

الباحث

Asst. Lect. Wesam Mohsen Tahseen Hussien
Al-Bayati

Difficulties in Translating English Novels into
Arabic: A Case Study of Students at the
University of Kirkuk

Researcher

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عنوان البحث

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ملخص البحث

للتجمات الأدبية تأثير كبير على حياتنا. فمن خلالها، تُتاح للقراء فرصة التفاعل مع نصوص من سياقات ثقافية ووطنية متنوعة. تكمن مشكلة هذا البحث في عدم قدرة الطلاب على ترجمة نصوص الروايات الإنجليزية إلى العربية. فنظرًا لتعدد مشاكلها، لا سيما في البنية النحوية، والدلالات، والأساليب المجازية، والبلاغية، والأسلوبية، فإنها غالبًا ما تفشل في تزويد قارئ اللغة الهدف بفهم واضح لكيفية ترجمة النصوص الأدبية الإنجليزية. وبالتالي، تؤثر هذه المشاكل على عملية الترجمة. لذا، يهدف هذا البحث إلى دراسة ترجمة النصوص الأدبية من مختلف الروايات الإنجليزية لتوضيح عملية ترجمتها إلى العربية. كما يهدف إلى تحديد الصعوبات والأخطاء التي يقع فيها الطلاب في ترجمة الروايات الإنجليزية، وتوضيح دور المترجم في إيصال التأثير البلاغي للنص الهدف إلى قارئه. يُطبق في هذا البحث نموذجان: أولاً، يُصنّف نموذج دولي اللغوي (٢٠١٤) الأساليب البلاغية والمجازية إلى إحدى عشرة فئة. ثانياً، يتألف نموذج نيومارك الترجمي (١٩٨٨ ب) من استراتيجيتين أو طريقتين أساسيتين: الدلالة والتواصل. ويُستخدم هذا النموذج على نطاق واسع في دراسة الأعمال الأدبية. وأخيراً، تختتم الدراسة بخلاصة لأهم النتائج التي توصلت إليها.

معلومات الباحث

اسم الباحث الأول:

م.م. وسام محسن تحسين حسين البياتي

البريد الإلكتروني:

WesamMohsen435@Gmail.com

الاختصاص العام: اللغة الانكليزية

الاختصاص الدقيق: الترجمة

القسم: الترجمة

الكلية: الآداب

الجامعة: تكريت

البلد: العراق

الكلمات المفتاحية: الترجمة ، الترجمة الأدبية ،

الروايات الإنجليزية ، صعوبات الترجمة ، الأساليب البلاغية

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Researcher information

Researcher:

Wesam Mohsen Tahseen Hussien Al-Bayati

E-mail:

WesamMohsen435@Gmail.comV

General specialty: English_languish

Exact specialization:

Department: Translating

College:

University: Kirkuk

Country: Iraq

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The Title

Difficulties in Translating English Novels into Arabic: A Case Study of Students at the University of Kirkuk

Abstract

Literary translations significantly impact our lives. Through literary translation, readers are afforded the opportunity to engage with texts originating from varied cultural and national contexts.

The problem of this investigation is that the students cannot translate English novel texts into Arabic. Because of their numerous issues, particularly in syntax (syntactic structure), semantics (lexical words), figurative devices, (rhetorical devices), and stylistics, they frequently fail to provide the target language reader with a clear understanding of the rendition of English literary texts. Consequently, these issues influence the translation process.

Hence, the current investigation aims to examine the translation of literary texts from various English novels to elucidate the process of translating them into Arabic. This investigation also aims to identify the difficulties and errors that are made by students in rendering English novels and to elucidate the translator's role in conveying the rhetorical impact to the reader of the target text (TT).

Two models are implemented in this investigation: Firstly, Dooley's (2014) linguistic model categorizes rhetorical and figurative devices into eleven categories. Secondly, Newmark's translation model (1988b) comprises two fundamental strategies or methods: semantic and communicative. This model is employed extensively in the examination of literary works.

Finally, the study concludes with a summary of the key findings.

I. INTRODUCTION

1.1 Statement of the Problem

This investigation addresses the issue that numerous students struggle to translate English novels texts into Arabic due to the disparities in word orders, grammatical rules, sentence structures, verb and noun forms, adverbs and articles, which affects the accuracy and impact on target language readers.

Furthermore, this investigation endeavors to resolve the following inquiries:

- A. How are the rhetorical devices of the literary discourse in English translated into Arabic? How does the translator's approach influence the outcome of the translation?
- B. Which method is more suitable for translating English novel texts into Arabic? What are the primary factors that contribute to the appropriate and inappropriate interpretations of English novel texts?
- C. Should the translator (s/he) focus on the ST's form and substance or the TT's effect?
- D. Does (s/he) have to relay others' messages or mediate between parties?

1.2 Aims of the Study

This investigation aims:

- 1. Translate the text of English novels into Arabic accurately and produce a high-quality rendering by comprehending the rhetorical devices. Additionally, this involves exploring the challenges of translating English novels into Arabic and assessing how the translator's style affects the final translation.
- 2. Examining and identifying the strategies and methods of human translation by the translation process. Then, it is necessary to ascertain whether the communicative or semantic translation method is more suitable for translating English novels into Arabic.

1.3 Hypotheses of the Study

The current investigation hypothesizes that:

- 1. Occasionally, students can translate English novel texts into Arabic with a few errors.
- 2. Numerous students encounter difficulties when translating novel texts from English to Arabic, particularly when it comes to rhetorical devices.

a. Procedures and Data Collection

The procedures of this investigation are as follows:

1. The data for this investigation was selected from five distinct English texts from three distinct English novels.
2. Five students from The University of Kirkuk, College of Art, Department of English, third stage, were selected to translate English novels texts.
3. The researcher personally reviewed each student's rendering to ascertain whether it was translated communicatively or semantically.
4. To ascertain the renderings' acceptability, the researcher personally compared all student renderings to the original renderings by authentic Arab translators of the novels that are chosen in this investigation.

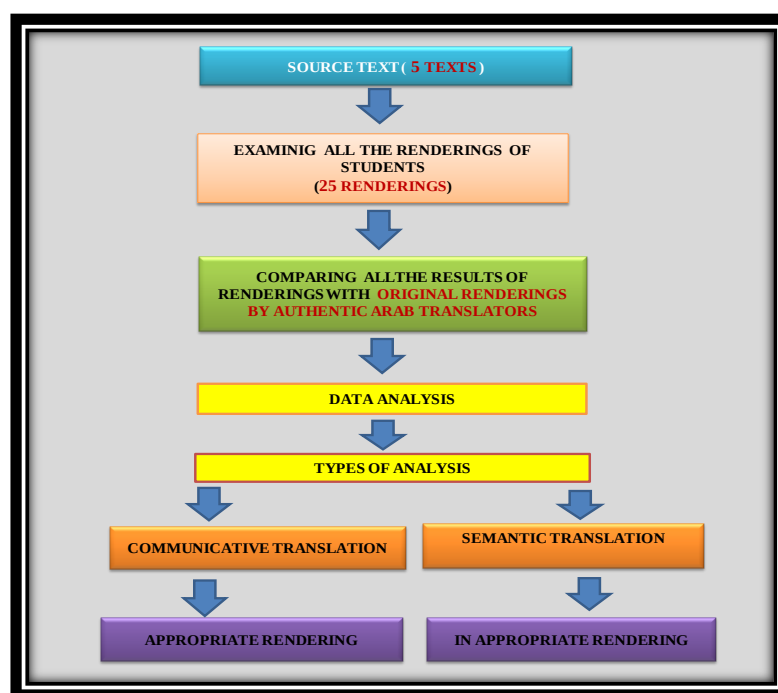


Figure (1) The Procedure Adopted by the researcher in this investigation

1.5 Scope of the Study

This investigation investigates students' challenges when translating English novels into Arabic. It is restricted to analyzing the translations of three distinct English novels, each containing texts from a separate novel. The texts of these English novels contain various rhetorical and figurative devices. The analysis will be limited to semantic and communicative

translation methods, as they are widely used in literary works, have practical functions, and are prominent.

1.6 The Models Adopted

This investigation pertains to five literary texts of three different English novels: *Lord of the Flies*, which was written by William Golding in 1954 and translated by Izzat Nassar in 1991; *Animal Farm*, which was written by George Orwell in 1945 and translated to Arabic by an Egyptian translator, Abbas Hafez (2009), and *The Fellowship of the Ring*, a work by Tolkien (1954) that was translated by the Egyptian translator Abbas Hafez (2001).

In the present investigation, two models are implemented. The initial model is Dooley's (2014) linguistic model, which categorizes rhetorical devices into eleven categories. Newmark (1988b) proposed the second translation model. The second model also considers the semantic and communicative dimensions of translation. Semantic translation focuses on both the structure and content (form and meaning) of the original text., whereas communicative translation aims to replicate the intended message for the TL readers. Newmark's model is widely acknowledged as a widely accepted and well-known option for translating figurative and rhetorical devices from English novels into Arabic.

1.7 Value of the Study

This investigation helps individuals who are interested in translation, as well as those who are interested in linguistics and literature. Furthermore, this investigation illuminates the literary framework. It also benefits writers, professional translators, teachers of contrastive grammar and students interested in translation as it compares and contrasts the syntactic structures of English and Arabic sentences.

II. Translation and Translators

Many researchers have investigated translation as a result of its significance in the field of linguistics. Translation is defined in a variety of ways.

Translation is derived from the Latin words for "bringing across" or "carrying across." The Latin term "translation" is derived from the words "ferre," meaning "to carry," "to bring," and "across." In general, the modern Romance, Germanic, and Slavic European languages have derived their terms for this concept from the Latin term "transfer" or the

related term "traducer" ("to bring across" or "to lead across "). In addition, the Greek term for "translation" is "metaphrasis," which translates to "speaking across" (Kasperek, 1983: 83-84).

Translation is defined as the replacement of a text in the source language with a semantically and pragmatically equivalent text in the target language by Catford (1965:20), Bassnett (1992:25, 2013), House (2015:63), Hatim and Munday (2019).

Newmark (1988) and Baker (2019) define translation as converting a text from a source language to a target language while attempting to retain the message and manner of the source language to the greatest extent possible. Also, they define Translators are individuals who translate texts, either manually or through machinery.

III. Literary Translation

Literary translation is more important for translators. According to Abdulhassan and Adewuni (2004: 1), literary translation involves translating writings from a literary language; it is very connotative and subjective because each writer has his own lexical and stylistic quirks. Good writers use their imagination, literary skills like figures of speech to create literary constructs. Literary translation allows people to discuss intellectual, emotional, and spiritual interests. Literary translation involves translating meaning, form, mood, tone, and effect from the source to the target.

3.1 Distinctive Characteristics of Literary Translation

Nine characteristics of literary translation are as follows (Hassan, 2011: 2):

1. **Expressiveness:** The use of language to convey strong emotions and personal perspectives.
2. **Connotative Meaning:** Language that implies meanings beyond the literal, enriching the interpretive depth of the text.
3. **Symbolism:** The frequent use of symbols to represent abstract concepts or deeper layers of meaning.
4. **Emphasis on Both Form and Content:** A balanced focus on linguistic form and thematic substance, where the manner of expression is as important as the message itself.
5. **Subjectivity:** The reflection of individual viewpoints, emotions, and internal experiences.

6. **Multiplicity of Interpretation:** Openness to varied readings, inviting different interpretations based on readers' perspectives.
7. **Timelessness and Universality:** Engagement with themes and experiences that transcend specific historical or cultural contexts.
8. **Employment of Stylistic Devices:** The use of literary techniques (such as metaphor, irony, and alliteration) to enhance the aesthetic and communicative power of the text.
9. **Deviation from Norms:** A deliberate departure from conventional language rules to create artistic effect or challenge reader expectations.

3.2 Guiding Principles for Translating Literature

The principles for translating literature are of great significance and have been developed by scholars. The most significant principles of literary translation, as per Tytler (1774: 179) and Karjagdiu and Mrasori (2021: 2335), are as follows:

- A. Provide a comprehensive transcription of the sentiments and ideas expressed in the original passage.
- B. Maintain the style's uniqueness.
- C. Exhibit the same fluidity and simplicity as the original text.

3.3 Problems of Translating English Literary Texts

The translator is confronted with numerous challenges during the translation procedure. Bassinet (1992: 204), Ghazala (2006: 83-92) and Zayer (2021) categorize translation issues into the following categories:

- A. **Linguistic problems:** These issues arise when the source and target languages differ, as no two languages share identical grammar. Each language possesses its own set of idioms, terminology, and vocabulary.
- B. **Lexical-Semantic Problems:** These issues occur when a translator selects an incorrect term for clarification. They may involve polysemy, idioms, collocations, additions, or ellipses.
- C. **Grammatical Problems:** These issues occur when the translator cannot understand a structural difference between the source and target languages. It contains passivation, tense, duality, and word order.

D. Pragmatic Problems: Translators need to fully understand the meaning of the source language, including any references to time, place, or context.

E. Stylistic Problems: They include ambiguity and formality vs informality.

F. Rhetorical Problems: These issues often stem from the translator's difficulty in understanding idioms and figurative language, which can be broken down into similes and metaphors.

G. Cultural Problems: Distinct communication styles cause them. Cultural values, beliefs, and concepts from different nations are included.

H. Text-Specific Problems: They relate to any specific text.

I. Missing Terms: It indicates some languages lack specific words or meanings. Examples of Arabic terms include (الزكاة) and (ليلة القدر) which are unique to Arabic.

J. Lack of Technical Knowledge: It suggests that the translator must have a thorough understanding of specialized subjects, as not all translators are experts in every field.

K. Personal Challenges: These stem from the translator's surroundings or immediate environment.

3.4 Translation of Novels

Bassnett (1998:119) says that novel translation is the subject of considerable attention. Bassnett maintains that the translation of novels is significantly more intricate than that of other literary genres, as it involves bilingual, bi-cultural, and bi-social transferences. Nevertheless, there is a scarcity of information available regarding the challenges associated with translating novels and other literary works, such as plays.

Bassnett (1991:119) also addresses the importance of "function" in translating novels. The translator is responsible for identifying the function of the SL text and ensuring that it is accurately represented in the TL text. As Newmark (1988) notes, the translator of fiction can address all the terms and expressions present in the novels and provide cultural context. Newmark also contends that the translator of novels must incorporate an alternative literary style into a different language culture.

IV. DATA ANALYSIS

SL Text (1):

"At the foot of the flagstaff".

(Orwell,1945: 29)

TL Texts (1):

في الاتجاه السفلي	١
في الاتجاه السفلي	٢
في الاتجاه السفلي	٣
وستكون البندقية عند أسفل سارية العلم	٤
في الاتجاه السفلي	٥

Discussion:

The ST is the first English literary text of the novel (Animal Farm) in (1945). In reality, this text is a metaphor (dead metaphor). It means that Orwell is describing a metaphor associated with universal concepts such as space and time.

Table (1): Text Analysis No. (1)

SL Text NO.	Type	Kind of Rhetorical device	Translator No.	Method of Translation		Problem Of Translation				Appropriateness
				Semantic	Communicative	Lexical	Syntactical	Rhetorical	Stylistic	
One	Novel	Metaphor	1	+	-	-	-	+	+	-
			2	+	-	-	-	+	+	-
			3	+	-	-	-	+	+	-
			4	-	+	-	-	-	-	+
			5	+	-	-	-	+	+	-

In rendering the (ST) 'the translators (1) ،(2) ،(3) ،(5) failed in their renderings because they use semantic translation which caused many problems in their translation. **First**, a rhetorical problem because they don't understand the figurative device (dead metaphor), they delete a certain part of the (dead metaphor) in the target language; they follow the

method of metaphor to ordinary language with deletion strategy and use literal translation. **Second**, a stylistic problem because the style of their translation is not clear, so the rendering is mistranslated.

Actually, this literary text is a metaphor. Only the translator (4) succeeded in rendering the ST text because he translates it communicatively and follows the method of metaphor to metaphor in order to get an acceptable translation like the following proposed translation by the authentic Arab translator Mohamed, who succeeds in his explanation of the text. He clarifies the dead metaphor in Arabic:

" فقرروا ان تقام البندقية عند اسفل السارية "

(Mohamed, 2013:67)

In conclusion, there is a clear difference between the students and the authentic Arab Translator in rendering these literary texts. The students use the procedure of word -for -word translation, and they delete metaphor, while the authentic Arab translator, Mohamed, uses the procedure of metaphor-to-metaphor in order to get an acceptable rendering.

SL Text (2):

"I should think that a pace of British boys ... you're all British, aren't you? Would have been able to put up a better show than that ... I mean."

(Golding, 1954: 222)

TL Texts (2):

أنتم ايها الاولاد البريطانيون يجب ان تكونوا قادرين والافضل	١
أنتم ايها الاولاد البريطانيون يجب ان تكونوا قادرين والافضل	٢
أنتم ايها الاولاد البريطانيون يجب ان تكونوا قادرين والافضل	٣
أنتم ايها الاولاد البريطانيون يجب ان تكونوا قادرين والافضل	٤
كنت أظن حال الشباب البريطانيون... أنتم جميعًا بريطانيون، أليس كذلك؟ بإمكانهم تقديم عرض أفضل من ذلك... أعني	٥

Discussion:

The ST is the first English novel text taken from the novel (Lord of Flies) in (1954). This text talks about the rhetorical device implicature (the intending meaning).

Table (2): Text Analysis No. (2)

SL Text NO.	Type	Kind of Rhetorical device	Translator No.	Method of Translation		Problem Of Translation				Appropriateness
				Semantic	Communicative	Lexical	Syntactical	Rhetorical	Stylistic	
Two	Novel	Implicature	1	+	-	-	-	+	+	-
			2	+	-	-	-	+	+	-
			3	+	-	-	-	+	+	-
			4	+	-	-	-	+	+	-
			5	-	+	-	-	-	-	+

In the previous table, the translators (1), (2), (3), (4) failed in their renderings because they translate literally (semantic translation) which caused many problems in its translation. **First**, a rhetorical problem because they cannot clarify the intended meaning (implicature) of this literary text. **Second**, a stylistic problem because they distorted the original meaning of the ST in their translation, so the rendering is ambiguous and not clear.

Here, only the translator (5) who succeeds in his rendering because he focuses on the form and content of the source text; and his role is only as a communicator for which he has produced an overt translation. The translator uses repetition to clarify the intending meaning of the ST. In that case, the translator should try to render the implicit meaning of the tautological utterance without paying attention to the form of the source text as the proposed translation by Nassar:

يبدو لي مجموعة من الصبية البريطانيين... لأنكم جميعاً بريطانيون، أليس كذلك؟ عليكم أن تتصرفوا بطريقة أكثر لياقة، أعني

(Nassar, 1991: 180)

In conclusion, there is a clear difference between the students and the authentic Arab translator in rendering these literary texts. The students use the procedure of deletion; they

cannot reveal the intended meaning, and they leave out a unit of meaning, while the authentic Arab translator, Nassar, uses the procedure of repetition to clarify the intended meaning of the ST in order to get an acceptable rendering.

SL Text (3):

Ralph: Look at that! Call that a signal fire! That's a cooking fire.

(Golding, 1954: 197)

TL Texts (3):

١	رالف: انظروا إلى هذا! سَمَوْه نار إشارة! هذه نار طبخ
٢	رالف: انظروا إلى ذلك! أَتَسْمُونَ تلك النار إشارة؟ تلك نار طبخ ستأكلون لن يبقى دخان. الا تفهمون؟
٣	رالف: انظروا إلى هذا! سَمَوْه نار إشارة! هذه نار طبخ
٤	رالف: انظروا إلى هذا! سَمَوْه نار إشارة! هذه نار طبخ
٥	رالف: انظروا إلى هذا! سَمَوْه نار إشارة! هذه نار طبخ

Discussion:

The ST is the second English novel text taken from the novel (Lord of Flies) in (1954). This literary text talks about the rhetorical device irony (the ironic sense).

Table (3): Text Analysis No. (3)

SL Text NO.	Type	Kind of Rhetorical device	Translator No.	Method of Translation		Problem Of Translation				Appropriateness
				Semantic	Communicative	Lexical	Syntactical	Rhetorical	Stylistic	
Three	Novel	Irony	1	+	-	-	+	+	+	-
			2	-	+	-	-	-	-	+
			3	+	-	-	+	+	+	-
			4	+	-	-	+	+	+	-
			5	+	-	-	+	+	+	-

In rendering the (ST), the translators (1), (3), (4), and (5) did not succeed in their renderings because they used semantic translation, which caused many problems in their translation. **First**, there is a Syntactical problem because the word order is unclear. **Second**, there is a rhetorical problem because the students can't understand this literary text's rhetorical device (irony). **Third**, a stylistic problem because they distorted the original meaning of the ST in their translation, they used the deletion procedure in their renderings, making the rendering ambiguous and unclear.

Translators aid readers in comprehension. They must focus on the target text's effect and mediate between Ralph and the readers to convey the original text's underlying sarcasm. Here, only the translator (2) succeeds in his rendering as an authentic Arab translator (Nassar) who uses a target-text macro technique. Nassar translated the aforementioned circumstance using various methods, such as word-for-word translation. See that! He alters the sardonic phrase. Call that a signal fire! To an imperative sentence, by replacing the exclamation mark with a question mark, the translator adds a whole sentence to partially recreate the source text's effect in the target text to clarify the meaning, as Newmark (1981) recommends using inverted commas or exclamation marks to indicate irony when translating sarcastic comments.

رالف: انظروا إلى ذلك! أتسمون تلك النار إشارة؟ تلك نار طبخ ستأكلون الآن لن يبقى دخان. ألا تفهمون؟
(Nassar, 1991: 129)

In summary, the students and the authentic Arab translator Nassar exhibit a distinct distinction in their approach to rendering these literary texts. The students employ the deletion procedure, which prevents them from revealing the ironic meaning. Conversely, the authentic Arab translator Nassar employs the addition procedure to clarify the ironic meaning of the ST in order to achieve an acceptable rendering.

SL Text 4):

The greatest ideas are the simplest

(Golding ,1954: 143)

TL Texts (4):

١	خنوص: أن أعظم الأفكار أبسطها
٢	الأفكار الكبيرة تكون سهلة
٣	الأفكار الكبيرة تكون سهلة
٤	الأفكار الكبيرة تكون سهلة
٥	الأفكار الكبيرة تكون سهلة

Discussion:

“The greatest ideas are the simplest” is the third literary text taken from the novel Lord of the Flies (1954). This literary text talks about the rhetorical device (proverbs). This ST implies that the most significant and influential ideas are often simple and unambiguous. Complexity does not equate to intelligence or efficacy. Simplicity frequently serves as a conduit for exceptional invention and significant transformation. Exceptional ideas typically have a lucid and succinct premise that is readily comprehensible and relatable by eliminating superfluous complexity. True genius surfaces, allowing these concepts to resonate with individuals from diverse backgrounds and transcend limitations. It underscores the efficacy of simplicity in fostering innovation and realizing ambitious aspirations.

Table (4): Text Analysis No. (4)

SL Text NO.	Type	Kind of Rhetorical device	Translator No.	Method of Translation		Problem Of Translation				Appropriateness
				Semantic	Communicative	Lexical	Syntactical	Rhetorical	Stylistic	
Four	Novel	Proverb	1	-	+	-	-	-	-	+
			2	+	-	-	-	+	+	-
			3	+	-	-	-	+	+	-
			4	+	-	-	-	+	+	-
			5	+	-	-	-	+	+	-

In rendering “The greatest ideas are the simplest”, the translators (2), (3), (4), and (5) failed in their renderings because they chose semantic translation, which caused many problems in their translation. **First**, it is a rhetorical problem because the students cannot understand this literary text's rhetorical device (Proverbs). **Second**, a stylistic problem is that because of the culture between Arabic and English, they use word-for-word translation, making the renderings meaningless.

The translator concentrates on the content and structure of the original text. Proverbs pertain to culturally specific matters specific to distinct communities within the same nation that share the same language, such as those associated with Arab countries. Translating proverbs is more challenging on a transnational scale than a culturally universal scale. Only the translator (1) who succeeds in his rendering because he uses communicative translation as the proposed translation by Nassar translation:

خنوص: أن أعظم الأفكار أبسطها

(Nassar, 1991: 165)

In summary, only translator (1) succeeds in his rendering because he translates communicatively as the authentic Arab translator Nassar while the others use semantic translation.

SL Text 5):

“Behind them the great cracks gaped wide to receive them”.

(Tolkien, 1954: 156)

TL Texts (5):

خلفهم الشقوق العظيمة واسعه لاستقبالهم	١
خلفهم الشقوق العظيمة واسعة لاستقبالهم	٢
وخلفهم كانت الشقوق الكبيرة متسعة كالأفواه الفارغة لاستقبالهم	٣
خلفهم الشقوق العظيمة واسعه لاستقبالهم	٤
خلفهم الشقوق العظيمة واسعه لاستقبالهم	٥

Discussion:

“Behind them the great cracks gaped wide to receive them” is an expression taken from the novel (The Follow Ship of The Ring) in (1954). According to Dooley’s linguistic model (2014), this ST is a personification. In fact, “crack” and “gap” are semantically related. In certain contexts, such as those involving splitting, opening, or being wide open the translator may use “crack” as a substitute for the verb “gape”.

<i>Table (5) : Text Analysis No. (5)</i>										
<i>SL Text NO.</i>	<i>Type</i>	<i>Kind of Rhetorical device</i>	<i>Translator No.</i>	<i>Method of Translation</i>		<i>Problem Of Translation</i>				<i>Appropriateness</i>
				<i>Semantic</i>	<i>Communicative</i>	<i>Lexical</i>	<i>Syntactical</i>	<i>Rhetorical</i>	<i>Stylistic</i>	
Five	Novel	Personification	1	+	-	+	-	+	+	-
			2	+	-	+	-	+	+	-
			3	-	+	-	-	-	-	+
			4	+	-	+	-	+	+	-
			5	+	-	+	-	+	+	-

When translating “Behind them the great cracks gaped wide to receive them”, translators (1), (2), (4), and (5) make errors due to literal translation. This leads to: **First**, a lexical problem as they rely on word-for-word translation; second, a rhetorical problem; and third, a stylistic problem. These arise particularly from the use of rhetorical devices such as personification, which they struggle to interpret and translate effectively into Arabic.

Only the translator (3) was the successful translator, as he demonstrated his capacity to employ figurative language and stylistic devices to effectively engage readers with the novel's events by replacing the personification (the significant cracks gaped) with the simile (مِثْلُ الْأَفْوَاهِ الْفَارِغَةِ). Additionally, he enhanced the stylistic features of the (TT) by employing

the simile to add aesthetic value, as suggested by Far Allah Said Mohamed (the Egyptian translator):

" كانت الشقوق العظيمة وراءهما مفتوحة على اتساعها مثل الأفواه الفارغة لتستقبلهما "

(Mohamed, 2009: 144)

In summary, the distinction between the renderings is evident; the students employ word-for-word translations due to their inability to translate the figurative device (personification), whereas the translator Far Allah Said Mohamed enhances the stylistic features of the (TT) by employing the simile to achieve a more visually appealing rendering.

V. FINDINGS AND CONCLUSION

The present investigation concludes the following findings:

1. The translators (students) employ a variety of techniques in their translations, primarily relying on direct translation. They also utilize other methods to varying degrees, including calque, transliteration, paraphrasing, addition, adaptation, deletion, and permutation. Overall, most of the extracts are translated with an acceptable level of adequacy.
2. Table (6) presents the total number of English novel excerpts, the number of translators, the classification of each text, the figurative devices used, and the total number of renderings of each type employed in this study.

Table (6)								
Numbers of (Texts, Rhetorical devices, Classifications) of English Novels in this study								
Total Literary Texts	Rhetorical Devices	NO.	Translators No.	Type	Classification	Texts No.	Total Texts No.	Total Renderings No.
5	Metaphor	1	5	Novels	A. Animal Farm B. The Lord of the Flies C. The Follow Ship of The Ring	1 3 1	5	25
	Implicature	1						
	Irony	1						
	Proverbs	1						
	Personification	1						

This study analyzes five excerpts from three different English novels, as shown in the table above. These texts were translated by five students, resulting in a total of (25) translations calculated by multiplying five English literary texts by five translators. Each of the selected excerpts contains one of five distinct figurative (rhetorical) devices: metaphor, implicature, irony, proverbs, and personification.

3. Literary texts contain rhetorical devices that heavily depend on the linguistic competence of the reader. To accurately translate literary texts from English to Arabic, it is necessary to maintain the same elements (lexical, syntactical, rhetorical, and stylistic) and to generate the same effect on the target language (TL) reader. Communicative translation is more accurate than semantic translation for this linguistic phenomenon because semantic translation distorts the meaning of the SL texts.

Table (7)					
Numbers & Percentages of Appropriate renderings (Communicative Translation) & Inappropriate renderings (Semantic Translation)					
Translators NO.	Appropriate renderings (Communicative Translation)	Percentage	Inappropriate renderings (Semantic Translation)	Percentage	Total Renderings
1	1	4%	4	16%	5
2	1	4%	4	16%	5
3	1	4%	4	16%	5
4	1	4%	4	16%	5
5	1	4%	4	16%	5
Total	5	20%	20	80%	25
Final Total	Renderings	(5 + 20) = 25			
	Percentage	(20% + 80%) = 100%			

- 4- Finally, this investigation illustrates more problems (errors) that the students faced in translating English novels texts into Arabic as shown in figure no. (2):

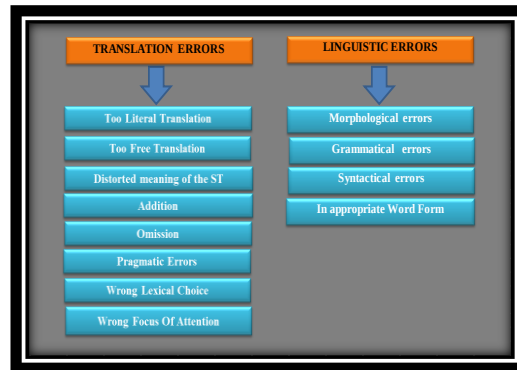


Figure (2) Problems of Translating English Novels Texts in this investigation

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