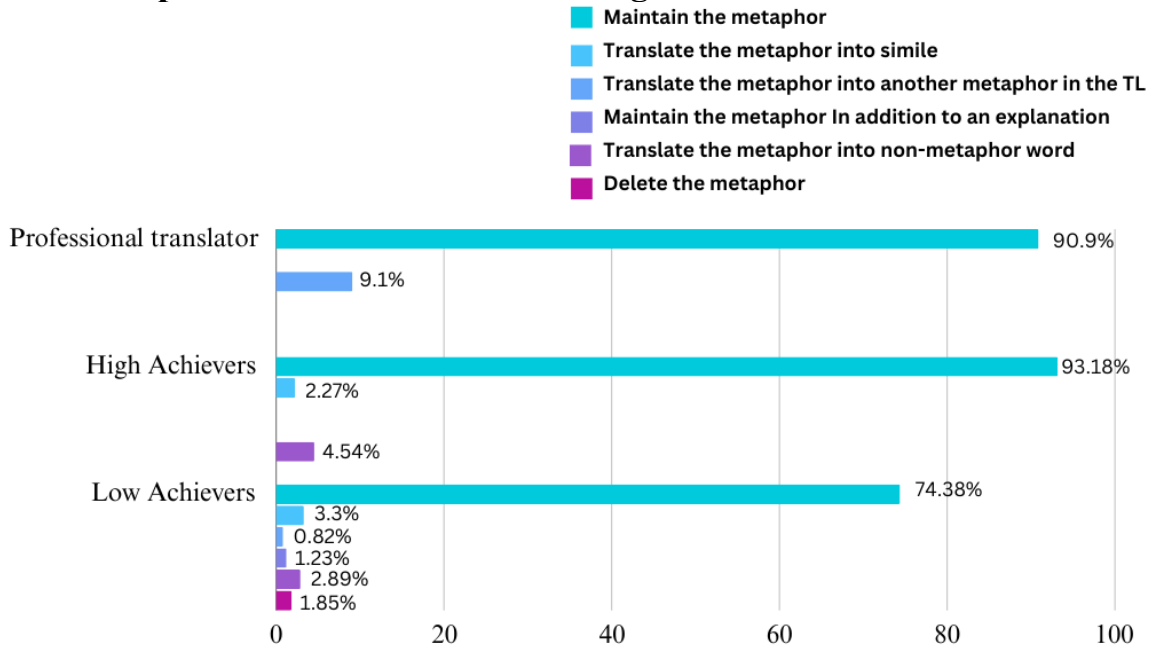


Figure (3): Comparison of using Metaphor Translation Strategies by the professional translator and high and low achievers.



الملخص

تهدف هذه الدراسة إلى التعرف على الاستراتيجيات التي يستخدمها 52 طالباً وطالبة من طلاب وطالبات الترجمة الذين هم على وشك التخرج بمعدلات مرتفعة ومنخفضة في ترجمة الاستعارات الموجودة في رواية "ساق الخيزران" مقارنة بمتخرج محترف، وقد تم تحليل البيانات باتباع تصنيفات الاستعارة التي اقترحها ريتشارد (1936) وباتيدا، بالإضافة إلى استراتيجيات ترجمة الاستعارة التي اقترحها كل من لارسون (1984) ونيومارك (1988).

أظهرت النتائج أن جميع طلاب الجامعة استخدموا استراتيجيات الترجمة المجازية أكثر من المترجم المحترف. علاوة على ذلك، فإن الإستراتيجية الأكثر استخداماً من قبل جميع طلاب الجامعة والمترجم المحترف هي "الحفاظ على الاستعارة" بنسب عالية. بالإضافة إلى ذلك، طبقت الطالبات استراتيجيات أكثر من الطلاب الذكور، ويميل الطلاب ذوي التحصيل العالي إلى استخدام استراتيجيات أقل من الطلاب ذوي التحصيل المنخفض. ومن شأن نتائج هذه الدراسة أن تساهم في تطوير استخدام الطلاب لاستراتيجيات الترجمة المجازية وأداء تقييم المعلمين.



جامعة البحرين
قسم اللغة الإنجليزية وآدابها
كلية الآداب

الإستراتيجيات المستخدمة من قبل طلبة الجامعة في ترجمة عدد من العبارات المجازية الموجودة
في رواية "ساق البامبو" من العربية الى الإنجليزية
بحث تكميلي مقدم لنيل درجة الماجستير في الدراسات التطبيقية في اللغة الإنجليزية

إعداد

لمى محمد المالكي

202100110

إشراف

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(أستاذ مشارك)

جامعة البحرين

مملكة البحرين

2024