

## EXPLORING THE IMPACT OF PERSONALITY TRAITS AND GENDER ON WRITING STRATEGY PREFERENCES : THE CASE OF IRANIAN EFL LEARNERS

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### ABSTRACT

Recently, language learning research has been more concerned with factors that may affect the choice of language learning strategies among learners. Such factors have been identified as age, gender, personality types, motivation and learning styles. This study aims at investigating the possible effect of extroversion/introversion personality traits and gender on writing strategy preferences among Iranian English as a foreign language (EFL) learners at university level. The participants were 50 male and female sophomore students majoring in English Translation and English Literature at Shahid Chamran University of Ahvaz. They were asked to complete two questionnaires. One was Eysenck's Personality Inventory (1990) which determines whether they are extrovert or introvert and the other was Writing Strategy questionnaire (Ana Belen Cabrejas Penuelas, 2013) to pinpoint the kinds of strategies mostly used among them. The data analysis revealed insignificant relationship among extroversion/introversion personality traits, gender and writing strategy preferences in general and the subscales in particular. To discuss the obtained results in the present study, it may be concluded that possessing characteristics such as sociability and interactivity has less to do with a cognitive activity such as writing strategy preferences. In fact, being an extrovert person may affect oral communication and this trait tends not to impact the use of writing strategies. However, it is suggested that EFL teachers need to be mindful of gender difference and various personality types in terms of strategy use and develop strategy instruction accordingly.

**KEYWORDS:** extroversion, introversion, gender, personality, writing strategy

### INTRODUCTION

Learners differ a great deal in how successful they are in learning a second language. Almost all language teachers observe that some individuals learn a second language easily and some with more difficulty. According to MC Donough, Shaw, and Masuhara (2013), many factors are

responsible for success in second language learning. They include motivation, attitude, intelligence level and the like. It is stated that these individual differences can predict the learners' success or failure in language learning (Ellis, 1985). It is likely that one important factor for success in language learning is the type of personality that individuals possess. Various definitions are suggested for personality. Personality type will influence every aspect of peoples' lives including learning in general and language learning in particular (Horwitz, 2008).

Writing is one of the four basic communication skills whose mastery can lead to learning a second language (Ellis, 1985). As a skill, production of a piece of writing which is coherent, fluent and extended is probably the most difficult task to do with language, even for a native speaker (Nunan, 2003). Friedrich (2008, p.123) defines writing as "it is both a process and a product. The writer imagines, organizes, drafts, reads, and rereads." In addition, writing is one essential skill that can contribute to the learning process, as almost a trace of writing can be seen in each course. Although it exists in almost every course and believed to be a very complex process that most of the students and teachers consider it difficult to cope with, it has a lot of characteristics that most of the students and teachers are not aware of. In spite of its difficulties, we can see good production of successful writers. In fact, these writers make use of their mental abilities in the process of writing which are called effective writing strategies. Indeed these writers follow special strategies but they themselves are not aware of them. Kirmizi (2009, p.232) defines writing as "the written expression of emotions, thoughts, desires and schemes, which requires skills rather than knowledge".

A lot of research has been done on different aspects of writing strategies from different perspectives and the relationship which exists between writers and strategies used or developed by them in the process of writing and revising (Torrance, Thomas, & Robinson, 2013; Soleimani & Daryabari, 2010). These studies show that writing is not an easy job but at the same time it can be considered an easy project if the writer be motivated enough to follow all the related and effective strategies in the writing process based on the learners' characteristics and personality type. Although the relationship between personality traits and academic performance has been widely studied, few studies have investigated the role of affective factors, extroversion and introversion, in predicting one's success or failure in academic writing.

One more factor that may affect EFL learners' use of writing strategies is gender. According to Cohen and Dornyei (2002), the learner's gender is likely to influence language learning success since some teachers argue that while both boys and girls have improved their performances, girls achieve higher marks than boys in EFL learning. In this respect, along with personality types, the impact of gender on language learning has been sought. Yet, the nature of the connection between gender and learning a foreign language still remains elusive, or, rather different researchers approach it from many different perspectives and the effect of gender on writing strategies among EFL learners remains unclear.

To contribute to this research domain, this study aims to investigate the effect of personality traits and gender on L2 writing strategies used among Iranian EFL learners to see if there is any relationship between these factors.

## LITERATURE REVIEW

### *Writing strategies*

One major theme in pedagogical research on writing is the nature of the composing process of writing (Kroll, 1990; Silva & Brice, 2004). Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every learner develop naturally. Further, students exhibit a number of different styles and preferences in their composing processes (Chen, 2005). The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product (Brown, 2007). According to Friedrich (2008, p.123), writing can be defined as follows "it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads." When writing educators talk about the "writing process", they are usually referring to a sequence of steps that can be used to help learners become better writers. They often speak of steps such as generating ideas (brainstorming), composing, writing a first draft, circulating a draft for comment, revising, producing a second draft, and so on (Horwitz, 2008). In recent decades writing instruction began to include the entire process of writing-invention, drafting, feedback, and revision-and not just the product.

With the advent of process-oriented research, the strategy studies have found their place in L2 composition pedagogy. Writing strategies are deliberate, focused ways of thinking about writing. A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled. Writers use strategies all the time to keep their writing going and to make it come out the way they intend. Writing strategy is defined as "the sequence in which a writer engages in planning, composing, revising and other writing related activities" (Torrance, Thomas, & Robinson, 2013, p. 182).

Several issues concerning how writing strategies should be classified have been open to debate (e.g. Victory, 1995 and, Hsiao & Oxford, 2002). The most comprehensive classification is proposed by Hsiao and Oxford (2002) who reexamined Oxford's (1990) strategy taxonomy, introducing possible approaches to strategy classification. They suggest that strategy inventory should be constructed to directly address specific language skills such as listening, reading, speaking and writing. This study is based on Oxford's (1990) system for classifying strategies into six groups:

1. Affective strategies for anxiety reduction, self-encouragement, and self-reward
2. Social strategies such as asking questions, cooperating with native speakers, and becoming culturally aware
3. Metacognitive strategies for evaluating ones progress, planning for language tasks, consciously searching for practice opportunities, paying attention and monitoring errors
4. Memory-related strategies, such as grouping, imagery, rhyming, moving physically, and reviewing in a structured way
5. General cognitive strategies, such as reasoning, analyzing, summarizing, and practicing (including but not limited to active use of the language) and

6. Compensatory strategies (to make up for limited knowledge), such as using synonyms to convey meaning

*Personality types: extroversion / introversion*

Personality is one of the main and significant themes in the field of psychology. Longman dictionary of language teaching and applied linguistics (2010, p.431) defines personality as follows: "those aspects of an individual's behavior, attitudes, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and others". Personality factors such as self-esteem, inhibition, anxiety, risk taking and extroversion, are thought to influence second language learning because they can contribute to motivation and the choice of learner strategies (Richards & Schmidt, 2010).

Dornyei (2005) believes that personality variables are important factors both in revealing human's behavior and in learning and academic achievement. According to this idea, personality can be considered as an important and determining factor in language learning and teaching. This idea is endorsed by lots of academic research projects that have ever been published on the issue of personality and language education. One of the dimensions or types of personality is extroversion/introversion. A person whose conscious interests and energies are more often directed outwards other people and events than towards the person themselves and their own inner experience. Such a personality type is contrasted with an introvert, a person who tends to avoid social contact with others and is often preoccupied with his or her inner feelings, thoughts and experiences (Eysenck, 1990).

*The Role of Gender in EFL Learning*

In Collins Cobuild English dictionary (1995) gender is defined as follows: "a person's gender is the fact that they are male or female, in grammar, the gender of a noun, pronoun or adjective is whether it is masculine, feminine or neuter". However, this dictionary definition does not give a clear understanding of the term. Most scholars believe that gender is a completely different notion and it is not a biological fact at all.

In recent years, language and gender is a growing area of study among researchers. For example Sirc (1989), having analyzed narratives by men and female students, came to the conclusion that women's writing is banal, as compared with that of men who have a "grandiose sense of self as questing hero"(p. 129). The women writers often indicate a desire for a different kind of relationship around meaning making with the tutor readers. This relationship would involve re-imagining the student text as a space for trying out ideas and wordings, rather than as a final version from which the tutor reads the student-writer and her meanings. Girls and boys on the basis of their biological sex differences learn corresponding masculine/feminine ways of behaving, including ways of using language (Cameron, 1997. P.130).

*Related empirical studies*

Several studies have been conducted to investigate the effect of personality types or gender on educational success among EFL students (AnaniSarab & AminiFarsani, 2014; Mehrabani, 2010; Aslan, 2009; Soleimani & Daryabari, 2010). Among these studies AnaniSarab and AminiFarsani

(2014) intended to investigate English language learners' writing strategies with reference to their personality types at different universities in Iran. Their analysis of participants' perceptions demonstrated a significant relationship between writing strategies and personality types. Furthermore, they found that metacognitive and cognitive strategies were the most frequently used strategies and memory strategies the least frequently used ones as reported by the participants.

Mehabani (2010) conducted a study in which the relationship between gender and different strategies of expressing requests in English and Persian films was investigated. It was concluded that English males implement conventionally indirect requests than Persian females, whereas Persian females generate direct requests and hints more than English males.

Vahdat, Shooshtari, and Ghafoori (2016), investigated the relationship between personality traits and cognitive/metacognitive strategies in reading comprehension among Iranian EFL learners at college level. To do so, a sample of senior English translation students from Tehran was selected and homogenized through Nelson proficiency test. Eysenk's personality inventory; reading comprehension test and reading strategies questionnaire were employed as instruments for gathering data. Analyzing data revealed that there was a significant difference between the extrovert/introvert groups in reading comprehension and extroverts outperformed introverts on the reading comprehension; also, the difference between introvert/extrovert students and metacognitive/cognitive strategies was significant. Extrovert learners made significantly more use of metacognitive strategies of reading comprehension (i.e. planning and monitoring), and introvert learners reported a significantly more use of cognitive strategies of reading comprehension (i.e. comprehending and retrieval) than did their counterparts in the extrovert group.

Soleimani and Daryabari (2010) investigated the impact of language learners' personality on the successful execution of academically-oriented language tasks. The rationale for undertaking this inquiry was to test whether the personality type, i.e., introversion vs. extroversion, had an impact on the learners' success at accomplishing writing tasks. The results revealed that extroverted language learners outperformed introverts on doing academically-oriented language tasks. This finding contradicted the claim that introverted learners will do better than extroverts at developing cognitive academic language abilities. Although lots of research has been conducted in the field of individual differences, research into the use of strategies by Iranian learners in their English language writing and the factors affecting them is still limited. The present study is an attempt to examine the interplay of writing strategies and personality types among Iranian learners and also the relationship between gender and writing strategy preferences.

## RESEARCH QUESTIONS

To this end, the present study seeks to answer the following questions:

1. Is there any relationship between the personality types of Iranian EFL learners and their writing strategy preferences?
2. Is there any relationship between the Iranian EFL learners' gender and their writing strategy preferences?



## METHODOLOGY

### *Participants*

The sample population included 50 male and female students majoring in English Translation and English Literature at Shahid Chamran University of Ahvaz, Iran. The participants were selected from the students of third and fourth semesters, since they had passed advanced writing course. 39 students were female and 11 were male students ranging in age from 19 to 27 years old. Almost all the students favored the same mother tongue namely Persian and only few students' mother tongue was Arabic.

### *Instruments*

#### *Eysenck's Personality Inventory (EPI)*

EPI is based on tried and tested principles, the result of research by renowned Professor of human psychology, Hans Eysenck. The Eysenck Personality Inventory (EPI) (1990) is a self-report instrument designed to measure two central dimensions of personality, extroversion/introversion and neuroticism/stability. This instrument is comprised of 57 yes/no items among which 24 items are devoted to measure extroversion/introversion personality type. For the current study adopted English version of EPI has been used and only scale E was needed because this scale measures the extrovert/introvert traits of personality. The reliability of the inventory in this study has been computed through Cronbach Alpha coefficient as 0.82. Individuals are generally classified as "high" or "low" on the two dimensions.

#### *Writing Strategy Questionnaire*

The writing strategy questionnaire is taken from an article published in Spanish ELIA Journal titled "The writing strategies of university students: focusing on memory, compensation, social, and affective strategies" (Ana Belen Cabrejas Penuelas, 2013). The Inventory of Learning Strategies questionnaire has been validated for this study. It is a Likert-type measure test that examined the frequency with which students used writing strategies. It was based on Oxford's Inventory of Language Learning Strategies in the L2 strategy field (1990). The Inventory asked respondents to say on a 5-point scale how frequently they used the strategies that were indicated. As in previous studies of learning strategies (Oxford, 1990), the survey involved six subgroups of writing strategies - memory, cognitive, compensation, metacognitive, affective, and social strategies - that were selected from the existing literature on writing strategies.

### *Procedure*

The two questionnaires were distributed among the participants during their class time. First, the participants were asked to complete Eysenck Personality Inventory. A grade above 50% shows an extrovert personality and a grade below 50% shows a tendency toward introvert personality. Then the writing strategy questionnaire was administered. The participants completed the questionnaires in about 20 minutes under the supervision of their class instructor and the researcher. They were told not to spend too much time on any of the items and ask the researcher if they have any question. The students also provided information about their gender, age and mother tongue on the questionnaires' sheets. After submitting the questionnaires, the gathered data were analyzed to determine any possible relationship among personality traits, gender, and the use of writing strategies. In order to achieve the answers of study research questions and

identify the direction of interaction between the independent variables (i.e. personality traits and gender) and the dependent variable, an independent sample T-test was carried out to compare the responses of extroverts and introverts and also male and female students.

## RESULTS AND DISCUSSION

In order to answer the first research question which was about the relationship between writing strategy use and personality types, the participants were divided into two groups of extroverts and introverts. Then, Spearman and Pearson correlation were administered through which the comparisons of the two groups' strategy preferences were analyzed. Table 1 presents the means and standard deviations of writing strategy preferences in extrovert and introvert personalities in general and the six subscales of writing strategies. Since all the calculated P-values are larger than 0.05, the assumption of equality of variance is not rejected and any difference between two groups is not accepted.

*Table 1: The difference between extrovert/introvert personality types and their writing strategy preferences*

Variable	Extrovert Mean±SD	Introvert Mean±SD	p-value(Type of Test)
Writing Strategy	3.19±0.50	3.22±0.59	0.871(t test)
Subscales			
Memory Strategy	2.90±0.70	3.00±0.73	0.643(t test)
Cognitive Strategy	3.14±0.56	3.28±0.57	0.412(t test)
Compensation Strategy	3.62±0.68	3.75±0.71	0.365(Mann-Whitney)
Metacognitive Strategy	3.25±0.67	3.19±0.73	0.787(t test)
Affective Strategy	2.97±0.78	2.85±0.80	0.810(Mann-Whitney)
Social Strategy	3.10±0.92	3.05±1.05	0.854(t test)

To respond to the second research question, an independent T-test analysis were administered through which the strategy preferences two groups of the females and males' were analyzed. Table 2 presents the means and standard deviations of writing strategy preferences in female and male students in general and the six subscales of writing strategies in particular. The results of the T-tests indicate that there is strong evidence of the lack of difference in the mean score of the two groups of female and male students regarding their writing strategy preferences. Since all the calculated P-values are larger than 0.05 the assumption of equality of variance is not rejected and any difference between two groups is not accepted.

*Table 2: The results of T-test regarding females and males writing strategy preferences*

Variable	Female Mean±SD	Male Mean±SD	p-value(Type of Test)
Writing Strategy	3.19±0.49	3.24±0.69	0.827(t test)
Subscales			
Memory Strategy	2.86±0.71	3.20±0.67	0.162(t test)
Cognitive Strategy	3.22±0.54	3.13±0.64	0.646(t test)
Compensation Strategy	3.71±0.67	3.53±0.75	0.516(Mann-Whitney)
Metacognitive Strategy	3.18±0.63	3.38±0.88	0.631(Mann-Whitney)
Affective Strategy	2.85±0.76	3.20±0.83	0.196(t test)
Social Strategy	3.17±0.86	2.77±1.25	0.226(t test)

The present study aimed to shed light on the effect of extroversion/introversion personality types on the writing strategy preferences among Iranian EFL learners at Shahid Chamran University of

Ahvaz. Based on the obtained results it was revealed no significant effect of extroversion/introversion personality traits on the use of writing strategies in general and the subscales in particular. The findings are partially in line with the previous literature in the domain. For example, Mansourinejad, Bijami and Ahmadi (2012), attempted to examine the extent to which extroversion and introversion could foretell academic writing ability among 30 junior university students; male and female, studying English literature in junior at Ilam University, Iran. The results of study revealed no significant relationship between extroversion /introversion and writing ability. Nejad et al. (2012) mentioned that the findings refuted the belief that the extroverts outperform the introverts in skills like writing.

The finding of the present study seems to be compatible with, the findings of Carell's (1996) study that reported no significant relationship between extroverts/introverts and their performance on grammar, writing and reading comprehension tests. The results can be discussed in other way that the view to extroverts as good learners due to their sociability behaviors is misleading. Unfortunately, such admiring positive views toward extroverts have influenced teacher's perceptions and judgments about the students (Brown, 2007). In EFL teaching classrooms, the speaking skill is most dominated than other skills. In fact, students who speak more and use the chances to interact would be considered as active learners and the positive attitude of teachers to such students will influence on their judgments about those students' learning abilities. To explain the obtained results in the present study, it may be concluded that possessing characteristics such as sociability and interactivity has nothing to do with a cognitive activity such as writing strategy preferences. In fact, being an extrovert person may affect oral communication and this trait tends to nothing to do with the use of writing strategies.

This study also tried to investigate the effect of gender on writing strategy preferences, although findings did not show any significant difference in the preference of writing strategy subsets across genders, along with the findings of previous studies, careful examination of the individual items showed that females used less Affective Strategies indicating reluctance in sharing their feelings. Therefore, this finding should be stressed to the female students and they should be encouraged to reflect their emotions more. Teachers should help females participate in more group activities, define clear goals and activities that will help them discover and improve their language learning strategies. It is obvious that success in learning a second language comes with the combination of nature, that is to say, the features that a human being possesses from birth, and the nurture he/she is exposed to. Therefore, explaining the success of either gender in any area by their natural assets is unable to show the greater picture. Maybe it is easy to claim that men are better at athletics due to their muscular physique and females make better babysitters, but it is not that straightforward in language, because learning a language is a much more complex skill than running or ball dancing. Besides, what constitutes gender is a vague area of discussion, as it is impossible to attach standardized identities to males and females across the world, as every culture, every social setting has its own features that make up the identity of male or female.

Studies which have examined the relationship between gender and students' use of language learning strategies have come to mixed conclusions. Some studies whose findings were close to



the present study were conducted by Politzer (1983), Ehrman and Oxford (1990), and Wharton (2000) who came to the conclusion that gender was not found to have much relationship to students' choices of strategy use. While, Ehrman and Oxford (1989), Oxford and Nyikos (1989), Tercanlioglu (2004), and Ok (2005) discovered distinct gender differences in strategy use. For example, Yalcin (2006), sought the answer to the question that whether there was a difference in students' use of language learning strategies based on their gender. Not in parallel with the findings of the current study, it was concluded that females used language learning strategies more than males.

## CONCLUSION

Writing is a complex skill whose development and progress demand more than accuracy in grammar and word choice (Victory, 1995). In various studies several strategies are suggested by different researchers. It can be inferred that there is a relationship between the writers and the strategies used or developed by them. Based on the studies done, there is a difference between skilled and unskilled, experienced and inexperienced, and male and female writers in the process of writing and revising. Considering these studies, we can conclude that a good writer should have enough familiarity with the strategies and different factors which are considered as important ones in a writing task. In this way, the writer is able to make a distinction between them while writing and revising.

In conclusion, it should be borne in mind that our knowledge about the true nature of these variables is neither adequate nor comprehensive enough to authorize establishing clear cut administrative decisions. Nonetheless, teachers' awareness of the existence of such individual differences can sensitize them to the varied reactions that learners might display as they face innovative teaching methods and learning materials, and would in turn help them adjust their teaching style based on their students' learning needs. (Soleimani & Daryabari, 2010). The first thing that can be done is sharing research findings of this study and similar ones as it would be useful in persuading students to use such strategies as much as possible. It should be noted that language learning strategies are the glue that holds the numerous elements of language learning together. So, it is important for teachers to recognize that some strategies maybe more suited to some learners than to others.

As this study was conducted on a small population of students, the results may be more reliable on a larger sample of participants. The second limitation was the number of male students which was much fewer than females. Maybe that's why investigating gender differences in this study was not consistent with most of previously conducted studies. Thirdly, while answering the Inventory of Writing Strategies, the students might have pretended to use a writing strategy which in fact they don't utilize and simply they like to use or other people think they should use.

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## A STUDY ON THE TRANSLATION OF SIMILE IN SOME OF HAFIZ'S SONNETS

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### ABSTRACT

*The present paper focused on a figure of speech in the domain of literature and literary translation called simile. In this descriptive – comparative study, some sonnets of Hafiz including simile were selected and compared with their English translation versions by Clarke in 1891 and Shahriyari in 2005. The data collected and the findings gained based on the model suggested by Newmark in 1981 showed that the two translators applied different methods such as reproducing the same image in the TL, deletion, translation of simile by a simile, conversion of simile to sense and etc. Considering the fact that most of similes in Hafiz are similes of love, it seems that the translators tried to keep the figurative language of the source text resorting to literal translation. So, the most frequently used technique was 'appropriate translation' (literal translation). This research showed that translating similes literally is quite natural and acceptable in the Persian language and among the seven strategies, there were very low application of strategies six and three. These two strategies were either avoided or were applied only in one or two cases by the translators. Regarding the fifth strategy as deletion, Shahriyari and Clarke left a few of similes un-translated in their works. These points indicated that simile translation is the most difficult task for the translators.*

**KEYWORDS:** Translation, Translation Strategy, Similie, Figure of Speech.

### INTRODUCTION

Figurative language is the one that uses figures of speech. A figure of speech is a way of saying one thing and meaning another. For example, "when Tennyson says that the eagle "clasps the crag with crooked hands", he means that the eagle's claw are annular, bent, and bony- looking- reminding him of mangled human hands" (Rezai, 2004, p. 1). Three of the most important figures of speech are simile, metaphor and personification and as the numbers of figures of speech are so numerous, the researcher has selected only simile which compares one thing to another using like or as to study their translation techniques in some verses of Divan-e-Hafiz. In English rhetoric, Richard (1965) divided the structure of simile into "tenor and vehicle". Tenor is the subject to which attributes are ascribed. Vehicle is the subject from which the attributes are borrowed. Translating figures of speech deals with finding secondary meanings in the source language (Hereafter as SL), and finding cultural meaning and appropriate equivalence in the target language (Hereafter as TL). Figures of speech are some of the most challenging translation difficulties. So, in this paper, translation techniques of figures of speech especially similies in

some verses of Hafiz and their Persian translation versions are compared on the basis of Newmark's model and his strategies. Therefore, this paper tries to investigate the translation similes in some verses of Hafiz from Persian (the source language or SL) to English (the target language or TL).

### ***Statement of the Problem***

Translating figures of speech due to cultural and linguistic differences is a challenging task. This challenge multiplies when the translator has to deal with metaphors, and to a lesser degree, similes. It is even more difficult in poetry, because in poetry, the translator has little options due to the sound devices and compactness of poetry. Above all, there is a great cultural gap between English and Persian, which makes it again more difficult. Even translation scholars admit the difficulty; Newmark (1981, p. 105) says; "whilst the central problem of translation is the overall choice of a translation method for a text, the most important particular problem is the translation of metaphor". Therefore, in this paper, the researcher intends to find out which strategies the translator have used in dealing with similes and metaphors in translating Hafiz's sonnets and also to see which translator has been more successful in transferring the connotations and meanings of similes.

### ***Objectives of the Study***

1. To identify the similes in Hafiz's selected sonnets,
2. To investigate the strategies that English translators have used to translate similes in their translation versions,
3. To determine which translator was more successful and
4. To determine the frequency of each strategy.

### ***Theoretical Framework***

Newmark (1988, p. 88) proposed the following procedures for translating metaphor and simile:

1. Reproducing the same image in the TL,
2. Replacing the image in the SL with a standard TL image,
3. Same similitude combined with sense,
4. Conversion of a similitude to sense,
5. Deletion,
6. Translation of a similitude by simile plus sense and
7. Translation of a similitude by simile

### ***Significance of the Study***

This paper is useful for students who are interested in translation studies and to translators of poetry. It also helps students who want to know about literature and poetry. And also it can be useful for professional translators. This paper will be significant in two points of views; theoretical and practical. In the theoretical domain, it will investigate the important theories about translation of simile and in practical point of view; it will be useful for students who are interested in translation studies and translation poetry.



## THE REVIEW OF RELATED LITERATURE

### *Translation*

Translation is an effort of finding equivalent meaning of a text into the second language. Since the emphasis of translation process is to find meaning equivalence, but it is focused on the object to be rendered from the source language text into the target language text. The main question in translation is of meaning which always appears in the process of translation, not translation as a product of the process. Translating a text from the ST must consider the closest natural equivalent meaning. It implies that the meaning of the TT must be equivalent with that of the ST. Meaning is classified into two kinds, referential meaning and connotative meaning. Besides, it should also be paid attention on the components embedded in a certain unit of meaning. There are some considerations which follow this process, which mainly related to the accuracy, clarity and naturalness of the meaning, ideas, or messages of the translation. It means that it is an important thing to consider whether the readers of the target text accept equivalent information as the readers of the source text do. Newmark (1988, p. 5) defines translation as "rendering the meaning of a text into another language in the way that the author intended the text."

Hatim and Munday (2004, p. 6) define translation as "the process of transferring a written text from the SL to the TL". In this definition, they do not explicitly express that the object being transferred is meaning or message.

### *Literary Translation*

Literary translation implies the translation of all genres of literature, which include prose, drama and poetry. Johnson (1999, p. 1) describes literature as; "An apparently nebulous body of knowledge in oral or written form, an imitation of life, which reflects civilization and culture, and which covers every angle of human activities-culture, tradition, entertainment, information among others."

Literary translations in particular help these different cultures reach a compromise. The increasing interest in the literature of other languages has required a more studious regard for the problems of literary translation. A translator deals with a text which involves linguistic, pragmatic and cultural elements. Such factors often pose problems to target readers. More often than not, translators pay more attention to linguistic and cultural elements than to the pragmatic aspects of a source text.

Moreover, literary translations must reflect all the literary features of the source text such as sound effects, morphophonemic selection of words, figures of speech ...etc. (Riffaterre, 1992, pp. 204-205). Gutt (1991) stresses that in translating a literary work one should preserve the style of the original text. In accordance with Gutt: "This wider, stylistic dimension of communication is, of course, of special interest to literary studies, and so it is not surprising that theorists concerned with literary translation have paid considerable attention to the preservation of the stylistic properties of texts" (1991, p. 123).

### **Poetry Translation**

Poetry is usually defined as one of the highest expressions of human mind and spirit. Poetry, as defined in most dictionaries of literary terms, is a literary work in metrical form. It is, as distinct from verse, not a matter of form but of substance; a composition expressed in the vivid language of the imagination and emotion and, though most frequently found in verse, is often found in the form of prose. Its three main elements are: sound, sense and suggestion and it appeals to our understanding through our imagination, making us perceive what the poet has experienced, it expresses deep feeling and deep thought, often trying to interpret the hidden meaning of life, of the universal truths about life, about what humankind has experienced (Pavel, 1999, p. 29). One of the most interesting and comprehensive definitions of poetry, which is superior to all sciences, can be found in Sir Philip Sydney's Apology for Poetry:

Poesie is [ ... ] an arte of imitation, for so Aristotle termeth it in his word Mimesis, that is to say, a representing, counterfetting, or figuring forth: to speake metaphorically, a speaking picture: with this end, to teach and delight (Sydney, 1970, p. 158).

All these definitions, so frequently quoted, help the translator understand the nature of poetry and the significance of his work. Nevertheless, the most valuable of all definitions of any kind is that which takes into account the linguistic elements of poetry.

### **Related Studies**

In this section, the studies done by different researchers are presented. The studies were divided into two parts; first, the ones which have been done inside Iran, Fadaee in 2011 in "*Translation techniques of figures of speech: A case study of George Orwell's 1984 and Animal Farm*", the study revealed that 1) according to Newmark (1988a, p. 57), "theories and techniques of translating figures of speech, such as metaphor and simile are so limited which do not cover translating all types of metaphors and similes"; 2) in Persian language, there is no general and fundamental technique for translating these metaphor and simile, and just English techniques are used for translating these two figures of speech, the others which have been accomplished outside Iran, Oliynyk in 2014 in "*Metaphor Translation Methods*", by considering the model of Peter Newmark found that Newmark advocated maintaining the maximum of the original form of the author's metaphor, but at the same time he agreed that excessive adherence to the original can bring the imbalance in the overall style of the text. According to him, the choice of the way of translation depends upon the type of text under translation, the number of individual author's metaphors used in the text, and the translator's decision to use figurative speech in the translated text or not.

Ramli (2014) in "*The Translation of Simile in the Hunger Games Novel: Translation Strategies*" showed that Literal translation seems to be the most strategy used by translator.

### **RESEARCH QUESTIONS**

To achieve the purposes of the study, the following research questions were formulated:

1. How successfully did the translators render simile in the target text?

2. What strategies did the translators use for rendering such terms?
3. What is the frequency of each strategy?

## METHODOLOGY

### *Corpus*

In this section, the researcher used Divan-e-Hafiz as well as its two translation versions (by Wilberforce Clarke (1891) and Shahriar Shahriari (2005)) in order to study how the figures of speech especially similes were translated. The references as the researcher applied them are presented here:

- ✓ Clarke, H. W. (1891). The Divan-I Hafiz. Volumes 1 and 2. Royal (Late Bengal) Engineers.
- ✓ Shahriari, Sh. (2005). The Divan-I Hafiz. Retrieved from: (WWW.hafizonlove.com>bio)  
✓ سلامی، الف. (1384). دیوان حافظ همراه با گزیده ای ترجمه ها. تهران: انتشارات هنر سرای گویا.

### *Data Collection*

For accomplishing the objectives of this comparative and descriptive study, first, 45 sonnets of this book (along with its Persian version and English translation versions) were selected. Second, its similes with their English equivalents were identified. Third, the similes according to Newmark classification were categorized and then, the frequency of the used similes, and the frequency of translation strategies were measured and were drawn by some tables. Finally, the researcher presented the related findings and conclusions regarding the obtained data.

In this section, the samples related to similes were analyzed and interpreted. The Persian samples were derived from the original book of Divan-e-Hafiz collected and edited by Ismaeil Salami. Additionally, the English translations of Clarke and Shahriari were used as well. Then, the related tables were drawn. At the end, relevant findings regarding to these samples were presented.

### *Data Analysis*

The data collected were analyzed and based on the related tables as well as frequency, and percentages, the questions presented in chapter one were answered. In this section, two kinds of tables were drawn as the first one is about the samples and their translations by Clarke and Shahriari and in the second part, the samples along with the related strategies were shown.

Table 1: Similie and their translations by Clarke and Shahriyari

No.:	Translator Similie samples	Wilberforce Clarke	Shahriyar Shahriyari
1	گری چوگان شما	the chaugan ball of yours	as a ball in your polo race
2	چو نافه	From Thy perfume	Like an umbilical cord
3	چون نای	like the reed	like a reed
4	همچو چشم صراحی زمانه	like the wine-flagon's (ruddy) eye	Like this flask of wine
5	همچو بلبل در قفس	like the Bulbol in the cage	Like a nightingale in cage
6	شیر در بادیه عشق تو روباه شود،	In the desert of love for Thee, the (noble) lion becometh (through fear) the (crafty) fox	Brave lion in love's desert, just like a fox hides
7	حکایت اردیبهشت	tale (of glories) of the (spring month) Urdibihisht	like Paradise
8	خوش عروسیست	As a fine bride	just like a bride
9	چون چشم تو گردد نرگس	like Thy eye, it might become, the narcissus became sick	Though your eyes bloomed as flowers
10	ز چشم لعل رمائی	the pomegranate-like ruby (bloody tears) they rain	like red rubies to my eyes
11	دل چو پرگار	like the compass	like a compass
12	چو گل بر لب جوی	every rose-leaf	like that flower
13	پروانه ناپروا	As (its) careless moth	like a moth
14	به سان دیگ دایم	like the (seething) caldron	Like a boiling pot
15	چو پیراهن	like the (close-fitting) garment	Like a shirt
16	چو شمع	like the candle	candle-like
17	چو بلبل	like the bulbul	Like the nightingale
18	طایر گلشن قدسم	The bird of the holy rose-bed (paradise)	As a bird of Paradise
19	همچنان چشم گشاد	the solution (of it) I expect	Like my eyes
20	چو جام	like the cup	Like a cup
21	خط غباری	a dusty line (whereby my vision may to be increased)	as eye-liners, draw a line
22	چو جان	like my own (precious) life	As my own soul
23	چو زهاد	like the zahids	Like the pious
24	چو پروانه	like the moth	moth-like
25	مرغ سان	Like the bird	Like a bird
26	همچو چنگ	like the (cord-slackened) harp	like a harp
27	طایر قدسم	The holy bird (of paradise) am I	As a bird of Paradise
28	صدگدای همچو خود	a hundred beggars like myself	A hundred beggars like myself
29	گلاب	rose-water	Like rose-water
30	چو مسیحا	like the Masiha	like the Christ
31	که بسی گل بدمد باز و تو در گل باشی	For, again, blossometh	Like flowers open up
32	چون عشق من کمالی	Thy beauty took a great perfection	Like my love have reached a peak
33	چون هلالی	like anew (crescent) moon	Like a crescent
34	چو من	like me	like me
35	از غم دل دریایی	become a great ocean (of tears)	like the sea, with heart's disgust
36	چون شمع نیکو رویی	As is the (flaming) candle	The candle flame of Goodness
37	صد نافه چین دارد	is worth a hundred musk-pods of Chin	Is priceless and so rare
38	سلامی چو بوی خوش آشنائی	A salutation, like the pleasant perfume of friendship	Salutation to the day of friendship's delight
39	درودی چو نور دل پارسایان	A salutation, like the light of the heart of the pious	Greeting the heart of the righteous, bright
40	چون توئی نرگس باغ نظر چشم و چراغ	since the narcissus of the garden of vision thou art	He is the apple of my eyes, light of my soul
41	طوطی صفتم	like the parrot	parrot-like
42	چون گل	like the rose	
43	چو گلزار	like the (ruddy) pomegranate	You water your flowers with my tears' assistance
44	چگل	By that candle of Chigil (the true Beloved)	In that radiant flower find
45	چو آهوی وحشی	like the wild deer	I am the wild doe

Table 2: Translation strategies applied by Clarke and Shahriyari

No.:	Translator	Wilberforce Clarke	Shahriyar Shahriyari
	Similie samples		
1	گوی چوگان شما	Strategy one (Reproducing the same image in the TL as literal translation)	Strategy two (Replacing the image in the SL with a standard TL image)
2	چو نافه	Strategy three (Same metaphor / similie combined with sense)	strategy one (Reproducing the same image in the TL as literal translation)
3	چون نای	Strategy two (Replacing the image in the SL with a standard TL image)	Strategy two (Replacing the image in the SL with a standard TL image)
4	همچو چشم صراحی زمانه	Strategy six (Translation of a similie by simile plus sense)	Strategy two (Replacing the image in the SL with a standard TL image)
5	همچو بلبل در قفس	Strategy one (Reproducing the same image in the TL)	Strategy two (Replacing the image in the SL with a standard TL image)
6	شیر در بادیه عشق تو روباه شود،	Strategy two (Replacing the image in the SL with a standard TL image with additional information in brackets)	Strategy two (Replacing the image in the SL with a standard TL image)
7	حکایت اردیبهشت	Strategy two (Replacing the image in the SL with a standard TL image)	Strategy five (Deletion)
8	خوش عروسیست	Strategy two (Replacing the image in the SL with a standard TL image)	Strategy two (Replacing the image in the SL with a standard TL image)
9	چون چشم تو گردد نرگس	Strategy three (Same metaphor / similie combined with sense),	Strategy one (Reproducing the same image in the TL as literal translation).
10	ز چشم لعل رمائی	Strategy two (Replacing the image in the SL with a standard TL image)	Strategy two (Replacing the image in the SL with a standard TL image)
11	دل چو پرگار	Strategy one (Reproducing the same image in the TL as literal translation)	Strategy one (Reproducing the same image in the TL as literal translation)
12	چو گل بر لب جوی	Strategy four (Conversion of metaphor / similie to sense),	Strategy two (Replacing the image in the SL with a standard TL image)
13	پروانه ناپروا	Strategy two (Replacing the image in the SL with a standard TL image)	Strategy seven (Translation of a similie by a simile)
14	به سان دیگ دایم	Strategy seven (Translation of a similie by a simile)	Strategy seven (Translation of a similie by a simile)
15	چو پیراهن	Strategy two (Replacing the image in the SL with a standard TL image)	Strategy two (Replacing the image in the SL with a standard TL image)
16	چو شمع	Strategy seven (Translation of a similie by a simile)	Strategy seven (Translation of a similie by a simile)
17	چو بلبل	Strategy one (Reproducing the same image in the TL as a literal translation),	Strategy seven (Translation of a similie by a simile).
18	طایر گلشن قدسم	Strategy four (Conversion of similie to sense),	Strategy seven (Translation of a similie by a simile).
19	همچنان چشم گشاد	Strategy four and five (Conversion of similie to sense and deletion)	Strategy one (Reproducing the same image in the TL)
20	چو جام	Strategy one (Reproducing the same image in the TL)	Strategy one (Reproducing the same image in the TL)
21	خط غیاری	Strategy one (Reproducing the same image in the TL as a literal translation),	Strategy five (Deletion).
22	چو جان	Strategy seven (Translation of a similie by a simile)	Strategy seven (Translation of a similie by a simile)
23	چو زهاد	Strategy one (Reproducing the same image in the TL),	Strategy seven (Translation of a similie by a simile).
24	چو پروانه	Strategy seven (Translation of a similie by a simile)	Strategy seven (Translation of a similie by a simile)
25	مرغ سان	Strategy seven (Translation of a similie by a simile)	Strategy seven (Translation of a similie by a simile)
26	همچو چنگ	Strategy seven (Translation of a similie by a simile)	Strategy seven (Translation of a similie by a simile)
27	طایر قدسم	Strategy four (Conversion of similie to sense)	Strategy seven (Translation of a similie by a simile)
28	صد گدای همچو خود	Strategy seven (Translation of a similie by a simile)	Strategy seven (Translation of a similie by a simile)
29	گلاب	Strategy one (Reproducing the same image in the TL)	Strategy seven (Translation of a similie by a simile)



		TL as a literal translation),	simile).
30	چو مسیحا	Strategy one (Reproducing the same image in the TL as a literal translation),	Strategy two (Replacing the image in the SL with a standard TL image).
31	که بسی گل بدمد باز و تو در گل باشی	Strategy four (Conversion of simlie to sense)	Strategy seven (Translation of a simlie by a simile).
32	چون عشق من کمالی	Strategy four (Conversion of simlie to sense),	Strategy one (Reproducing the same image in the TL as literal translation).
33	چون هلالی	Strategy three (Same simlie combined with sense),	Strategy one (Reproducing the same image in the TL as literal translation).
34	چو من	Strategy one (Reproducing the same image in the TL as literal translation),	Strategy one (Reproducing the same image in the TL as literal translation).
35	از غم دل دریایی	Strategy four (Conversion of simlie to sense)	Strategy one (Reproducing the same image in the TL as literal translation).
36	چون شمع نکورویی	Strategy seven (Translation of a simlie by a simile plus the information in brackets),	Strategy five (Deletion).
37	صد نافه چین دارد	Strategy four (Conversion of simlie to sense),	Strategy five (Deletion).
38	سلامی چو بوی خوش آشنائی	Strategy one (Reproducing the same image in the TL as literal translation),	Strategy five (Deletion).
39	دردی چو نور دل پارسایان	Strategy one (Reproducing the same image in the TL as literal translation),	Strategy one (Reproducing the same image in the TL as literal translation),
40	چون تویی رنگس باغ نظر چشم و چراغ	Strategy four (Conversion of simlie to sense),	Strategy five (Deletion).
41	طوطی صفتم	Strategy two (Replacing the image in the SL with a standard TL image)	Strategy two (Replacing the image in the SL with a standard TL image)
42	چون گل	Strategy two (Replacing the image in the SL with a standard TL image)	Strategy five (Deletion).
43	چو گلزار	Strategy four (Conversion of simlie to sense)	Strategy five (Deletion)
44	چو گل	Strategies one and five (Reproducing the same image in the TL as literal translation with deletion)	Strategy five (Deletion).
45	چو آهوی وحشی	Strategy seven (Translation of a simlie by a simile)	Strategy one (Reproducing the same image in the TL)

Table 3: The Frequency of translation strategies applied by Clarke and Shahriyari

No.:	Translator	Clarke	Shahriyari	Total	Percentage (%)
	Strategies				
1	Reproducing the same image in the TL	13	11	24	53.33
2	Replacing the image in the SL with a standard TL image	9	11	20	44.44
3	Same simlie combined with sense	3	0	3	6.66
4	Conversion of simlie to sense	10	0	10	22
5	Deletion	2	9	11	24.44
6	Translation of a simlie by a simile plus sense	1	0	1	2.22
7	Translation of a simlie by a simile	9	14	23	51.11

In this table, the frequency of the strategies applied by these translators additionally, the whole numbers as well as their percentage were presented.

## CONCLUSION

The present paper as a descriptive and comparative study aimed at investigating and analyzing simlie in some sonnets of Hafiz associated with two English translation versions done by Clarke in 1981 and Shahriyari in 2005. In order to fulfill the aims of this study, the researcher faced some limitations due to the inaccessibility of the English translations of all sonnets, and for this reason, the researcher just selected some of them including simlie which were common in the two English translation versions. In this paper, only 45 sonnets containing simlie were chosen.

These samples were common between the works of Shahriyari and Clarke. Based on the limitations, it was not possible for the researcher to work on all of them and for this reason; she was forced to work on a limited number of them. This paper focused on answering these questions: how successful did the translators render similes in English?; what strategies did the translators use for rendering such terms? And what is the frequency of each strategy?. The researcher followed different steps such as specifying the Persian and English similes in this work, and the strategies applied by these translators were presented.

To carry out the present research, the following steps were taken. First, the book of Hafiz was chosen as the main data source. The researcher browsed the Web and selected an electronic version of Hafiz from Shahriyari. Then, some of its available Persian translations were identified. Among them, those translated by Clarke and Shahriyari were selected. Then, to collect the relevant data, the whole original text of Hafiz, consisting of common samples, was read thoroughly to extract similes. Later, to analyze the data, Newmark's model was selected. He proposed seven potential strategies to translate similes. Through comparing the English and Persian samples, the type of strategy used for each simile was determined.

The findings of the study showed that among the strategies proposed by Newmark to translate simile, the two translators applied different methods. Considering the fact that most of similes in Hafiz are similes of love, it seems that the translators tried to keep the figurative language of the source text resorting to literal translation. This is also in line with Pierini's (2007) idea regarding simile translation that reads, "The more the simile is divergent from current use of language, the stronger the case for literal translation, so that the target reader will be as puzzled as the source reader" (p. 38). Besides these points, the findings also indicated that the most frequently used technique was 'appropriate translation' (literal translation). In fact, translating similes literally is quite natural and acceptable in the Persian language. Among the seven strategies, there were very low application of strategies six and three. These two strategies were either avoided or were applied only in one or two cases by the translators. Regarding the fifth strategy, Shahriyari and Clarke left a few of similes un-translated in their works. The findings also show that the translators in some cases resorted to strategies that did not match any of those proposed by Newmark as Clarke has used a combination of them and he has applied one strategy for translation of similes plus footnote or additional information in brackets to make it tangible for TT readers. These strategies were termed as Others or Miscellaneous Group (not mentioned here because they were not common between the translations of Clarke and Shahriyari). It indicates that in translating similes from English into Persian, other strategies may also be applied. In fact, it shows incapability and deficiency of Newmark's model. These strategies should be examined in larger samples to provide a comprehensive list of them and embed them in Newmark's model to complete it. So, the common types of such strategies in the translations are conveying the sense of the simile, change the simile to another one and change the simile to a sense. Regarding the significance of difference in the application strategies, the final results of this study and the presented tables, it can be said Clarke was more successful than Shahriyari in translation of similes.

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