An Integrated Activity-Based Approach for Teaching Metaphor to Translation Students

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Abstract

This paper reviews the teaching of English metaphor to Arab translation students at UAEU. Using a translation test for data collection, this paper identifies Newmark's (1988) proposed procedures for translating English metaphors. The data collected is analyzed quantitatively to see which procedures are used by students and to suggest activities for teaching metaphor use and translation. The findings show that students encounter some difficulties in translating metaphor due to disuse of translation procedures as they mostly opted for deleting the metaphor or converting the metaphor into non-metaphor. Therefore, this paper concludes with proposing an activity-based approach for teaching metaphor to translation students. This approach enables students to identify and use metaphors in English and, then, translate them into Arabic using appropriate procedures.

Keywords: activity-based approach, metaphor, translation procedures, translation teaching

1. Introduction

Translators do not only translate words and structures of a language but also some other aspects related to language, its culture, and speakers. The aspects of language include issues of meaning (semantics, pragmatics, and social meaning) which could be literal or non-literal. Non-literal meaning is expressed in some non-literal semantic features including metaphor, idioms, and collocations. Teaching non-literal semantic features to translation students is a rich area of investigation in the field of translation studies. This is due to the fact that teachers of translation do not only teach students how to translate the literal meaning of the SL words and structures but also some other language aspects related to language and its culture. Thus, such teaching is not only about word formation (morphology), sentence structure (syntax), and sounds (phonology); but teaching other aspects of language such as meaning (semantics, pragmatics, and social meaning), and culture. Since translators are basically concerned with transferring meaning from one language to another, they need to pay attention to the aspects of meaning (such as metaphor) and translation students should be taught how to deal with them as well. Consequently, this study discusses the teaching and translation of metaphor as a non-literal semantic feature and non-compositional meaning.

As it is well known, semantics is defined as "the study of meaning as encoded in language." (Widdowson, 1996: 131). It concentrates on the study of meaning of words, phrases, signs, and symbols. A meaning of a word cannot always be separated from its context, for instance. It could also be connected with some other elements and levels of language below and above the word itself. This shows the significance of morphemes not only as a morphological element but also as a semantic one. It also shows the significance of the above word level, i.e. set phrases, e.g. metaphor, collocations, and idioms. This is because of the fact that "it is not only single words that carry lexical meaning, although single words represent the prototypical case. There are also composite expressions with a special meaning one has to learn" (Widdowson: 39). These include metaphor, e.g. *teacher is a driver;* collocations, e.g. *heavy smoker;* and idioms, e.g. *throw in the towel.* This study deals only with the teaching and translation of English metaphor to Arabic by Arab translation students at UAE University.

Accordingly; this study, involving primary and secondary data, presents the above-mentioned semantic feature, metaphor, showing how it is dealt with in second/foreign language teaching as well as how English metaphors are translated into Arabic. This study, therefore, reviews the definition and use of metaphor, investigates the teaching of metaphor in second/foreign language teaching, and how metaphor is translated. It, then, investigates the procedures used by translation students to translate English metaphors into Arabic. It is, therefore, a reflection of some

definitions and explanations of metaphor, and a collection of some thoughts and ideas of various scholars and linguists about the teaching and translation of metaphor, and investigation of the procedures used for translating metaphor from English into Arabic. The study is concluded with proposing an approach for teaching metaphor to translation students.

The idea for conducting this study emerged from the fact that despite the recent development in the field of translation teaching, metaphorical expressions still pose a serious challenge for translation students, trainee translators, and teachers of translation. This study, therefore, attempts to answer the following questions:

1. *What are the procedures used by translation students in translating English metaphors into Arabic?*

2. *What activities/tasks could teachers of translation use to teach translation students how to translate metaphors?*

Accordingly, this study has twofold objectives:

1. Identifying the procedures used by translation students in translating English metaphors into Arabic.

2. Suggesting some practical activities that teachers of translation could use to teach students how to translate English metaphors to Arabic.

2. Literature Review

This review of literature is subdivided into four main sections. The first presents the definition of metaphor as a non-literal semantic feature and its use in English. The second summarizes the types of metaphor with English examples and their translations in Arabic. The third is concerned with the teaching of metaphor in second/foreign language teaching. The fourth and last basically concentrates on metaphor translation.

2.1 Definition and Use of Metaphor

Many words have both literal and metaphorical meanings. The literal meaning of a word is the most basic, concrete and straightforward sense. The metaphorical meaning refers to something other than this, something which is generally more abstract (Gaspari, 2004). For example, the literal and basic meaning of ***root*** is a part of a plant covered under the ground. The metaphorical meaning of ***root***, on the other hand, is the cause of a situation, especially when referred to a problematic, difficult situation.

Thousands of metaphors are used metaphorically in languages, not only in literary poetic language, but in everyday language such as the language used in journalism and conversation, information technology, science, medicine, economics, etc. So, what is a metaphor? Metaphor is also defined as "the 'conduit metaphor' in which ideas or meanings are objects, linguistic expressions are containers, and the meaning stored in these containers is sent from the speaker to the hearer along a conduit" (Michael Reddy quoted in Stambuk, 1998: 5). Accordingly, when a writer or a speaker uses a well-established metaphor or creates a new one, they describe something by saying it is something else. That is to say, a metaphor is a way of enabling us to talk of one thing in terms of another.

Metaphor is simply defined by Nipold and Fey quoted in Cooper (1998: 255) as "a nonliteral usage of words in which one element, the topic, is compared to another, the vehicle, based on one or more shared features. Accordingly, in a metaphor like *the ship ploughs the sea,* 'ship' is the topic, 'ploughs' is the vehicle, and the 'motion of the ship through the water' is compared to a plough pushing through the ground. Thus, the comparison between the two things is implied in the metaphor.

In a metaphor, also, a word or expression that in literal usage denotes one kind of thing is applied to a distinctly different kind of thing, without asserting a comparison (Abrams, 2003). Metaphor, as a device for creating and extending meaning, is very important in the study and interpretation of vocabulary. Lakoff and Johnson (1980: 3-5) argue that metaphor is pervasive in everyday life, not just in language but in thought and action. Our ordinary conceptual system, in terms of which we both think and act, is fundamentally morphological in nature. The essence of metaphor is understanding and experiencing one kind of thing in terms of another.

Having defined metaphor, it is important to know its components. These components are (a) مشبه tenor, (b) مشبه به vehicle, and (c) وجه الشبه ground. However, Ghazala (1995: 151,152), argues that each metaphor consists of the following components:

a- Image (المشبه به): the source of the metaphor.

b- Object (المشبه): the idea, thing, or person described.

c- Sense (وجه الشبه): the direct meaning of the metaphor.

d- Metaphor (الاستعارة): the figurative word used in the expression.

Metaphors, like other figurative language, are used to add a flavour to the language. They are used by speakers and writers to colour their language and enrich their visual representations. A metaphor can be used as a device that can create a relationship between things in the world and nature and accordingly foster some kind of creativity in art making. Moreover, metaphors provide a tool by which speakers and writers can connect objects, events, and actions together. Such objects, events, and actions appear to be empirically disparate and unconnected, and are part of cultural expressions. Consequently, metaphors are used in everyday language and play a vital role in the different sectors of life. According to Yousefi (2005: 2), metaphor is "used to add a creative flourish to the way we talk". In addition, Morgan cited in Yousefi (2005), "metaphor invites us to see the similarities, but ignore the differences. It stretches imagination in a way that can create powerful insights, but at the risk of distortion".

2.2 Types of Metaphor

According to Newmark (1988:106-113) and Ghazala (1995: 152-160) there are different types of metaphors in English. These types along with examples in English and their Arabic counterparts (translations) are listed below:

1. **Dead Metaphor:** A dead metaphor is a metaphor which is not felt by language users. Thus, metaphorical uses of some words, such as **root**, **drive**, and **build** are so common that most native speakers no longer think of the literal meaning of these words when they are using them metaphorically, e.g. *hands of the clock* عقارب الساعة, *field of knowledge* حقول المعرفة, *kill time* قتل الوقت, *warm reception* استقبال حار, *foot of the page* ذيل الصفحة .

2. **Cliché Metaphor**: A cliché metaphor is a metaphor that is popular, well-known and used daily, and frequently. Cliché metaphors are mostly informal, e.g. *At the end of the day* في نهاية المطاف, *head over heels in love* غارق في الحب من رأسه حتى أخمص قدميه, *she is busy up to her ears* مشغولة حتى أذنيها .

3. **Standard Metaphor**: These are the most established metaphors in language. They are more formal, respected and frequently used in standard language in particular, e.g. *Ray of hope* بصيص أمل, *we are in a vicious circle* إننا في حلقة مفرغة, *if you cannot beat them join them* اليد التي لا تستطيع عضها قبلها .

4. **Adapted Metaphor**: Adapted metaphors are taken originally from one language (English) and acclimatized to other languages. Usually, they pose a less difficult problem in second/foreign language teaching and translation, e.g. *The ball is in their court now* الكرة في ملعبهم الآن, *he holds all the cards* يمسك بالأوراق كلها, *to sow division between them* فرق تسد/يزرع الفرقة بينهم .

5. **Cultural Metaphor**: Cultural metaphors are the metaphors that belong to a specific culture (e.g. English). The following examples are taken from the English cultural game of 'cricket': *To field a question* يعالج مسألة, *to keep a straight bat* يسلك طريقا شريفا, *this is not a fair play* هذا ليس عدلا .

6. **Recent Metaphor**: Recent metaphors are the ones that are newly coined or created, they are also called creative metaphors, e.g. *Wooden talk* كلام عقيم, *he is skint* إنه على الحديدة/ إنه في شدة الفقر, *he likes a bit of skirt (a womanizer)* محب للنساء (نسونجي).

7. **Original Metaphor**: Original metaphors are easy to understand and comprehend, for they are usually surprising, sublime and respected, especially in literature and politics, e.g. *A window of opportunity* فرصة العمر, *the wishes raced* تسابق الأماني, *in the lamb white days* في أيام الوداعة البيضاء .

8. **Mixed Metaphor**: Roy and Singh (2004: 5, 6) state that "The working out of one figure in terms of incongruous images is a case of a *'mixed metaphor'*. Occasionally a writer combines two metaphors which do not normally go together. This is called a mixed metaphor, e.g.

- When I graduate I hope to become a *well oiled cog* in *the beehive of industry*. عندما أتخرج أمل أن أصبح عجلة لزجة (فعالا) في خلية الصناعة. Here 'a well oiled cog' which is associated with machinery, does not go with 'beehive'. This is in many a case a defect in composition.

- I will now embark upon *the future on which the question hinges*" سأباشر الآن على المستقبل الذي تحل فيه كل المسائل.

2.3 Metaphor and Second/Foreign Teaching

An empirical study on "learning phrasal verbs through conceptual metaphors: a case study of Japanese EFL learners" has been conducted by Yasuda (2010). In this study, Yasuda (2010) reviews some studies claiming that there are, in English, some elements of vocabulary as well as grammar which are very difficult to learn and master by the learners of English as a foreign language. Phrasal verbs, for instance, are considered a source of confusion and are problematic for the non-native learners. He also discusses the traditional and cognitive linguistic views of idioms stating that "A long-standing belief in the field of linguistics and psychology has been that idiomatic phrases are dead

metaphors whose figurative meanings cannot be determined through an analysis of the meanings of their individual units" (Gibbs quoted in Yasuda, 2010). The composition of idiomatic expressions is manifested in a number of studies in both L1 and L2 contexts. As for the L1, studies such as Gibbs, and Gibbs and O'Brien cited in Yasuda (2010) show that "popular meanings of idiomatic meanings is motivated by the conceptual metaphor that people use in relation to the domains referred to by the idioms". He then moves on to discuss the application to L2 idiom acquisition saying that the cognitive linguistics methods of teaching and learning idiomatic expressions are explored by scholars of applied linguistics finding out that the "results of these studies are promising because they provide new insights into the theories and practices of teaching and learning L2 idioms", however the scope of their experiments is limited (Yasuda, 2010).

In his own study, Yasuda (2010), therefore, investigates whether "Japanese EFL learners are aware of the meanings of orientational metaphors embedded in particles that form a phrasal verb." He aims at investigating the role of cognitive linguistic approach in helping students to learn phrasal verbs, and at examining whether the effect of metaphor awareness on retention of phrasal verbs by learners can be replicated with students in an EFL setting, at a Japanese university. He selected 115 Japanese university students studying English as their major in a private university in Tokyo, Japan. The selected students studied English as a foreign language for about six years.

In the experimental study, the learners were presented with a set of phrasal verbs in the class for the purpose of the study. Yasuda (2010) claims that the phrasal verbs he chose are because "(1) they frequently occur in many idiom textbooks for Japanese high school students; (2) it is therefore expected that they are already familiar to the university students; and (3) they are thus expected to be stored as non-compositional units in mental lexicon of the students". The students were divided into two groups: control group and experimental one. The control group was presented with the phrasal verbs based on the traditional method while the experimental group was presented with the phrasal verbs through the cognitive approach. Each group class lasted for ten minutes including teachers' explanations and students' memorisations. In the task, students were asked to fill in the missing adverbial particles of thirty phrasal verbs within a sentence context. The sentences were derived from different sources such as dictionaries. The phrasal verbs used in test were divided into two groups: fifteen of which, students were exposed to and the other fifteen, the students were not exposed to before. "The rationale for trying out items to which the students were not exposed before… was to observe whether … the students could generalize metaphorical thought when they encountered unfamiliar phrasal verbs" (Yasuda, 2010).

Having done this experimental study and analysed data quantitatively, Yasuda (2010) found out among some more findings that the conclusions of his empirical research provide a clear evidence for the claim that learning phrasal verbs could be greatly aided by increasing the awareness of orientational metaphors than by only encouraging mere memorization.

A comprehensive study on metaphoric competence and its role in second language learning and communicative language ability has been done by Littlemore and Low (2006). By metaphoric competence, they mean "the knowledge of, and the ability to use metaphor". In this study, they adopted Bachman's model of communicative competence which is "widely influential in both language teaching and language testing" (Littlemore and Low, 2006: 268). They highlight the fact that teaching metaphor is difficult and there are no many commercial textbooks and second language courses concerned with teaching metaphor. They emphasise on the reason for the fact that metaphor has taken a long time "to permeate mainstream language teaching is not entirely clear" (Littlemore and Low, 2006: 268). Among the reasons is that metaphors are considered by some to be literary and difficult. The second reason is because of the fact that metaphors are difficult to test both their recognition and use and "what cannot be easily tested tends not to be taught" (Littlemore and Low, 2006: 269). In their study, Littlemore and Low (2006) provide a review on "the scope of metaphor and metaphoric competence in the context of second-language teaching and learning".

They have comprehensively discussed the role of metaphor in communicative language ability. Accordingly, Littlemore and Low (2006: 274) have shown that "metaphor plays … important roles in all the cells of (Bachman's) model: namely, illocutionary competence, textual competence, grammatical competence … strategic competence, as well as sociolinguistic competence". They have also reviewed Low's 1988 (cited in Littlemore and Low, 2006) list of skills which second language learners need to master in relation to the metaphoric competence. While in this study, they have attempted to expand Low's findings and to show that metaphoric competence plays an important role in all competence areas in the Bachman's model mentioned above. They (2006) have finally concluded their study by highlighting "a number of ways in which learners can control … their responses to the situation and their own personalities; control over metaphor thus represents an important way in which learners can develop a 'voice' in the second language."

Littlemore and Low (2006) also added that learning about vocabularies is not enough and does not mean the ability to use them properly. Therefore, the "control over metaphor is one of the essential tools for empowering learners to cope successfully with native speakers", (Littlemore and Low, 2006: 290).

Moreover, Low (1988), who discusses the teaching of metaphor, comes up with a number of preliminary suggestions for the teaching of metaphors. Low (1988: 137) argues that "all learners of English as a second language are going to need to develop at least some of the metaphor-related skills". But the question, that Low (1988) asks is whether it is enough to simply learn metaphoric expressions one-by-one as they happen to appear in texts that are being studied. In answering this question, Low (1988: 137) mentions the following arguments against the one-by-one learning as far as English is concerned:

1. Children need fifteen or more years to cope with the metaphoric expressions and structures of their own language, but it does not take that long to cope with the metaphoric structures of the second language.

2. Particles and prepositions are considered an area of universal difficulty among the learners of English as a second language. Confusion caused by particles and prepositions could be removed in many cases by the realisation of the metaphoric links between the meanings of terms like 'up' and 'over'.

3. Learning 'one-off' examples does not help learners resolve the structural problems of where the boundaries of a metaphor lie or how rigid native speakers perceive specific boundaries as being.

Low (1988: 143) concludes by stressing that metaphor should be given a more important position in second/foreign language teaching than it has been in the past. This conclusion is based on three-fold reasons: firstly, because metaphor is a central to the use of the language; secondly, metaphor pervades a large part of the language system, as far as structure is concerned; and thirdly, because enough is now known about metaphor to make this reconsideration a feasible proposition. Finally, Low (1988) also adds that some of the implications of the theoretical points for teaching materials development lead to suggest "(1) that multi-text tasks constitute a good and simple basis for future materials development, (2) that the structure of a number of reference materials could be significantly improved if some, or all, of the theoretical points were taken up".

In addition, Jones (2008) has discussed the teaching of metaphor to second/foreign language learners considering "how metaphor might (a) promote deeper involvement with the target language, (b) promote language development, (c) promote critical thinking, (d) provide insight into beliefs/attitudes, (e) highlight connections, relationships, etc, and (f) build or strengthen various bridges (e.g. ignorance to enlightenment)." Jones (2008) then suggests a number of activities that a second/foreign language teacher could do to teach metaphor. The following are the instructions of an example activity suggested by Jones (2008):

1. Learners are introduced to some common metaphors related to life such as, life is a journey, life is a struggle, …

2. In pairs or small groups, learners brainstorm for support for or elaboration on these metaphors.

3. Learners are then asked to come up with their own unique metaphors. A short list of sentences starters like those introduced in Pughs, Wolph-Hicks, Davis and Venstra (cited in Jones, 2008) can get the ball rolling: war is ………, happiness is ……., love is …….., time is …….., an idea is ………., health is …….., etc.

2.4 Translation of Metaphor

Metaphor translation and the problems translators encounter in translating metaphors have been widely discussed in the field of translation studies. According to Larsen quoted in Manipuspika (2018: 2), there are some reasons why metaphor translation is problematic. These reasons include (1) the image used in the metaphor may be unknown in the TL. A metaphor based on snow, for example, would be meaningless in some regions where snow is unknown. (2) The object of metaphor is stated implicitly. For example, in *the tide turned against the government,* the object of comparison which is *public opinion* is stated implicitly. (3) The point of similarity is implicit and hard to identify. *He is a pig*, for example, does not include the point of similarity. In one culture, pig gives the idea of *dirty*, but in another culture, it means *one who is a glutton*, and in a third culture might mean *someone who does not listen to people*. (4) The TL uses different image as comparison. For example, in the SL there might be a sentence which says *there was a storm in the parliament yesterday* but it may be that the TL does not use storm to talk about *heated debate* but *fire*. (5) Frequency of using metaphor is different. In some languages, metaphors are not frequently used which makes the readers difficult to understand if it is translated literally.

Another problem in translating metaphor appears when one concept is expressed in different metaphors as many

common experiences, emotions, and feelings in our life are constantly expressed metaphorically. Let us think, for example, of the experience or concept of *love*. When people talk about love, they are likely to use a variety of conventional metaphors and each one is expressed by other metaphors (Gaspari, 2004) as follows:

Table 1. Metaphors associated to the concept of love and their Arabic translations

SL Main Metaphor	SL (English) Related Metaphors	TL (Arabic) Metaphors
LOVE IS MADNESS	I am **crazy** about you	أنا مجنون بك
	She drives me **out of my mind**	إنها تخرجني من عقلي
	He constantly **raves** about her	انه يهذي بها بشكل متواصل/طول الوقت
	He is gone **mad** over her	إنه قد جن بها
	I am **madly** in love with her	أنا واقع في حبها بجنون
LOVE IS A PHYSICAL FORCE	He is a love magnet	إنه مجذوب بالحب
	They are uncontrollably **attracted** to one another	جذبا لبعضهما البعض بشكل لا يمكن التحكم فيه
	I could feel the **electricity** between us	أشعر بقوة التجاذب الكهربائي بيننا
	I was **magnetically drawn** to her	لقد سحبت مغناطيسيا لها
	She **turns** him **on**	إنها تشعله
	They lost their **momentum**	فقدوا قواهم الدافعة
	They **gravitated** to each other	قد جذبا لبعضهما
LOVE IS MAGIC	She **cast her spell** over me	لقد رمتني بسحرها
	The first I saw her I was **spellbound**	أول ما رأيتها قيدني سحرها
	She had me **hypnotized**	لقد نومتني مغناطيسيا
LOVE IS WAR	He is known for his rapid **conquests**	معروف بفتوحاته السريعة
	He **fled from** her **advances**	فر من تقدمها
	He **overpowered** her	تغلب عليها
	She is **besieged** by his suitors	حاصرها بطلب يدها

In addition to the concept discussed earlier, the use of metaphor is widespread especially in the language of science and technology (see Stambuk, 1998). In economics also, metaphor is widely used especially when it comes to the names of animals such as bear, bull, and lamb which refer to different types of situations and dealers in the stock exchange.

Given the centrality of metaphor in language use, Gaspari (2004) states that "there are some steps that translators and interpreters typically need to take when dealing with metaphors and trying to translate them correctly into the target language:

1- Recognizing the metaphor.
2- Delimiting their boundaries in the (written and oral) text.
3- Distinguishing between the types of metaphors.
4- Identifying relevant or prominent features in order to understand the metaphor correctly.
5- Finding a suitable equivalent metaphor in the target language.

Given the existence of the problems listed above, it is proven that metaphor translation requires more consideration from translators, language teachers and translation teachers alike. Therefore, many strategies for translating metaphor from one language into another have been proposed. Bassentt (1993), and Snell-Hornby (2006), for instance, argue that there are three main strategies for metaphor translation namely 1) translating a metaphor into the same metaphor, 2) translating a metaphor into a different metaphor: substituting the image in the SL by a TL metaphor with the same

sense but different image, 3) translating a metaphor into the sense but in a non-figurative expression. Newmark (1988) also proposes seven procedures for translating metaphor. These procedures are ordered according to the most preferred procedure to the least preferred one. i.e. translators are advised to choose the first procedure, then the second, third, etc. and opt for the last one as a final solution. These procedures are

1. Reproducing the same image in the TL.
2. Replacing SL image with a standard TL image.
3. Translating metaphor by a simile.
4. Translating metaphor as a simile with its sense.
5. Converting the metaphor into sense.
6. Deleting the metaphor.
7. Combining the same metaphor along with its sense.

Generally speaking, metaphor translation is a rich area of investigation in the field of translation studies especially in translation between English and Arabic as they belong to two different language families and cultures. A recent study on translating Arabic metaphorical expressions into English adopting Mahfouz's *Morning and Evening Talks* as a corpus has been conducted by Farghal and Mansour (2020). The objective of the study "is to examine Arabic metaphorical expressions in English translation with an eye to exploring the coding of such expressions, the procedures employed in rendering them, and the treatment of the syntagmatic and paradigmatic parameters in translation". They selected 100 metaphors from the novel along with their counterparts in the English translation by Christina Philips. Throughout their examination, Farghal and Mansour (2020: 105) conclude that "metaphors in literary discourse are part and parcel of the message and requires of the translator to take utmost care in preserving their aesthetic value by furnishing a comparably creative paradigm in the target text".

3. Research Methodology

This is an empirical study conducted to identify the procedures used by translation students in translating English metaphor into Arabic. According to Kussmaul (1995: 5), "product-oriented error analysis and translation quality assessment … can be divided into three steps, description of errors, (looking at the symptoms), finding the reasons for the errors (diagnosis), and pedagogical help (therapy)". This research is a product oriented one concentrating on the third step, i.e. the pedagogical help. It attempts to identify the translation procedures used by the participants and suggests a pedagogical help translation model for teaching metaphor translation. To collect data for this study, a translation test is given to senior students of translation at UAE University. The test is designed to identify Newmark's (1988) translation procedures used by students in translating English metaphors into Arabic. As far as the test is concerned, it was very difficult, if not impossible, to find an English text that includes many metaphors to be used in data collection. Therefore, twenty English authentic sentences including a metaphor each were used in the translation test. It is also worth mentioning that these sentences were only selected for the sake of this translation test and do not reflect any religious, political, or personal attitudes.

3.1 Subjects of the Research

The subjects (sample) of this study are senior students studying in the final semester before graduation. They are all native speakers of Arabic majoring translation. The ideal approach to providing an accurate description of the characteristics of a group is to collect data on the whole population. However, in some contexts, this approach to sampling is often impossible to frame out because it is costly and time consuming. In this study, the total number of the population (senior students) was 56 female students but only 14 students were randomly selected to be used in this study, i.e. 25% of the total number of the students this term (Spring 2020). Therefore, (25) students whose ages ranged between (19-25) years have taken the test. They were not asked to write their names on the answer sheets. The reason for choosing students of this level assumed that students at this age and level are expected to have been exposed to the use of all semantic features in English and practiced translating them into Arabic. Therefore, they were expected to be able to translate English metaphors into Arabic. Another reason for choosing this level of students was because they are about to finish their university study and are about to graduate getting BA degrees in translation. Holders of this degree have the right to embark on MA degrees in Translation and/or Interpreting Studies and/or start to work as translators.

3.2 Administration of the Translation Tests

The test was conducted at the middle of spring 2020 just before transforming to online distance teaching due to

COVID-19 precautionary measures. The administration was carried out under the supervision of the researcher. All students participating in this research were gathered in one classroom. They were given two hours as a maximum time for the test and were allowed to use dictionaries to help them consult the meanings of unfamiliar words. No particular problems concerning the administration of the test were reported. The purpose of the translation test was explained to the students to make them provide reliable and valid results.

3.3 Data Analysis

The quantitative approach is used in analyzing data. The translation test that comprises twenty sentences is analyzed to identify which of Newmark's (1988) translation procedures are used by students in translating English metaphors into Arabic. Therefore, the descriptive (frequency and percentages) approach is used to identify the types of procedures used in translating English metaphors into Arabic as shown in table 2 below:

Table 2. The Frequency Use of Newmark's (1988) Procedures for Metaphor Translation

No.	Newmark's (1988) Translation Procedure	Frequency	%
1	Reproducing the same image in the TL	51	18%
2	Replacing SL image with a standard TL image	28	10%
3	Translating metaphor by a simile	32	11%
4	Translating metaphor as a simile with its sense	24	9%
5	Converting the metaphor into sense	52	19%
6	Deleting the metaphor	75	27%
7	Combining the same metaphor along with its sense	18	6%
Total		280	100%

Statistically, Table 2 above (which summarizes the translation test) shows the frequency use of Newmark's (1988) procedures for translating metaphors. It could be interpreted as follows: the test included 20 sentences, each contains a metaphor. The test was answered by 14 students. This means that 280 metaphors were translated. These 280 metaphors were then classified based on Newmark's proposed seven procedures for translating metaphor. These procedures are ordered according to the most preferred procedure to the least preferred one. As shown in the Table 2 above, students under investigation mostly opted for the sixth procedure (27%), then the fifth procedure (52%). Procedure one, most preferred procedure according to Newmark (1988) comes as a third frequently used procedure (51%) by the students.

4. Discussion of the Findings

The following is a discussion of Newmark's (1988) procedures along with examples from the students' translations. As mentioned earlier, the analysis is only limited to identifying Newmark's (1988) translation procedures used in translating English metaphors into Arabic. It is worth mentioning that students made some other errors such as errors in spelling, word order, word choice, prepositions but such errors are not dealt with in this analysis.

    a) **Reproducing the same image in the TL:** Some students opted for using this procedure for translating English metaphors into Arabic. They produced the same image in Arabic and such translation is acceptable as the image exists in Arabic and consequently is understood by the speakers of Arabic, e.g.

       i. **ST:** He is a shining star.

           TT: إنه نجم لامع

      ii. **ST:** Her tears were a river flowing down her cheeks.

           TT: كانت دموعها نهرا يتدفق على وجنتيها

     iii. **ST:** Cameron always had a taste for the fruits of knowledge.

           TT: لطالما كان كاميرون يتلذذ بفواكه المعرفة

    b) **Replacing SL image with a standard TL image:** Some students opted for this procedure translating the ST metaphor into a metaphor in the TL but replacing the image in the ST metaphor with another

image in the TL. This procedure is the second preferred one as proposed by Newmark (1988), e.g.

- i.   **ST:** My teacher is a dragon.

    TT: أستاذي بركان ثائر

- ii.   **ST:** Kisses are the flowers of affection.

    TT: إن القبل ثمار الشاعرية

- iii.   **ST:** The promise between us was a delicate flower.

    TT: كان العهد الذي قطعناه وترا حساسا

c)   **Translating metaphor by a simile:** Translating a metaphor into a simile was also a procedure used by some students. According to Newmark (1988), this procedure is the third best preferred option. Some example are

- i.   **ST:** The snow is a white blanket.

    TT: يظهر الثلج كالغطاء الأبيض

- ii.   **ST:** The moon is a white balloon.

    TT: يبدو القمر كبالون أبيض

- iii.   **ST:** The calm lake was a mirror.

    TT: كانت البحيرة الهادئة كالمرآة

d)   **Translating metaphor as a simile with its sense:** Some students opted for this procedure using both a simile along with its sense in translating one metaphor. This is the fourth best preferred procedure proposed by Newmark (1988). Some examples are

- i.   **ST:** My teacher is a dragon.

    TT: أستاذي مثل التنين بعصبيته الشديدة

- ii.   **ST:** Her tears were a river flowing down her cheeks.

    TT: كانت الدموع تنهمر على وجنتيها كالشلال الذي يتدفق بماء غزير

- iii.   **ST:** The children were flowers grown in concrete gardens.

    TT: كان الأطفال كالزهور التي نبتت في أرض صماء

e)   **Converting the metaphor into sense:** Some students opted for this procedure to translate metaphors. They understood the meaning of the metaphor and translated it into its sense, e.g.

- **i.**   **ST:** The computers at school are old dinosaurs.

    TT: كانت الحواسيب في المدرسة قديمة جدا

- **ii.** **ST:** The snow was a white blanket.

    TT: كان الثلج يغطي الأرض برمتها

- iii.   **ST:** The promise between us was a delicate flower.

    TT: كان الوعد بيننا هشا للغاية

f)   **Deleting the metaphor:** This procedure was the widely used one by students as they deleted the metaphor of the ST without translating it using one of the procedures listed earlier. Some examples are

- i.   **ST:** The kids were monkeys on the jungle gym.

    TT: لم يكف الأطفال عن القفز في صالة الألعاب

- **ii.** **ST:** The moon is a white balloon.

    TT: القمر بدر

- iii.   **ST:** My dreams are flowers to which you are a bee.

    TT: أنت موجود بأحلامي

g) **Combining the same metaphor along with its sense:** This procedure is Newmark's (1988) least preferred one and was the least used one by students as they rarely opted for translating a metaphor and its sense in one translation. Examples for using this procedure include

i. **ST:** The computers at school are old dinosaurs.

TT: أجهزة الحاسوب ديناصورات قديمة حيث أنها بالكاد تعمل

ii. **ST:** The snow was a white blanket.

TT: كان الثلج بطانية بيضاء تغطي الأرض وتحولها للون الثلج

iii. **ST:** The typical teenage boy's room is a disaster area.

TT: غرفة الصبي النموذجية منطقة كوارث فكل الأشياء مبعثرة

5. Activities for Using and Translating Metaphor

Having made it clear in the previous section that translation students encountered some problems in understanding and translating English metaphors into Arabic, the following are some activities that teachers of translation might use in teaching translation students how to use and translate metaphors. These activities are used firstly to teach students how to identify and use metaphors, then how to translate them.

1. **Filling Gaps Exercises**: This exercise might be done by giving students some sentences taking out the metaphors. Students, making use of their metaphorical knowledge, should provide the missing metaphors. Teachers need to provide them with a context giving some hints that might help them guess the missing information to fill in the gap.

2. **Matching Exercises:** Doing this exercise, teachers provide students with a table of two columns. One column contains examples that include metaphors and the other contains the meaning of the metaphor. Students are to match each example (metaphor) to its appropriate meaning.

3. **Multiple Choice Questions:** Using this activity, teacher might tell a story or some contextual information and give some answers from which students are to choose the one that describes the story best. For example, the teacher describes their own job and how they guide and direct the class comparing, indirectly, their job to that of the driver. Then they ask students to choose one metaphor of the following choices: *teacher is a coach, teacher is a player, teacher is a driver,* etc. Having understood the story, students are supposed to select the appropriate metaphor according to the context, namely *teacher is a driver.*

4. **Translation Activities:** Translation exercises are used in translating various types and genres of texts including different types of metaphors. These exercises might include

a. **Translating isolated metaphors of different types.** In such exercise, students are told that they are to translate metaphors. They do not have to identify metaphors because such exercise states clearly that the requirement is to translate metaphors. Their translations are graded based on the procedures they use. For instance; adopting Newmark's (1988) translation procedures, the teacher makes an assessment scale where translating a metaphor into a metaphor producing the same image in the TL takes a full score and the grade decreases moving down the scale.

b. **Translating metaphors within sentences.** In this exercise, students might be asked to translate sentences that include metaphors. This might help them identify the meaning of the metaphor from the overall meaning of the sentence. The same assessment scale mentioned earlier is applicable here too.

c. **Translating various types of texts including metaphors**. In this exercise, students are asked to translate texts without informing them that these texts include metaphors. The same assessment scale mentioned above is applicable here too. In addition to translation, students might be asked to comment on the translation procedures they used justifying the decisions they made. Such activity is helpful in teaching students how to identify and translate metaphors using appropriate procedures.

6. Conclusion

This study has shed some light on metaphor as an important non-literal semantic feature and its position in language and translation teaching. The study has shown that metaphors are widely used in literary and non-literary texts. The study has also highlighted the procedures that translators use for translating metaphors. The empirical study has shown that translation students UAE University encounter some difficulties in translating English metaphors into Arabic. Adopting Newmark's (1988) translation procedures, the analysis aimed to identify what procedures students

use to translate metaphors. The analysis has shown that the sixth preferred procedure (deleting the metaphor) is the widely used one (27%) while the seventh preferred procedure (combining the same metaphor along with its sense) is the least used procedure (6%). Based on these findings, a practical approach that contains a number of activities ranging from identifying metaphors, using them in the daily life, to learning how to translate them within texts has been suggested. Those activities, among others, might be used by teachers of translation so that they enable their students use metaphorical expressions correctly as well as translate those accurately using appropriate translation procedures.

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Appendix One

List of Abbreviations and Acronyms

No.	Abbreviation	Meaning
1	BA	Bachelor of Arts
2	MA	Master of Arts
3	L1	First Language
4	L2	Second/foreign Language
5	SL	Source Language
6	ST	Source Text
7	TL	Target Language
8	TT	Target Text
9	UAE	United Arab Emirates