Difficulties in Translating Hyperboles from Arabic Poems into English Texts

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ABSTRACT

The study focuses on exploring the difficulties faced the translators during the translation of hyperboles in Arabic literary text caused by the ambiguity in the source text. The study aims to look for the strategies mostly used by M.A graduates in translating hyperboles from Arabic literary text into English, as well as surveying the samples being given to the M.A graduates to look for the reason of ambiguity in translating them. To fulfill the aims of this research, the study hypothesizes that the use of communicative or literal translation will convey the meaning from into TLT accurately and clearly, or using the Vinay and Darbelenet translation strategies will produce the same effect of SLT on TLT and whether the hyperbole in Arabic literary text is translatable despite the social, stylistic or structural differences in literary text. To prove the hypotheses, the procedures start with the researcher collecting 10 samples and giving them to 10 M.A graduates for the 2022-2023 academic year, followed by analyzing the

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samples according to the Vinay and Darbelenet translation model, the samples were chosen from the poem collection of Badr Shakir Al-Sayyab "Rain Song""انشـودة المطـر", specifically from the two poems "غريـب علـى الخلـيج" and "قافلـة الضـياع", and given to be translated into English by the M.A graduates, then discussing the results of the collected data. The study concludes that the translation of hyperboles from Arabic literary texts into English text can be challenging due to the different ways they are used, additionally hyperboles can have multiple interpretations which is the result of the context they are used in, as well as that hyperboles in Arabic literary text are also affected by the difference in culture and social background and other factors.

Key Words: Difficulties, Hyperboles, Translation

الصعوبات في ترجمة المبالغة من القصائد العربية الى النصوص الانكليزية

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الـمستخلـص

تركز الدراسـة علـى استكشـاف الصـعوبات التـي تواجهـه أثنـاء ترجمـة المبالغـة فـي الـنص الأدبـي العربـي بسبب غموض الـنص المصـدري. وتهدف الدراسـة إلـى البحـث عن الاستراتيجيات التـي يستخدمها معظم خريجـي الماجستير في ترجمـة المبالغـة مـن الـنص الأدبـي العربـي إلـى اللغـة الإنكليزية، فضلاً عن مسح العينات التي تعطى لخريجي الماجستير للبحث عن سبب الغموض في ترجمـة المبالغـة. وبغيـة تحقيـق الأهداف المذكورة أعـلاه في الدراسة الحالية، تفترض الدراسـة أن مـا إذا كان استخدام الترجمـة التخاطبية أو الحرفية سينقل المعنى من النص اللغوي المصدر الى النص اللغوي الهدف بشكل دقيق وواضح، ومـا إذا كـان استخدام استراتيجية الترجمـة لفينـاي وداربيلينت سيؤدي إلى نفس الأثر الذي يحدثه النص اللغوي المصدر في النص اللغوي الهدف، ومـا إذا كانت المبالغة في النص الأدبي العربي قابلاً للترجمـة على الرغم من الاختلافات الاجتماعية أو النظرية أو الهيكلية في النص الأدبي. وإثباتاً للافتراض الوارد أعلاه، قام الباحث حسب الإجراءات بجمـع 10 عينات واعطائها لعشرة خريجين من الماجستير للسنة الدراسية 2022–2023، يليها تحليل العينات المأخوذة من مجموعة بدر شاكير السياب "أغنية المطر"، وتحديداً من "غريبٌ على الخليج"

و "قافلـة الضـياع" التـي ترجمهـا إلـى الإنكليزيـة خريجـي الماجسـتير، وفقـاً لنمـوذج الترجمـة فينـاي
وداربيلينت، ثم مناقشـة نتـائج البيانـات التـي تم جمعهـا. وتسـتنتج الدراسـة أن ترجمـة المبالغـة مـن
النصـوص الأدبيـة العربيـة إلـى اللغـة الإنكليزيـة يمكـن أن تشـكل تحـدياً نظـراً لاخـتلاف طـرق
استخدامها، ويمكن أن تكون لها تفسيرات متعددة نتيجة للسياق الذي تستخدم فيه، وتتأثر المبالغة
في النصوص الأدبية العربية من الاختلاف في الثقافة والخلفية الاجتماعية وغير ذلك من العوامل.

الكلمات الدالة: المصاعب، المبالغة، الترجمة

1. INTRODUCTION
1.1 The Problem of the Study

Hyperbole is a figure of speech used for the purpose of exaggeration or to emphasize something or add an effect. Hyperboles help the audience in having a better understanding of the message being conveyed, that is why hyperboles are seen frequently in poems, songs and movies.

Hyperbole's counterpart in Arabic is Al-Mubalaga. The problem tackled in this study is choice of the strategy to be used to translate hyperboles from Arabic literary text into English text and how to convey the meaning in an accurate and clear way without misinterpreting or misleading the recipient of the translated text from the intended meaning in the source text. Hyperbole is a figure of speech that uses exaggeration to make a point or show emphasis. It's the exaggeration of situation, action or feeling to intensify the image in the recipient's mind.

Hyperbole in Arabic literary text is characterized by the ambiguous context, while rendering the Arabic hyperbole into English needs a creative factor in translating the selected text from the poetry collection of Badr Shakir Al-Sayyab "Rain Song" "انشـودة المطر" , specifically from "قافلة الضياع" and "غريبٌ على الخليج". Accordingly, the hyperbole in Arabic literary text may cause misunderstanding when rendering the SLT due to the lack of sufficient equivalences. Thus, this study pays attention to the difficulties encountered during the translation process. Furthermore, many new translators are still encountering difficulties in translating hyperboles from Arabic literary text into English. Some of translator are unsure how to deal with them either semantically or pragmatically. Therefore, this study tries to look for the appropriate translating strategies in translating selected hyperbolic text from the poetry collection of Badr Shakir Al-Sayyab "Rain Song" "انشودة المطر", specifically from "غريبٌ على الخليج" and "قافلة الضياع", and the best way of rendering them.

1.2 Aims of the Study

The study aims to:

1. Surveying and analyzing the M.A graduates difficulties of translating the selected hyperboles in Arabic literary texts.

2. Find out what are the strategies mostly used by the M.A graduates when translating hyperbolic texts selected in the study.

3. Explore the reason for the ambiguousness in the translation of Arabic hyperbolic text into English text.

1.3 Hypothesis of the Study

This study hypothesizes the following:

1- The use of Vinay and Darbelenet (1995) translation model will give an accurate translation of the SLT in TLT.

2- The Hyperbolic text is translatable despite the stylistic, structural and social differences in the literary texts.

1.4 Procedures and Data Collection of the Study

The procedures of the study:

1- Examining the major difficulties encountered in the translation of hyperboles from Arabic literary text through distributing samples to M.A graduates to be translated, followed analyzing the translations to find the the difficulties encountered during the translation process.

2- Analyzing the translation of hyperboles from Arabic literary text in the TL to show its correspondence to SL.

3- Identifying the most common strategies used by M. A. students when translating hyperboles from Arabic literary text into English.

4- Using tables to explain the details of the commonly employed translation strategies in translating hyperboles from Arabic literary text.

5. Discussing the results of the collected data.

The data collection:

The current study addresses the difficulties of translating hyperboles from Arabic literary text into English. The current data of the study are represented by ten hyperboles from Arabic literary text collected from the collection of poetry of Badr Shakir Al-Sayyab "Rain Song" "أنشودة المطر" specifically "غريبٌ على الخليج" and "قافلـةُ الضـياع" which were chosen and given to 5 M.A graduates from the Department of Translation, College of Arts, University of Tikrit for the academic year 2022-2023 to be translated into English. The researcher read the collection of poetry and collected the Arabic hyperbole used by the characters, then presented them to M.A. graduates for translation.

1.5 Limits of the Study

This study is restricted to:

Materials of the study are from the collection of "Rain Song" "انشـودة المطـر" :" قافلـة "الضـياع and "غريبٌ على الخليج", texts were selected based on stylistic, structural and social differences.

There will be 10 samples. The adopted linguistic model is the Hyperbole Identification Procedure (HIP) Burgers et al. (2016, p.166), the translation model for this study is going to be the Vinay and Darbelent (1995) translation model.

2. LITERATURE REVIEW

2.1 Definition of Hyperbole

Burgers et al. (2016, p.166) state that hyperbole can be defined as an expression that exceeds the justified level of its original referent. In simpler terms, the authors propose three key elements that contribute to the definition of hyperbole. The first element is exaggeration, where the expression goes beyond the normal limits. The second element emphasizes the significance of the shift from the literal meaning to the intended message of the speaker. Lastly, hyperbole requires a specific referent to be assigned when used in speech.

2.2 Elements of Hyperbole

According to Burgers et al. (2016, p.166), hyperbole can be defined as an expression that exceeds the justified level of its original referent. In simpler terms, the authors propose three key elements that contribute to the definition of hyperbole. The first element is exaggeration, where the expression goes beyond the normal limits. The second element emphasizes the significance of the shift from the literal meaning to the intended message of the speaker. Lastly, hyperbole requires a specific referent to be assigned when used in speech. In the following paragraphs, this study will elaborate on each of these elements, beginning with the concept of exaggeration.

2.2.1 Exaggeration

Exaggeration serves as the primary component of hyperbole, as stated by Burgers et al. (2016). When employing hyperbole in speech, individuals tend to magnify a particular element or characteristic, as highlighted by Carston & Wearing (2015). The act of exaggeration by speakers is typically aimed at emphasizing the significance of a certain matter, as discussed by Norasetkosol, Timyam, and Sriussadaporn (2012). In hyperbole, the utilization of untrue statements is employed to underscore the importance and magnitude of the subject matter being discussed. To illustrate this concept, consider the following example:

1. This is the absolute worst thing that occurred in the year 2005!

When an individual speaks, they may sometimes make use of hyperbole to emphasize a point they are trying to make. By stating something untrue, such as labeling an event as the 'absolute worst thing that occurred in the year 2005,' the speaker is aiming to highlight the severity of the situation. In order for the exaggeration to be effective in conveying the intended message, there needs to be a significant disparity between the literal meaning of the statement and the actual message being communicated. If it is not the case, there is a possibility that the listener may fail to comprehend that it is an hyperbolic statement, or the statement may appear unremarkable.

2.2.2 Discrepancy Between Intended and Proposed Meaning

The next element aiding in the identification of hyperbole involves a discrepancy between the intended meaning and the propositional meaning. According to Burgers et al. (2016), the propositional meaning tends to be more exaggerated compared to the intended meaning. This phenomenon is also referred to as "difference in magnitude" by Claridge (2010) and Colston & O'Brien (2000). The sentences below will serve as examples to demonstrate this concept:

2. A. Typing three words on the computer consumed an entire day for him.

B. It took him a mere second to type a single word on the computer.

The statement in (2A) implies that the individual dedicated an entire day to the task of typing three words on the computer, stretching from sunrise to sunset. This description employs an exaggerated form of expression to convey the idea that it took an exceptionally long time to accomplish such a simple task. The disparity between the actual experience and the extreme depiction is quite significant. The duration of time mentioned by the speaker greatly exceeds the reality of the situation. Conversely, in (2B), the speaker utilizes a hyperbolic measure that is smaller in comparison to the intended meaning. This suggests that the person was remarkably swift in their typing abilities.

2.2.3 Having a Specific Referent

To provide a comprehensive definition of hyperbole, it is crucial to emphasize the necessity of having a specific referent in mind when employing hyperbole Burgers et al. (2016). Assessing an utterance as hyperbolic becomes significantly challenging when it lacks context. Scholars such as Colston & O'Brien (2000); McCarthy & Carter (2004) and Cano Mora (2009) contend that our real-life experiences influence how we perceive and interpret utterances. The following examples will help elucidate this concept:

3.Today marks best day of my life!

1.This is the absolute worst thing that occurred in the year 2005!

The interpretation of (3) can vary depending on the context and the speaker's characteristics. For example, if the speaker is an elderly man with financial struggles who wins the lottery, it could be the happiest day of his life. However, the same statement could be hyperbolic in a different context. The referent and context play a crucial role in determining whether a statement is meant literally or hyperbolically. Each statement can have multiple potential referents, and the referent ultimately determines the meaning of the utterance. For instance, (1) may refer to Hurricane Katrina, a catastrophic storm that struck the Gulf Coast in 2005, it would be interpreted literally. On the other hand, if (1) made by a divorced couple, it would be understood as hyperbolic. In this case, the divorce may be a significant event for them personally, but not on a global scale.

2.3 Relation to Other Figurative Speech Acts

Theorists commonly link hyperbole with either metaphor or irony, as they are all forms of figurative speech where the speaker conveys a meaning different from the literal interpretation Stern (2000). Prior to exploring the relationship between hyperbole and these two tropes, it is important to differentiate between irony and metaphor. Colston & Gibbs (2002) delved into the concept of metaphor in connection to irony, questioning whether individuals employ the same cognitive processes to comprehend both. Their research suggested that irony and metaphor are not only distinct in their usage, but also in how the mind processes them. According to Colston & Gibbs (2002), adults require more time to grasp irony compared to metaphor, a phenomenon attributed to the use of 'meta-representational reasoning'. This type of reasoning is essential for understanding irony but not necessary for comprehending metaphor, as illustrated by the example provided by Clark (1996):

4. A: what a gorgeous day!

B: yes, isn't it!

Meta-representational reasoning involves decoding an additional layer of meaning in communication. This layer exists because when using irony, the speaker communicates something that is not true Sperber & Wilson (2012). Consequently, the listener must first decipher this false statement Happé (1993).

Meta-representational language encompasses utterances that contain a higher-order representation with embedded lower-order representations. A higher-order representation can pertain to an utterance or a thought, while lower-order representations can involve public representations (utterances), mental representations (thoughts), or obstruct representations (sentences or propositions). Therefore, an utterance, as a higher-order representation, may contain a thought that differs from what is actually spoken, a lower-order representation. For instance, in the given scenario (4A), there is both a higher-order and a lower-order representation. The higher-order representation

corresponds to the literal meaning of the statement, which is that 'the day is gorgeous'. However, this is not the intended message of the speaker. Additionally, there is an embedded lower-order representation, which could be something like 'what an awful day!'.

2.4 Scope of Using Hyperbole

The primary element of hyperbole in English and Arabic languages is widely recognized to be exaggeration. Every exaggerated statement can be considered a form of hyperbole, expressed through irony, metaphor, and various rhetorical devices in both English and Arabic Burgers et al. (2016).

Exaggeration, as defined by Aristotle (1976), is the act of magnifying something beyond its reality or truth. It is an excessive manner of expression that is commonly used by language users to convey ideas that should not be taken literally. Leech (1983) also acknowledges exaggeration as a characteristic of everyday language use, highlighting its effectiveness in understanding, describing, and evaluating experiences. This rhetorical device holds great significance in literary works and poetic language, where hyperbole and exaggerations are prevalent. Notably, poetry, which is one of the literary texts used in this study, is filled with hyperboles, specifically exaggerations. It is worth noting that this feature is not exclusive to English poetic language but is also effectively employed in Arabic poetry and literary works to achieve various purposes. One of these purposes is to entertain the readers or listeners of this poetic language. The absence of strict rhyme and rhythm in free poetic verses allows writers and poets the freedom to employ these devices in unique ways, thereby influencing the readers' interpretation of their poems.

For example:

5. Shall I compare thee to a summer day (William Shakespeare)

Through comparing her to a summer day, the poet (Shakespeare) exaggerates his love to his beloved.

A vast array of hyperbolic expressions consists of quantifiers, which are linguistic constructs that refer to a specific number or measurement terms such as weight, length, area, and time units. According to Colstone and Keller (1998), when exaggerating an event or fact that surpasses the expected quantity, the exaggeration can extend infinitely. Conversely, when the quantity or magnitude of an event falls short of expectations, the exaggeration can only extend to zero.

Arabic numerals are frequently employed in a hyperbolic manner, exemplified by phrases such as "سنة خمسين" /xamsi:n sina/ (fifty years), "مرة مئة" /mi:t marra/ (hundred times), "مرة سبعين" /sab?i:n marra/ (seventy times), "مرة مليون مئة" /mit maljo:n marra/ (hundred million times), as well as percentages like "بالمئة مئة" /mijja bilmijja/ (a hundred percent, meaning perfect) or "بالمئة مليون" /miljo:n bilmijja/ (a million percent). Zeydan and Abed Shahooth (2009, p.p.66,67).

2.5 The Difficulties in Translating Hyperbole

Translation, as a whole, encounters various challenges when it comes to the source language (SL) text, which compel the translator to halt the translation process. These challenges are commonly known as translation problems, and they primarily arise from grammatical, stylistic, cultural, or lexical issues:

1- Stylistic problems: The writing style or technique of a specific source language text can present a range of difficulties for the translator. One of these challenges is the use of fronting, where a word, phrase, or clause is positioned oddly at the beginning of a

sentence. For example, instead of saying "he committed a suicide", the fronting technique would be employed to say "a suicide he committed". This technique aims to emphasize the fronted word and its significance in relation to the overall meaning of the sentence. Other stylistic challenges may encompass parallelism, ambiguity, redundancy, and the choice between nominalization and verbalization Ghazala (1995, p.p.18-24).

2- Lexical problems: they often arise when translators lack comprehension, misinterpret, or have no familiarity with a particular word or phrase. The prevalent lexical issues encompass idioms, collocations, metaphors, polysemy, and monosomy Ghazala (1995).

3- Grammatical problems: they arise due to the complex grammar system of the target language, as well as the contrasting grammar structures of the source language and the target language. The most common grammar problems encountered in translation include:

A- Difficulties in translating nominal, verbal, and conditional sentences.

B- Challenges in translating adjectives and personal pronouns.

C- Issues with translating tenses and articles.

D- Problems encountered when translating verbs such as "be", "have", and modals. Ghazala (1995, p.p.18,24).

4- Cultural problems: they can arise during cross-cultural translation, as noted by Yowelly and Lataiwish (2000:107), who emphasize that the wider the gap between the source and target cultures, the more complex the difficulties become.

2.6 Theories for Translating Hyperboles in Literary Text

Vinay and Darbelnet (1995) present an alternative linguistic-based theory of translation, introducing two primary strategies: (1) Direct technique and (2) Oblique technique. The direct translation methods, involving literal or word-for-word translation, encompass the following three key techniques:

1- Borrowing: involves incorporating cultural terminology from the source language into the target text.

2- Calque: denotes a form of borrowing where the source text word or structure is directly replicated in the target text.

3- Literal translation: signifies a word-for-word translation.

On the other hand, oblique translation techniques are employed when the translator encounters difficulty in conveying the intended message and must resort to one of the following oblique translation techniques to address the issue. These techniques include:

1- Transposition: involves converting one part of speech into another while preserving the meaning.

2- Modulation: refers to altering the semantic and perspective of the source language text (SLT) message into the target language text (TLT) by introducing a new element or altering the form of the message. This approach is employed when a direct translation would sound unnatural or awkward, even if it is grammatically correct.

3- Equivalence: entails maintaining the same form and intended meaning in both the target language and source language.

4- Adaptation: is described as "the modification of cultural references when source text cultural references are absent in the target culture".

3. THE STUDY DESIGN AND PROCEDURES, THE DATA COLLECTION AND THE ADOPTED MODEL

3.1 Introduction

This chapter introduces the current methodology of the study. It describes design of the study and the processes used to collect data for evaluating the hypotheses of the study. It also introduces the model used to analyze the collected data and strategies for translating hyperboles in literary text from Arabic into English.

3.2 The Study Design and Procedures

This research examines the difficulties of translating hyperboles from Arabic literary text in the collection of poetry ""Rain Song" " انشـودة المطـر". To meet objectives of the study and confirm the hypotheses, the following processes are used in the analysis of the collected data:

1- Examining the major difficulties encountered in the translation of hyperboles from Arabic literary text through distributing samples.

2- Analyzing the translation of hyperboles from Arabic literary text in the TL to show its correspondence to SL.

3- Identifying the most common strategies used by M. A. students when translating hyperboles from Arabic literary text into English.

4- Using tables to explain the details of the commonly employed translation strategies in translating hyperboles from Arabic literary text.

5. Discussing the results of the collected data.

3.3 The Collection of the Data

The current study addresses the difficulties of translating hyperboles from Arabic literary text into English. The current data of the study are represented by ten hyperboles from Arabic literary text collected from the collection of poetry of Badr Shakir Al-Sayyab "Rain Song" " أنشودة المطر", specifically "غريبٌ على الخلـيج" and "قافلـةُ الضـياع", which were chosen and given to 5 M.A graduates from the Department of Translation, College of Arts, University of Tikrit for the academic year 2022-2023 to be translated into English. The researcher read the collection of poetry and collected the Arabic hyperboles used by the characters, then them presented to M.A. graduates for translation.

3.4 The Distribution of the Data

The researcher choses 5 samples for this study, the samples were chosen carefully according to cultural differences, different writing systems, demographic backgrounds. The samples show real factors that stand behind the difficulties of translating hyperboles from Arabic literary text. It is worth mentioning that the samples were chosen from page 7 to page 11 from the poem "غريبٌ على الخليج" and from page 43 to page 47 from the poem "قافلةُ الضـياع".

3.5 The Adopted Model

This section describes the model used to analyze the data of the study. Hyperboles in literary pose a task difficulty for translators in general and researchers in translation in particular; because it requires highly understanding of the cultural, social and regional backgrounds of the STC in order to determine the TTC exact equivalents. It is critical to manage the translation so that it accurately effects on the desired meaning.

Vinay and Darbelnet's (1995) translation model is used to investigate the application of the two general translation procedures (direct and oblique) and the seven strategies (borrowing, calque, literal translation, transposition, modulation, equivalence

and adaptation) to solve translation problems. The study looks into the difficulties encountered during translation, the effectiveness of using Vinay and Darbelnet's (1995) model to convey the meaning of the ST into the TT when translating Iraqi Arabic colloquial expressions into English, and the most suitable strategies.

4. METHODOLOGY, DATA ANALYSIS AND FINDINGS
4.1 Introduction

The aim of this chapter is to describe the linguistic model that was used for data collection and the model of the translation that is used for subsequent data analysis. The designed methodology for the use of this thesis is based on the fact that the current study focuses on the finding the common strategies used by translators, which one that is used the most and whether it renders the meaning from SLT into TLT accurately and clearly. Thus, the researcher chooses Vinay and Darbelent (1995) translation model to carry out this study. This chapter also preserves the practical part of the study.

The present study investigates the difficulties of translating hyperboles from Arabic literary text into English. Furthermore, translation strategies are presented in order to show the most suitable strategies for translating hyperboles in literary text. Lastly, the discussion of the data analysis and findings of the study.

4.2 Linguistic Model

According Burgers et al. (2016, p.166), hyperbole can be defined as an expression that exceeds the justified level of its original referent. In simpler terms, the authors propose three key elements that contribute to the definition of hyperbole. The first element is exaggeration, where the expression goes beyond the normal limits. The second element emphasizes the significance of the shift from the literal meaning to the intended message of the speaker. Lastly, hyperbole requires a specific referent to be assigned when used in speech.

The Hyperbole Identification Procedure (HIP) comprises a series of specific actions that programmers must undertake in order to determine whether or not lexical units can be classified as hyperbolic. The following are the steps involved in the HIP.

Step 1: Thoroughly read the entire text.

Step 2: Apply the Verbal Irony Procedure (VIP) to each clause in the text to assess the presence of irony (for detailed instructions on applying VIP, refer to Burgers et al., 2011).

Step 3: Apply the Metaphor Identification Procedure in Verbal Utterances (MIPVU) to each lexical unit in the text to identify the presence of metaphors (for detailed instructions on applying MIPVU, refer to Steen et al., 2010a).

Step 4: Examine the first lexical unit in the text.

Step 5: Develop a quantitative or qualitative scale.

Step 6: Determine the ontological referent of the lexical unit and establish the range of acceptable values for the ontological referent on the scale.

Step 7: Is the lexical unit more extreme than what is justified based on its ontological referent? This occurs when the lexical unit falls outside the range of acceptable values for the ontological referent, either towards one end or the other of the scale.

- If yes, the utterance is considered hyperbolic.
- If not, the utterance is classified as non-hyperbolic.

- If uncertain, retain the utterance and label it as WIDLII (When In Doubt Leave It In), and reassess after the coding process is complete.

Step 8: Proceed to the next lexical unit in the text.

4.3 Translation Strategies: Vinay and Darbelenet Model (1995)

Vinay and Darbelnet (1995) presented their comparative stylistic study of translation in their book, "A model for translation: A comparative stylistic of French and English." The authors based their model on three key micro-linguistic aspects: lexicon, grammar, and message.

As per Vinay and Darbelnet (1995, pp. 30-31), translators initiate the translation process by comprehending the message and forming mental images of the objectives they aim to accomplish. The essential steps involved in translation can be outlined as follows:

1- Identifying the translation units.

2- Analyzing the source language (SL) texts, which involves evaluating the descriptive, emotional, and intellectual content of the translation units.

3- Adjusting the context to emphasize specific utterances.

4- Evaluating and quantifying the stylistic impacts, and so forth.

Nevertheless, translators must not halt at this stage. All interpretations of the SL text should culminate in a target language (TL) message. Throughout these cognitive processes, translators seek resolutions. Often, the identification of a suitable TL message happens abruptly.

During such instances, translators continue to review the text to ensure that no elements of the SL text have been omitted before finalizing the process. However, this particular process remains unspecified. Initially, the diverse methods or procedures may seem boundless. Nonetheless, they can be condensed into seven procedures, each corresponding to a higher level of complexity. In practical application, these procedures may be employed individually or in conjunction with one or more others. Conversely, Vinay and Darbelnet categorize translation methods into two types (direct and oblique), each with sub-categories, as detailed below:

4.3.1 Direct

According to Vinay and Darbelnet (1995, p. 31), the transfer of the source language message element by element into the target language during translation may be feasible when there are parallel categories or concepts. Vinay and Darbelnet further categorize direct translation into borrowing, calque, and literal translation.

4.3.1.1 Borrowing

Vinay and Darbelnet (1995, p. 31) explain that translators resort to borrowing when they encounter linguistic or metalinguistic gaps. This method involves introducing a source language word into the target language to fill a gap or achieve a specific stylistic effect. For example, كمبيوتر, انترنيت were converted from English to Arabic. Similarly, words like Hijab, Sharia, and intifada were rendered from Arabic into English.

4.3.1.2 Calque

It refers to a form of borrowing where the exact expression and structure of the source language text are transferred through literal translation. This process results in a lexical or structural calque. Examples of calques include Spiderman الرجل العنكبوت , Skyscrapers ناطحات السحاب. (Ibid.p.32).

4.3.1.3 Literal Translation

It refers to the straightforward conversion of the source language text into a suitable target language text that is both grammatically correct and idiomatic. Nevertheless, the translator's responsibility is constrained to ensuring compliance with the target language's conventions, as outlined by Vinay and Darbelnet (1995, pp. 33-34). An illustration of literal translation can be seen in the following example:

No smoking for لا للتدخين instead of ممنوع التدخين.

4.3.2 Oblique Translation

It's also known as indirect translation and is divided into transposition, modulation, equivalence and adaptation, which are explained below:

4.3.2.1 Transposition

Vinay and Darbelnet (1995) assert that transposition involves changing one word class to another without altering the meaning of the target language, making it a unique translation technique. It is important to note that transposition can occur within a single language. This process consists of two branches: obligatory and optional transposition as in The following example:

Operating it effectively أدارتها ادارة فعالة , or he heard a noise when he got up سمعة ضجةً عند اسيقاظه.

4.3.2.2 Modulation

According to Vinay and Darbelnet (1995), modulation refers to the alteration in the message resulting from a shift in perspective. This modification is deemed necessary when a translation yields a grammatically accurate statement that is deemed inappropriate, unnatural, or clumsy in the target language text (TLT).

4.3.2.3 Equivalence

Farahaty (2015) explains that theorists employ various terms to describe equivalence in translation. Equivalents can include proverbs, clichés, and idioms, as they convey similar meanings but in distinct linguistic forms.

4.3.2.4 Adaptation

Farahaty (2015) explains that it happens when the translator comes across a situation in the source language culture that has no equivalent in the target language culture. An illustration of this can be seen in the translation of stories and film titles.

4.4 Data Analysis

The data of this study were collected from the Arabic poetry collection "Rain Song" "انشودة المطر", specifically from "غريب على الخليج" and "قافلة الضياع", by Badr Shakir Al-Sayyab which was published in 1960.

SLT.NO.1. بين الكهوف و بين حيفا من ضلامٍ ألف عام او يزيذ

Context: The refugees describe their escape and hiding in the darkness of caves that feels like the passing of countless years.

Proposed Translations:

1. Between the caves and Between Haifa of a thousand years.
2. Between the caves and Haifa there are thousand years or more of the darkness.
3. Between the caves and Haifa, from darkness a thousand years old or more.
4. Between the caves and Haifa, from the darkness of a thousand years or more.
5. Between the caves and Haifa from the oppressor for a thousand years or more.

Table: No.1

Samples	Direct	Borrowing	Claque	Literal	Oblique	Transposition	Modulation	Equivalence	Adaptation
1	+								
2	+								
3	+								
4	+								
5							+		

Discussion: The translations 1,2,3,4 use direct translation and convey meaning from SLT into TLT, without explaining the meaning clearly. The use of modulation in 5 gives the recipient of the TLT a not so clear meaning because of the lack of context.

SLT.NO.2.   الحاملين على الكواهل، من مجاعات السنين

Context: The poet describes the great suffering and hunger that accompany the refugees.

Proposed Translations:
1. The ones with their shoulders, from the famines of the years.
2. The burden holders of the famines of the years.
3. Bearing on their shoulders the famines of the years.
4. Carrying people on their shoulders, from the famines of years.
5. Those carrying on their shoulders, from the famines of years.

Table: No.2

Samples	Direct	Borrowing	Claque	Literal	Oblique	Transposition	Modulation	Equivalence	Adaptation
1	+								
2				+					
3				+					
4							+		
5	+								

Discussion: The translations 1,2,3 and 5 use the direct translation strategy to give a translation of the SLT into the TLT, without explaining the meaning of the SLT

because of the lack of context. Translation 4 uses modulation and does not convey the meaning accurately due to the lack of context.

SLT.NO.3.   **في كل شهرٍ من شهور الجوع يومئ يوم عيدْ**

Context: A mother describes the day that they get supplies, after every several long months of hunger, ironically by comparing It to the Eid day (A Muslim festival).

Proposed Translations:

1. Every month of hunger nods on Eid day.

2. In each of the hungry months a feast day beckons.

3. In every month of the hunger months, a day nods, a day of celebration.

4. In every month of hunger, The day of Eid beckons.

5. Every month of hunger brings a holiday.

| **Table: No.3** | | | | | | | | | |
Samples	Direct	Borrowing	Claque	Literal	Oblique	Transposition	Modulation	Equivalence	Adaptation
1	+								
2				+					
3							+		
4				+					
5							+		

Discussion: The translations 1,2 and 4 use The direct translation strategy without explaining the meaning in TLT, while 3 and 5 use modulation due to the lack of context thus not giving a clear meaning to the TLT recipient.

SLT.NO.4.   **الليل يجهض فالصباح من الحرائق ... في ضحاةْ**

Context: The poet exaggerates by describing how the end of the night is brightened by the great fires.

Proposed Translations:

1. Night miscarriages in the morning from the fires.

2. Night aborts the morning from fires and the early times of the day.

3. The night aborts, so the morning is born from the fires... In its down.

4. The night is breaking, and the morning is of fires... In its down

5. The night is breaking, and the morning is full of fires... In its midst.

Table: No.4	Samples	Direct	Borrowing	Claque	Literal	Oblique	Transposition	Modulation	Equivalence	Adaptation
	1	+								
	2	+								
	3				+					
	4				+					
	5				+					

Discussion: Translations 1,2,3,4 and 5 used the direct and literal translation strategies to convey the meaning without explaining the meaning in SLT to the TLT recipient clearly due to the translators general use of direct translation more than other types of strategies and lack of context.4.5 **Findings**

The percentage for the usage of the strategies

NO.	Strategy	Percentage
1	Direct	45%
2	Borrowing	0%
3	Claque	0%
4	Literal	35%
5	Oblique	0%
6	Transposition	0%
7	Modulation	20%
8	Equivalence	0%
9	Adaptation	0%

As can be seen that The translators use The direct translation more than other strategies because they think it's the appropriate Strategy for translating the meaning and not sense of the Hyperboles in Arabic literary text and the consider it the shortest way to convey the meaning as an abstract unit of language.

The researcher has discovered that the translation of Hyperboles in Arabic literary text is challenging for the translator due to the following factors:

1. Hyperboles require a clear context for the translator to render them accurately.
2. Hyperboles are generally characterized by exaggeration as well as their closeness to metaphor and irony which may mislead the translators during the rendering process.
3. The different ways of conveying the meaning in either spoken or written language also affects the rendering process.
4. The social, cultural and other such factors of SLT and TLT differ and cause problems to the translation process.

5. CONCLUSIONS AND SUGGESTED STUDIES FOR FURTHER RESEARCH

5.1 Conclusions

The current study came up with the following conclusions:

1. The translation of hyperboles in Arabic literary text can be challenging due to the different ways of using them.
2. Hyperboles in Arabic literary text can have different meanings which will make it difficult to translate, they could have multiple interpretations and this is due to the context that they are used in.
3. Hyperboles in Arabic literary text have various similarities with metaphor and irony which leads the target audience to have difficulties in understanding them.
4. Cultural differences affects and leads the target audience to be unable to understand the TLT.
5. Hyperboles in Arabic literary text may sometimes be ambiguous when the context is not clear enough, which adds troubles to the translator.
6. Hyperboles in Arabic literary text can have various contexts in different societies.
7. There is untranslatability in some Arabic hyperboles due to different cultures and social background.

5.2 Suggested Studies for Further Research

1. The Difficulties of Translating Hyperboles in Arabic Short Stories into English.
2. The Problem of Translating Hyperboles in Arabic movies into English.

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