

The Translation of Medical and Health-Related Idioms by University Students from English into Arabic: Challenges and Strategies

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Abstract

This study aims to investigate the challenges faced by undergraduate English language and literature majors when translating colloquial idioms and the strategies they employ to overcome these difficulties. Every so often, the literature documents two main and significant obstacles. Since languages differ in how they express meaning through the use of idioms, frozen and fixed formulations, and other linguistic strategies, there is firstly a lack of equivalence in the target language. Finding equivalents in the target language is therefore quite difficult. Translation may also be difficult because there are idioms that have the same structure in two languages but different meanings (Baker, 1992). The researchers examined the various approaches university students took when translating medical and health-related idioms from English into Arabic to answer the question of which strategies are most commonly used.. Ten distinct medical and health idioms were provided to forty-one Al- Balqa' Applied University (BAU) students to translate, all in context. Baker's model was applied to the data analysis. The results revealed that partial equivalence strategy was used the most by students in the study. They also show that students are familiar with colloquial Arabic idioms and that they understand the English idioms

Keywords: Translation assessment, Medical idioms, Translation strategies, English – Arabic translation, Translation pedagogy.

1. Introduction

For the global exchange of knowledge in the sciences, literature, culture, and news, translation is an essential tool. Translation, according to Bowker (2023), involves “carrying across a message from one language to another” (9). Idioms and culturally specific phrases, however, are difficult to translate because they require an understanding of both languages and their respective cultures as well as the right ways to express meaning (Dweik & Thalji 2016). Producing accurate translations is a difficult undertaking, particularly when producing translations of culturally bound expressions since translators need to be fluent

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in the target language and culture and be aware of the best ways to represent and communicate the intended meaning (Ali & Al-Rushaidi 2016). When translating from one language to another, translators need to consider meaning and cultural nuances. It is imperative that translators translate cultural components from source literature into the target language, and in many cases, they should replace textual resources with their equivalents. Hatim and Munday (2004: 6) state that "translation is the process of transferring the meaning of a written text from source language (SL) to target language (TL). The cultural setting in which communication is produced influences and incorporates the original language's content. Culture and language are inextricably linked, and knowledge of one can lead to knowledge of the other. Idioms are challenging to comprehend and interpret since they are culturally specific and have associated meanings (Howwar 2013). For translators, translating English idioms into Arabic is a challenging and hard undertaking. Since language and culture are inextricably linked, translators must capture the latent cultural meaning found in original writings. Idioms are culturally specific terms that might be difficult to translate because of their strong cultural ties to Second Language learners and the possibility of meaning and form modifications. According to Baker (1992, p. 63), idioms are "frozen patterns of language which allow little or no variation in form and often carry meanings that cannot be deduced from their individual components."

When translating Arabic idioms into English and the other way around, students encounter difficulties such as missing colloquial expressions, cultural disparities, and a lack of understanding of idiomatic elements (SajidJuma'a 2014). Other challenges faced by translators include a lack of acquaintance with both languages' idioms, limited exposure to English culture, and trouble identifying appropriate counterparts. In addition, students encounter cultural disparities, lack of acquaintance with English idioms, and inadequate comprehension of translation techniques (Smadi and Alrishan 2015; Mabrook 2021; Al-Ghammaz et al. 2022). The lack of suitable English equivalencies and stylistic disparities present further challenges for translators. Another difficulty is resisting the need to translate everything literally. Al Kayed, 2024 conducted a study on sports idioms translation from Arabic to English. His study demonstrates that linguistic/pragmatic competency, cultural differences, and a lack of information are the main causes of challenges for pupils.

The purpose of this study is to look into the difficulty undergraduate English language and literature majors have while translating colloquial idioms and the methods they use to get beyond these obstacles. Two primary and noteworthy challenges have been documented in the literature on a regular basis. First, there is a lack of equivalency in the target language since languages differ in how they communicate meaning, employing idioms, frozen and fixed formulations, and other linguistic devices. As a result, finding equivalents in the target language is quite challenging. Second, there may be idioms that are identical in form but have different meanings in two languages, which could make translation challenging (Baker 1992).

2. Features of Idioms in English

Idioms are word groups that work together as a single unit and are frequently limited in their syntactic and semantic properties (Crystal 1980). They cannot be separated out or left out of translation since they have strong emotional overtones (Larson 1984). An idiom, having been formed by usage, is usually unchangeable. In other words, no component word in the idiom may be removed or replaced with any other synonym, and it is uncommon to change the words' order. Any attempt to alter the collocation or phrase will typically damage the idiom and maybe make the expression meaningless. As Baker (1992) stated, "An idiom allows no variation in form under normal circumstances unless one is consciously making a joke or attempting a play on words." (63). Idioms frequently have two traits in common: semantic opacity, which indicates that they are frequently nonliteral and that it is impossible to infer their meaning from individual words, and compositeness, which suggests that they are multiword phrases that behave like single-word expressions. Because of their speculative, nonliteral usage, their meaning cannot be inferred from its constituent components. Idioms are approached differently by different scholars, yet they all have certain things in common. Idioms, according to academics, have lexical fixity, which means they cannot be altered or substituted. Certain idioms do, however, permit change, however to what extent varies on the idiom. While some idioms permit minor modifications, the majority are unchangeable. The literal equivalents in different settings give rise to ambiguity, or the potential for misinformation, but contextualization reduces this possibility. It goes without saying that an idiom's meaning is more complex than the sum of the meanings of its individual words. On the other hand, when viewed as a semantic unit, an idiom typically takes on new meaning. In English idioms, every word has a distinct meaning. However, it is difficult to comprehend an idiom based solely on the definitions of its constituent words. For instance, the expression "got a charley horse" refers to an abrupt, excruciating cramp in a muscle rather than the literal appearance of a horse. In Arabic, this idiom means "شد عضلي".

3. Translating Idioms

To translate idioms, a translator must be fully immersed in the target culture in order to ensure that the translation is successful. Idioms, as mentioned previously, are culturally bound units; therefore the translator must implement certain translation strategies to accurately translate the idioms. Translation strategies are necessary because they enable translators to overcome any obstacles, they may face during the translation process (Dweik & Thalji 2016). According to Assaqaf (2019), it is difficult to translate proverbs from English to Arabic since the target language needs equivalents. According to Baker (1992), one of the difficulties in translating idioms and fixed phrases is the requirement for TL equivalence because of the cultural disparities in the target language's meaning expression and the idioms' cultural nature. The availability of the SL proverb or phrase in the TL, but with a different context and meaning, presents the second difficulty. Finally, there may be differences between the source and target languages regarding the convention of utilizing idioms in written speech, their frequency, and the context in which they might be used. It is therefore crucial to assess the accuracy of the English to Arabic translations of idioms and proverbs.

Translation of proverbs and idioms with cultural connotations can be challenging due in large part to the differences between Arabic and English. This is due to the fact that Arabic is a Semitic language unrelated to the Indo-European language family, which includes English. Furthermore, this can make it more difficult to successfully communicate the intended idea. The unspoken and intended usage of the linguistic expressions that need to be translated can be understood by a translator who is well-versed in the cultures of both the source and destination languages (Al-Shawi & Mahadi 2012).

According to Kamal (2022), idiomatic expressions can be translated by employing techniques including paraphrasing, borrowing words, omission, modulation, calque, and adopting idioms that have the same meaning but a different form. The difficulties of translation are still met with a plethora of methods and strategies. According to Assaqaf (2019), paraphrasing, matching target text idiomatic expressions, idioms with identical meanings but different forms, omissions, compensation, and literal translations are the most often utilized translation strategies.

Semantic and communicative translation are included in Newmark's (1988) taxonomy of translation kinds (See pp. 46–47). Semantic translation aims to accurately capture the context as much as possible using the second language's syntactic and semantic components. The second kind of translation, known as communicative translation, aims to give its audience a reading experience that is as similar to the original as feasible. Newmark recognized the difficulty in interpreting idioms because of the linguistic and cultural barriers they provide. He supported a flexible strategy, acknowledging that the decision between communicative and semantic translation relies on the particular circumstances and the desired effect on the intended audience. According to Newmark, translators should carefully consider these aspects in order to decide which approach is best for translating idioms in the source text.

4. Methodology

The researchers employed a qualitative approach in order to classify the participants translations. Baker's 1992 framework was used to investigate and classify the methods and techniques the 41 BAU students used in order to render medical and health related idioms from English into Arabic. The students translated ten different medical and health idioms, provided in context. The data was analyzed using Baker's model. The students' translations were classified based on the four strategies (total equivalence translation, partial equivalence translation, translation by paraphrasing, and translation by omission). The researchers examined the frequency of the accurate usage of the previously mentioned strategies used by the students. Following the evaluation of the translations and an analysis of the methods the students used to translate each idiom and investigated any difficulties that students might have run into when translating English medical and health idioms into Arabic.

5. Statement of the problem and significance of the study

This study aims to explore the most popular approaches for translating medical and health idioms from English to Arabic. Additionally, it aims to tackle the main difficulties faced by BAU undergraduate English language and literature majors while translating English medical and health idioms into Arabic to improve

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their translation skills. It additionally strives to provide solutions and advice for resolving these problems. The study's sample consisted of forty-one BAU undergraduates studying English language and literature. These students are seniors and this course is their first translation course. The majority of the students in the sample speak English fluently. They also showed good understanding of the basic translation principles.

Idioms that are translated *verbatim* might cause a great deal of misunderstanding. This paper explores medical and health idioms and describes the approaches and techniques used in translating them. Baker's (1992) framework serves as a framework for the analysis. The purpose of this study is to investigate the challenges that BAU undergraduate English language and literature majors face when translating terms related to health and medicine, as well as the strategies they employ to get beyond these obstacles.

6. Literature Review

Previous studies have been done on the translation of idioms in different contexts. Al Kayed (2024) study explores the main challenges that faced MA students at Al-Yarmouk University and the most popular methods for translating sports idioms from Arabic to English. With 58.17% of students giving inaccurate translations, total equivalency/literal translation was the most often used technique. The study also found problems such as poor linguistic/pragmatic ability, cultural disparities, and a lack of understanding of translation techniques.

In their (2024) study, Vula and Tyfekçi engage the difficulties associated with the translation of idioms from English to Albanian. They indicate that idioms pose challenges for translators due to their non-literal meanings and due to the fact that they are culture specific. In their study, they review the current literature on the translation of idioms and highlight the difficulties that translators face and the strategies they use to safeguard the originality of the source material. The study lists specific translation strategies including paraphrasing, omission, and finding linguistic equivalents necessary for preserving the original text's intended meaning. It stresses the significance of cultural understanding and cross-cultural competency in the translation process. Based on the analysis of the idioms translated from English to Albanian, the study indicates the need for consistency and consideration of linguistic implications to reflect the intended messages effectively. It also deals with conceptual metaphors including the cultural significance of specific motifs (such as animals) in English idioms, and their Albanian translation. Moreover, the study investigates the implications of the translation of idioms within the context of teaching English as a Foreign Language (EFL). It suggests that teaching idioms can improve the students' English language proficiency and cultural understanding. The study ends up emphasizing the role of translators in closing linguistic and cultural gaps and by providing suggestions for further discussions of the topic.

Mounadil (2023) examined the strategies for translating idioms and proverbs from English into Arabic and looked at how different languages and genres require translation, especially as translations are required for a variety of document formats. However, culturally sensitive topics in discussions have an impact on translation methods and provide difficulties. Literal translations of proverbs and idiomatic expressions are challenging since they are culturally connected to spatio-temporal settings. Parts can be left out, sentences can be paraphrased, and related terms can be used in the target language. According to Baker's (2011)

taxonomy, paraphrasing and literal translation are the most suitable translation approaches for proverbs since they retain the essence of the original saying.

Al-Qahtani and Al Qahtani (2021) investigate problems that encounter translators while translating animal idioms from English into Arabic. They also highlight strategies that can be used in the translation of animal idioms from the source language into the target language. Based on Eugene Nida's strategies for the translation idioms (1964), the study discusses problems and strategies of translating animal idioms. The researchers developed an empirical survey that adopts a mixed approach of qualitative and quantitative methods. It aims at reaching a better understanding of the translation problems and strategies that Saudi translators use in the translation of animal idioms from English into Arabic. Findings of the study show that most translators who participated in the study used the strategy of translating an idiom into a non-idiom including cases when a corresponding idiom is found in Arabic.

Ali and Al-Rushaidi (2016) looked into the difficulties Omani undergraduate students encountered when translating colloquial and culturally restricted English terms into Arabic for use in English language instruction and literature. Sixty students completed a survey and translation exam, which identified the main obstacles they faced and the coping mechanisms they employed. In addition, the study offers suggestions and instructional consequences for enhancing students' translation competencies. The results offer insightful information for enhancing translation competence.

Lastly, the study of Mohseni and Mozafar (2013) looks at the methods employed to translate idioms in two Persian television shows, *Shab-e-Dahom* and *Madâr-e Sefr Daraje*, into English subtitles. According to the survey, paraphrasing was the most often employed tactic, utilizing 72% of idioms. The tactic of employing comparable meaning and form was not applied, and 8% were left out. This indicates that rather than employing equivalent idioms in the target language, translators choose to paraphrase or eliminate SL idioms in order to avoid idiomaticity.

In the current study, the researchers looked at the different strategies that university students employed while rendering medical and health idioms in the given context. Forty-one students, who made up the translation section in the Fall Semester 2024, translated ten different medical and health idioms, given in context. These idioms were selected from a number of healthcare and medical articles published in healthcare and medical journals. The data was analyzed using Baker's model.

7. Data Analysis

After gathering the student's answers to the given translation test, the answers were compared to the substantiated translations. The translations were then classified using Baker's 1992 model. The researchers analyzed the frequency of the accurate usage of the four strategies (total equivalence translation, partial equivalence translation, translation by paraphrasing, and translation by omission) used by the students.

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Table 1: the idioms translated by the students and the strategies used by students

Idiom	Partial	Total	Paraphrase	Omission	Inaccurate	NT
Alive and kicking	3	2	28	2	6	1
Fit as a fiddle	3		21	2	9	
As pale as a ghost	20		2		17	2
At death's door	13	13	4		8	3
Back on my feet	12	2	16	1	10	
On the mend	5		8	8	18	2
Bitter pill to swallow	5	3	12	5	12	4
Black and blue	15	3	4		19	
Got a charley horse	16		7	1	17	
Go under the knife	19	3	4	3	10	2

Following the comparison of the translations and an analysis of the methods the students used to translate each idiom, the study looked at the particular translation techniques applied to the idioms and investigated any difficulties that students might have run into when translating English medical and health idioms into Arabic. The following is an analysis of the student's answers to the survey:

o Idiom #1: alive and kicking

This idiom refers to someone who remains incredibly active and vibrant, usually in spite of aging or health issues. The idiom was given to the students in the following sentence "Even though my grandma is 70 years old, she is alive and kicking". The partial translation of this idiom is "حي يرزق", out of the 41 students only three managed to get this translation accurately using the partial equivalence strategy. However, the majority of the students, 68% of them, opted for paraphrasing to correctly translate the meaning of this idiom; paraphrasing into "بصحة جيدة" etc. A small number of students saw the total equivalence fit for the translation of this idiom, and even a smaller number (one student) omitted the idiom in their translation. The rest of the students either left the question untranslated or inaccurately translated the idiom.

o Idiom #2: fit as a fiddle.

Fit as a fiddle is an idiom which means to be in good health and physical shape. The sentence in which the idiom was given to the students in is "After going to the gym every day for a month, I feel fit as a fiddle". About 0.1 % of the students managed to use the partial equivalence strategy to translate this idiom correctly; the correct partial translation is "نشيط كالحصان". Once again, a bulk of the students went for paraphrasing. This time 51% of the students used the paraphrase equivalence strategy correctly giving translations such as "لياقة بدنية". Around 37% of the students inaccurately translated the above-mentioned idiom. Only two students out of the 41 deemed it fit to omit the idiom from their translation.

o Idiom #3: As pale as a ghost.

This idiom indicates appearing extremely pale, generally from fear or illness. The sentence students were provided with the idiom is "She was as pale as a ghost after hearing the bad news". The percentages of accurate and inaccurate translations were rather close, indicating a gap in the results. The percentage of

students who used the partial equivalence strategy for this idiom was around 49%, the correct translation for this idiom is “شاحب بشدة” which the students were able to correctly provide. 41% of the students gave inaccurate translations which could be caused by a lack of acquaintance with the idiom in the source language or a difficulty in locating a comparable expression in Arabic. The remaining students either paraphrased to accurately render the idiom or left the question unanswered.

o Idiom #4: At death’s door.

At death’s door is an idiom that means to be really ill or near death. The students were given this idiom in the following context “After being diagnosed with cancer, she felt like she was at death’s door”. Using the partial equivalence strategy to translate this idiom into Arabic, the accurate translation is “على حافة القبر”; about 32% of the students were able to render this idiom precisely using the mentioned strategy. The use of the total equivalence strategy for this idiom was a rather higher percentage than the previous idioms, as the percentage equaled the partial equivalence strategy’s percentage. The reason for the total equivalence strategy’s percentage being higher for this specific idiom is that when this idiom is literally translated it retains complete veracity; the literal Arabic translation is “على باب الموت”. The rest of the students gave either inaccurate translations or used the paraphrasing strategy to suitably translate this idiom in the given context.

o Idiom #5: Back on my feet.

The meaning of this idiom is to regain health and activity following an illness or injury. The sentence in which the idiom was given is “After a few days of rest, I was back on my feet and ready to go back to work”. The paraphrasing strategy was the most used strategy for the translation of this idiom, scoring higher than the partial equivalence strategy with 39%; for example, some students translated “عادت له الحياة من جديد”. However, the percentage of the use of the partial equivalence strategy was 29%, the correct partial translation is “استعدت قواي” which is the answer students were able to give. Both partial and paraphrased translations are deemed accurate and fit in the context of the given sentence. Only one student omitted the idiom from their translation, the reason may be that the sentence would make complete sense with the given idiom if translated as follows “بعد بضعة أيام من الراحة، كنت على استعداد للعودة إلى العمل”. This shows the importance of the idioms being given in context. As for the total equivalence strategy, only two students used this strategy to properly render this idiom, although the idiom would be entirely accurate even when translated literally not many students opted for this strategy. Students seem to be hesitant to use the total equivalence strategy, and that is noted through the analysis of all the idioms translations.

o Idiom #6: On the mend.

On the mend is an idiom which means recuperating from a disease or trauma. The phrase that the idiom used is “After a week of rest, I was on the mend and feeling much better”. In the given context, 44% of the students gave an incorrect translation of this idiom. The incorrect translations imply that students do

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not have the requisite English language and pragmatic understanding. The lack of knowledge and understanding of the English idiom caused the students to either omit this idiom or use the paraphrasing strategy. Of the students, about 20% thought it appropriate to leave out the idiom's translation, providing translations such as “بعد أسبوع من الراحة، كنت أشعر بتحسن كبير”. The idiom may not have been necessary for the students to accurately translate the meaning of the sentence, or their lack of understanding of the source language may have been the reason. Furthermore, students could have omitted the idiom from their translation as it could be a cause of repetition; for example, if students chose to paraphrase into “في تحسن” this would cause repetition as the meaning of the idiom and what follows in the sentence are similar in meaning. The accurate partial rendering of the idiom is as follows “التعافي”. Of the students, only 12% chose the partial equivalency technique and accurately translated the idiom.

o Idiom #7: Bitter pill to swallow.

The definition of this idiom is anything disagreeable or challenging to accept. The idiom was given in the following context “Losing the championship game was a bitter pill to swallow, but we learned from our mistakes”. 29% was the percentage of inaccurate translations, some of these mistakes could be caused by a lack of exposure to the idiom in the source language or a difficulty to locate an equivalent expression in Arabic. Despite this percentage of inaccurate translations, most students chose to use the paraphrasing technique to translate this idiom in the provided context. Around 29% of the students used this strategy giving translations such as “محبط” and “صعب”. The use of the partial equivalence strategy for this idiom reached 12%, students rendered this idiom using translations such as “أمر صعب الهضم”. The use of the omission strategy equaled the percentage of the use of the partial equivalence strategy. Students deemed omission a proper strategy for this idiom in the given sentence. “خسرنا اللعبة في البطولة ولكننا تعلمنا من أخطائنا”. is an example of how one student omitted the idiom in their translation. This omission shows a deep understanding of translation and the importance of context in translating idioms. The remaining 17% either did not translate the sentence or used the total equivalence strategy.

o Idiom #8: Black and blue.

Black and blue is an idiom that refers to being bruised, and exhibiting indications of physical trauma. The idiom was given in the following sentence “After the accident, she was black-and-blue all over”. Surprisingly, 46% of the students inaccurately translated this idiom, despite the idiom being quite self-explanatory especially in given in the context of an accident in the sentence. Potential reasons for these errors may stem from a lack of familiarity with the idiom in the source language or the difficulty in identifying an equivalent idiom in Arabic. The students failed to understand the meaning of the idiom therefore they failed to render it accurately. Often translating the idiom as follows “أسود وأزرق”. Approximately 37% of the students used the partial equivalence strategy to render this idiom fittingly into

Arabic. The accurate partial equivalence translation would be “كدمات”. The remaining 17% of the students either used the total equivalence strategy or paraphrased to correctly translate the idiom.

o Idiom #9: Got a charley horse.

This idiom means to experience an abrupt, excruciating muscle cramp. It was given in the following sentence “After running a marathon, I got a charley horse in my leg”. This idiom given on its own would be quite difficult to translate, as it is not clear how a “charley horse” is related to a muscle cramp. It was crucial to provide the students with the idiom in context since it clarified the meaning for them. Despite this idiom being quite far from its literal dictionary meaning, 39% of the students were able to accurately render this idiom using the partial equivalence strategy; often using the Arabic phrase “شد عضلي” as the translation. However, a bigger percentage, 41%, failed to accurately translate the idiom. Seven students accurately translated this idiom by paraphrasing and giving the idea of the source text; translating the idiom into “إصابة في رجلي”. One student out of the 41 decided to omit the idiom from their translation; translating the sentence as follows “أصبت في قدمي”. Some students who inaccurately translated this idiom either completely misunderstood the meaning of the above-mentioned idiom or used the total equivalence strategy; the use of this strategy produced an inaccurate, unnatural target text. Those who used the total equivalence strategy, giving translations such as “حصلت على حصان تشارلي”, seem to have completely had no understanding of the meaning of the idiom which led them to literally translate this idiom.

o Idiom #10: go under the knife.

To go under the knife is an idiom that refers to having surgery. The sentence in which the idiom was given in was as follows “After years of suffering from back pain, she decided to go under the knife”. Using the partial equivalency technique, 46% of the students were able to translate this idiom effectively. The accurate partial translation is “الخضوع لعملية”. Understanding the meaning of this idiom must have been easy to understand as going under the knife in the given sentence logically must only mean one thing, undergoing an operation. The percentage of inaccurate translations reached 39%, some students translated this idiom using the total equivalence strategy and consequently, they ended up with inaccurate translations such as “أن تخرج من الذهاب تحت السكين”. The remaining students paraphrased the idiom, rendering the idiom into “أن تخرج من المعاناة”

8. Discussion

The most used strategy was the partial equivalence strategy; students showed a familiarity with colloquial Arabic idioms and in turn a good understanding of the English idioms. However, some students were unfamiliar with partial equivalent idioms in Arabic. They have limited knowledge of medical and health-related idioms in English. Coming in second place, the paraphrasing strategy was used 106 times out of the 265 accurate translations. Often relying on the context in which the idiom was given to paraphrase

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accurately. Students seemed to rely on the paraphrasing strategy if they couldn't use the partial equivalence strategy (if they were unfamiliar with an equivalent idiom in Arabic). This strategy was a favorite as the students were able to paraphrase suitably as they are native speakers of Arabic. A small number of students used the total equivalence strategy appropriately, as this strategy is not always fit for translating idioms. Some students showed a good understanding of these strategies by using them when appropriate. Case in point, 13 students used the total equivalence strategy/literal translation to render the idiom "at death's door" into Arabic as "على باب الموت". Omission was also accurately used in certain instances, however, it wasn't the most popular strategy. Only 0.08% of the students used this strategy correctly. The technique of omission in translation could be used to get around language non-equivalencies; in light of maintaining the meaning of the source text, it hasn't had a significant effect on the translation as a whole (Amarasinghe 2020). The results showed that students provided inaccurate translations in bulk. Inaccurate translations were mainly a result of unfamiliarity with the source language text, these idioms seem to be new to a good number of the students. Students encounter cultural disparities, lack of acquaintance with English idioms, and inadequate comprehension of translation techniques (Alrishan and Smadi 2015; Mabrook 2021). The lack of acquaintance with the English idioms resulted in misunderstandings of the idioms themselves, some students therefore relied on literal translation to when they were faced with such idioms. It seems that certain students took some expressions literally without realizing they were colloquial. They ignored the fact that idioms frequently have metaphorical or connotative connotations as they translated the idioms word for word (Al Kayed 2024; Qutami 2022). For example, in the aforementioned translation of "got a charley horse", a student relied on literal translation and rendered it "حصلت على حصان تشارلي". It is important to remember that when idioms in Arabic and English have the same form and function, they can be translated literally or translated to their total equivalent (i.e., optimal translatability) according to Al Kayed (2024). Some failed to use context clues to understand the idiom and perhaps paraphrase. Around 0.5% of the students preferred to not translate some of the given sentences.

9. Conclusion

The study found that students often used the partial equivalence strategy to accurately translate English idioms. However, some students were unfamiliar with partial equivalent idioms in Arabic and had limited knowledge of medical and health-related idioms in English. The paraphrasing strategy was used 106 times out of 265 correct translations, often relying on the context. Only 0.08% of students used the total equivalence strategy correctly, but it was not the most popular strategy. Inaccurate translations were mainly due to unfamiliarity with the source language text, cultural disparities, and inadequate comprehension of translation techniques. Some students took colloquial expressions literally without realizing they were colloquial, and some failed to use context clues to understand the idiom and paraphrase. The research revealed a number of difficulties, such as the cultural distinctions between Arabic and English, the use of literal translation, ignorance of medical and health-related idioms, a lack of linguistic and pragmatic

knowledge in the target language, a lack of understanding of translation techniques, and a lack of understanding of idiom characteristics.

ترجمة طلاب الجامعات للمصطلحات الطبية ومصطلحات الرعاية الصحية من الإنجليزية إلى العربية: التحديات والاستراتيجيات

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الملخص

تهدف هذه الدراسة إلى التعرف على التحديات التي يواجهها طلاب تخصص اللغة الإنجليزية وآدابها في ترجمة التعبيرات الطبية والاستراتيجيات التي يستخدمونها للتغلب على هذه الصعوبات. ففي غالبية الأحيان، توثق الأدبيات عقبتين رئيسيتين وهامتين. وبما أن اللغات تختلف في كيفية التعبير عن المعنى من خلال استخدام التعبيرات والصيغ الجامدة والثابتة وغيرها من الاستراتيجيات اللغوية، فهناك أولاً نقص في التكافؤ في اللغة الهدف. ولذلك فإن العثور على مرادفات في اللغة الهدف أمر صعب للغاية. وقد تكون الترجمة صعبة أيضاً لأن هناك مصطلحات لها نفس البنية في اللغتين ولكن المعاني تكون مختلفة (بيكر، 1992). قام الباحثون بدراسة الأساليب المختلفة التي اتبعها الطلاب عند ترجمة المصطلحات الطبية والمتعلقة بالصحة من الإنجليزية إلى العربية في هذه الدراسة. تم توفير عشرة مصطلحات طبية ومصطلحات رعاية صحية متميزة لواحد وأربعين طالباً من جامعة البلقاء التطبيقية لترجمتها، وكل ذلك في سياق محدد. طُبِقَ نموذج بيكر على تحليل البيانات. وأظهرت النتائج أن استراتيجية التكافؤ الجزئي كانت الأكثر استخداماً عند الطلاب في الدراسة. كما تظهر أيضاً أن الطلاب على دراية بالتعبيرات العربية العامية وأنهم يفهمون التعبيرات الإنجليزية.

الكلمات المفتاحية: تقييم الترجمة، التعبيرات الطبية، استراتيجيات الترجمة، الترجمة الإنجليزية - العربية، أصول تدريس الترجمة.

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