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العدد الثامن

عشر

صعوبات طلاب المرحلة الثالثة في ترجمة التعبيرات الاصطلاحية: دراسة تحليلية

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المستخلص :

حللت هذه الدراسة الصعوبات التي يواجهها الطلاب في ترجمة الجمل التعبيرية الاصطلاحية في الفصل الدراسي الأول قسم اللغة الإنجليزية في كلية التربية الأساسية-جامعة صلاح الدين-أربيل. كما ناقش العوامل التي تثير تلك المشاكل داخل الصف. حيث كان الهدف الرئيسي من هذه الدراسة هو تحديد عوامل صعوبة ترجمة التعبيرات الاصطلاحية. علاوة على ذلك تسعى الدراسة أيضا إلى معرفة أنواع الصعوبات التي تواجه طلاب المرحلة الثالثة أثناء ترجمة التعبيرات الاصطلاحية. وطبق البحث منهج تحليل المحتوى النوعي وكان عدد العينة ١٠ طالب في الفصل الدراسي الأول قسم اللغة الإنجليزية. كما ان التقنيات المتبعة في جمع البيانات كانت عبارة عن اختبارات ومقابلات لذلك أظهرت نتائج الدراسة أن المتعلمين واجهوا العديد من الصعوبات في ترجمة التعبيرات الاصطلاحية بما في ذلك المعرفة المعجمية والاختلافات الثقافية والحاجز الأسلوبي. ويرجع ذلك إلى صعوبة العثور على أقرب لغة و مصادر مكافئة و كذلك صعوبة إيجاد المعنى الذي يطابق معنى التعبيرات الاصطلاحية. وشملت الدراسة ايضا العوامل التي ولدت تلك الصعوبات وكذلك عدم معرفة الطلاب بالتعبيرات الاصطلاحية، والاختلافات الثقافية بين اللغة الإنجليزية والكردية، بحيث نادرا ما يستخدمها الطالب في التحدث أو الكتابة في الحياة اليومية، وايضا صعوبة تفسير التعبيرات



الاصطلاحية. ومع ذلك ساهمت هذه الدراسة في تشجيع كل من المحاضرين والطلاب على تعزيز المفردات والتعبيرات اللغوية وخاصة المصطلحات وكيفية ممارستها في الكتابة والتحدث داخل وخارج الفصل الدراسي.

الكلمات المفتاحية: التعبير الاصطلاحي ، الترجمة ، صعوبات الطلاب.

Third Stage Students' Difficulties in Translating Idiomatic Expressions: An Analytical Study

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Abstract :

This study analyzed students' difficulties in translating idiomatic expression sentences at the first semester of English department at College of Basic Education-Salahaddin University-Erbil. It further discussed factors that trigger the problems. The major objective of this study is to identify the factors of why idioms are really difficult to be translated. Furthermore, the study also an endeavour to know the types of difficulties that encounter the third stage students while translating idiomatic expressions. The research applied qualitative content analysis approach and the subject was 10 students of the first-semester of English department. Data collecting techniques were tests and interviews. The findings showed that the learners experienced several difficulties in translating idiomatic expressions included lexical knowledge, cultural differences, and stylistic barrier. These were due to the difficulty in finding the closest equivalent source language and the difficulty in finding meaning that matches the meaning of the idiomatic expressions. The factors that generated those difficulties included students' lack of



knowledge of idiomatic expressions, cultural differences between English and Kurdish, students rarely used them in speaking or writing in everyday life, and the difficulty in interpreting idiomatic expressions. However, this study contributed to encourage both lecturers and students to emphasize vocabulary enhancement and language expressions, especially idioms, and to practice them in writing and speaking both in and outside of the classroom.

Keywords: idiomatic expression, translating, students' difficulties.

1. Introduction

1.1. Introduction

English is provided as an international language that links people from various countries who speak a variety of languages. As part of the English language learning process, students should master a number of language skills that will help them understand what they are communicating. The process of transferring thoughts or meanings from the source language to the target language is defined as translation (Arono, 2019). Furthermore, according to Krimpas (2015), practicing translation requires taking action to translate text from the source language (SL) to the target language (TL). It is crucial in the process of oral and written communication, which seeks to convey information or ideas from various languages in such a way that the message conveyed the source language. Additionally, translation can help to avoid misunderstanding during the communication process. There are specific color words and idiomatic expressions for each language and culture (Mahmood & Muhammad, 2023).

Translation does not only change word for word or sentence for sentence from the SL to the TL, but it also requires understanding or knowledge of the equivalent or closest to the target language (TL) to convey the message through the SL. Furthermore, it is necessary to study linguistic theory linked to translation studies, which provides various systems and structures. Determining the equality of meaning between the two languages is considered difficult; some difficulties commonly encountered by the translator include cultural differences, text structure, and the translation process in English into Kurdish and vice versa.



Students unwittingly translate messages when they speak, read, listen, and write in English. However, the equivalents in the source and target languages differ; the target language has the equivalent but differs from the source language in terms of used context, linguistic situation, and text type. As a consequence, students may encounter difficulty learning English. Another barrier is the variation in cultural content in the form of language elements in the source language (SL), which the target language does not have. Furthermore, there are many words or idioms in English that cannot be translated literally and cannot be predicted (Bassnet, 2002). From the perspective of Mona Baker (1992), idioms' shapes are fixed and unchangeable. Their distinct constituents cannot be used to deduce their meanings.

According to the statement, even students with relatively good English knowledge make mistakes when translating idioms. Likewise, since not all idioms have direct equivalents and are unique to a single culture, they are the most troublesome and difficult ones for translators to deal with during the translation process (Sabah, 2016). It is common for them to translate their Kurdish thoughts into English word for word. Translation errors are caused by a lack of understanding of potential vocabulary and grammar theory. Another barrier is the difficulty in understanding idiomatic expressions. An idiom may encounter an obstacle in the form of a group of words that their meaning is not able to be deduced from the underlying meaning of each constituent word. (Lazar, 2003). This implies that idiomatic expressions are unable to be translated solely on the basis of word-for-word correspondence; idiomatic expressions require an unpredictable translation, so students must initially understand the content. According to Suliman (2013), idioms can be classified into five distinct categories depending on their classification: colloquialism, proverb, allusion, slang, and phrasal verbs, these categories also boost the complexity of translating idiomatic expressions. The difficulties that translators face are then classified into several categories, which include difficulties that are: lexical, stylistic, grammatical, and cultural (Hartono, 2009). The majority of language learners may have encountered similar difficulties when translating idiomatic expressions.



In her study entitled “Analysis of the Students' Ability in the Use of Idiomatic Expressions in Writing Recount Text”, Astuti reported in (2006) that she had discovered that the ability of the students was good. Similarly, she revealed that 25% of the sample succeeded at using idioms to write the text that recounts, and 35% of the students were able to pass their writing test. Likewise, two students received a 10% in a fairly good predicate, and four students were labeled as having poor performance due to their lack of capacity to use idioms. Twenty percent of the total was attributable to this predicate. Two students failed to fulfill the requirement of having written standards for text recounted with a percentage of 10%.

Additionally, Ayuningtyas (2016) also conducted research on how difficult it was for students to translate idiomatic expressions from English into Indonesian. In her study, the students translated the majority of the idiomatic expressions word for word. Instead of changing English idioms into their Indonesian equivalents, they only translated idiomatic expressions by transferring meaning. In order to determine the meaning of the idiom, the students were additionally helped by information that they primarily found online. As a result, a small number of translations can be considered accurate translations because they result in well-written translations that can be understood and read as they were written in the target language. An in-depth analysis of the data revealed that the students struggle with the following issues when translating idiomatic expressions (1) lexical difficulties, (2) style difficulties, (3) cultural difficulties, and (4) difficulties with grammar.

The current study, on the other hand, focuses on the types of difficulties in translating idiomatic expressions encountered by second-semester students in the third stage at the English Department- College of Basic Education- Erbil in the Kurdistan Region of Iraq. Additionally, the current study's subjects and research methods are thought to be distinct from previous research studies. This study excludes the use of percent for determining the results instead it shows evidence of the results of tests and interviews conducted in the form of the sentence content analysis with third-year English Department students. Another notable difference is the research



objective, which is more focused on the factors of why idioms are really difficult to be translated.

1.2. Research Questions

The following are the research questions:

1. What are the third-stage students' difficulties in translating idiomatic expressions in the English department of the College of Basic Education-Erbil in the second semester?
2. Which factors trigger students' difficulties in translating idiomatic expressions?

1.3. Significance

This study will not only foster an understanding of idiomatic expressions in English, but it will also assist Kurdish learners in learning English, particularly idioms and different expressions. Furthermore, because this study delivers information about students' difficulties during the process of translation, particularly when translating idiomatic expressions, and it will investigate the factors triggering the difficulties, then the lecturers or students will be able to generate solutions that correspond to the difficulties they are experiencing.

2. Methodology

2.1. Research Design

The qualitative content analysis approach was implemented in this study. It utilized the content analysis method. According to Fraenkel and Wallen (2007), content analysis is a technique that researchers can use to indirectly examine human behavior by analyzing their communication in the form of textbooks, novels, essays, articles from magazines, newspapers, songs, images of advertising, and any other type of analyzed communication. In this study, the researchers described the difficulties that students encountered when translating idiomatic expressions instead of manipulating data or coming to conclusions with respect to the obtained results of data analysis.

2.2. Samples/Participants

The subjects of this study were 10 second-semester in English Department students. A purposeful sampling method was adopted by the researchers,



who chose 10 participants bearing in mind they had studied idiomatic expressions material in the class of translation.

2.3. Instruments

This study's instruments were a test and an interview guide. The test used in this study consisted of 15 idiomatic expression sentences adjusted from the YouTube channel "7ESL Learning English" entitled "What Is an Idiom? 100 Common English Idioms Frequently Used in Daily English Conversations" and "86 Super Common English Idioms You'll Use All the Time". Students will translate them from English to Kurdish. It covered the idiom categories suggested by Suliman (2013) in the previous section. The following are the 15 sentences:

1. My boss says that you are green.
2. Did you hear about Rani getting married soon? Oh, speak of the devil, she sent her wedding invitation now.
3. I've never spoken in front of a large group of people. So I feel like I have Butterflies in my stomach.
4. I like to do all of my home cleaning. Because I can kill two birds with one stone and get exercise as well.
5. He keeps saying he loves me, but actions speak louder than words.
6. Passing this quiz will be like shooting fish in a barrel. I've studied a lot.
7. I tried to break the ice by offering her a glass of juice.
8. It's been raining cats and dogs all day. I'm afraid the roof is going to leak.
9. It'll be a cold day in July when our team wins the championship. We're terrible.
10. Once in a blue moon I go to the cinema, only when there's a film I really, really want to see.
11. The name Liz Thomas rings a bell. I think she worked here. Let me look it up.
12. The manager gave us the green light for our new project. I can't wait to get started.
13. I'm afraid that if we don't reduce staff. We'll go belly up within a year.
14. It's not always black and white.
15. You may pass your next English test with flying colours.

Additionally, the researchers conducted an in-depth interview with 10 student participants from the English Department of the College of Basic Education-Erbil by asking them six pertinent questions about their experiences and difficulties in translating idiomatic expressions.

2.4. Data Analysis

According to Dornyei (2007), content analysis techniques were used to analyze the content analysis data by describing it inductively in three ways:



Participant (2): SAZ

- 1 My boss says that *you are green*.
 - 2 Did you hear about Rani getting married soon? Oh, *speak of the devil*, she sent her wedding invitation now. Watch this!
 - 3 I've never spoken in front of a large group of people. So I feel like I have *Butterflies in my stomach*.
 - 4 I like to do all of my home cleaning. Because I can *kill two birds with one stone* and get exercise as well.
 - 5 He keeps saying he loves me, but *actions speak louder than words*.
 - 6 Passing this quiz will be like *shooting fish in a barrel*. I've studied a lot.
 - 7 I tried to *break the ice* by offering her a glass of juice.
 - 8 It's been *raining cats and dogs* all day. I'm afraid the roof is going to leak.
 - 9 It'll be *a cold day in July* when our team wins the championship. We're terrible.
 - 10 *Once in a blue moon* I go to the cinema, only when there's a film I really, really want to see.
 - 11 The name Liz Thomas *rings a bell*. I think she worked here. Let me look it up.
 - 12 The manager gave us *the green light* for our new project. I can't wait to get started.
 - 13 I'm afraid that if we don't reduce staff. We'll *go belly up* within a year.
 - 14 It's not always *black and white*.
 - 15 You may pass your next English test *with flying colours*.
- کهسیکی شوومی (ناپهسهندی)
به سهر باسی خوی دا هات
- پهپوله له سکمدایه واته له بهرترین خالی شمرم و قهلمقی دام (سترئیس)
به بهر دیک دوو چولهکه بکوژیت (به یهک ههنگاو دوو نیش بکهیت)
کردار مکه بهرتره له وشهکان (کهم ددهوی و کاری گهوره دهکات)
ماسیهک لهناو بهرمیلدا (هینده ناسانه زور ناسانه لوقمه نانیکه)
شهکریک بشکینه
سهگ و پشيله دهباریت (روژیکي سهخته و باو باران رهسهبايهکی سهخته)
وهک نهوه و ایه یهک سهئل ناوم پندابکهیت
ساردیووموه (روژیکي سارد له تهمووز)
مانگ سهر له نیواره دیاره (وهک مانگی پروون له شموئی تاریک) بهر له دهستپیک شاپینی چاوهروانی بوو
یادهوهری با بهبیرم بیتهوه، ناوی غهریب نییه
واته لایتی ههلهکرد
له ههموو شتیک ماهرسه
رهوشت و سیمای دیاره (کهسی باشو خراب زوو به دهر دهکهوئیت-ههموو کات خراب نابیت)
لهگهل رهنهگهان بفره

Participant (3): SAR

- 1 My boss says that *you are green*.
 - 2 Did you hear about Rani getting married soon? Oh, *speak of the devil*, she sent her wedding invitation now. Watch this!
 - 3 I've never spoken in front of a large group of people. So I feel like I have *Butterflies in my stomach*.
 - 4 I like to do all of my home cleaning. Because I can *kill two birds with one stone* and get exercise as well.
 - 5 He keeps saying he loves me, but *actions speak louder than words*.
 - 6 Passing this quiz will be like *shooting fish in a barrel*. I've studied a lot.
 - 7 I tried to *break the ice* by offering her a glass of juice.
 - 8 It's been *raining cats and dogs* all day. I'm afraid the roof is going to leak.
- تو نهزموننت نییه
قهسهکه راست دهر چوو
- قهلمقی
به بهر دیک دوو چولهکه دهکوژم
به کردار دیاره نهک به وشه
دهر چوون لهم کوپزه وهکو نهوه و ایه
شهکریک بشکینه
باران به لیژمه دهباریت



- 9 It'll be **a cold day in July** when our team wins the championship. We're terrible.
- 10 **Once in a blue moon** I go to the cinema, only when there's a film I really, really want to see.
- 11 The name Liz Thomas **rings a bell**. I think she worked here. Let me look it up.
- 12 The manager gave us **the green light** for our new project. I can't wait to get started.
- 13 I'm afraid that if we don't reduce staff. We'll **go belly up** within a year.
- 14 It's not always **black and white**.
- 15 You may pass your next English test **with flying colours**.

دوای هموو ناخوشیهک خوئی دیت

مانگ سمر له نیوارموه را دیاره

قسهکه بووه راستی

ریگه پیدراو بو هموو کاریک

بدورین

دوای هموو ناخوشیهک خوئی دیت

ومکو پهلهکه زیرینه

Participant (4): RAY

- 1 My boss says that **you are green**.
- 2 Did you hear about Rani getting married soon? Oh, **speak of the devil**, she sent her wedding invitation now. Watch this!
- 3 I've never spoken in front of a large group of people. So I feel like I have **Butterflies in my stomach**.
- 4 I like to do all of my home cleaning. Because I can **kill two birds with one stone** and get exercise as well.
- 5 He keeps saying he loves me, but **actions speak louder than words**.
- 6 Passing this quiz will be like **shooting fish in a barrel**. I've studied a lot.
- 7 I tried to **break the ice** by offering her a glass of juice.
- 8 It's been **raining cats and dogs** all day. I'm afraid the roof is going to leak.
- 9 It'll be **a cold day in July** when our team wins the championship. We're terrible.
- 10 **Once in a blue moon** I go to the cinema, only when there's a film I really, really want to see.
- 11 The name Liz Thomas **rings a bell**. I think she worked here. Let me look it up.
- 12 The manager gave us **the green light** for our new project. I can't wait to get started.
- 13 I'm afraid that if we don't reduce staff. We'll **go belly up** within a year.
- 14 It's not always **black and white**.
- 15 You may pass your next English test **with flying colours**.

تو باسی شهیتان دهکهی

دهترسم ههله بکهم

به یهک ههنگاو دهترانم دوو نامانج بییکم

پتویست به پروونکر دنهوه ناکات هموو شت و هک

مانگی چوارده دیاره

به نهگرتیکی زور دهردهچم

شهکریک بشکینه

باران به لیزمه دهباریت

روژیکی گرنگ دهبیت

له ژیانیکی خهیا لوی دهژیت

شتیک دیار دهخات

روخستهی دا

لهسمری دهرژیتهوه

هموو شت به دلای تو نییه

له ژیانیکی خهیا لوی دهژیت

Participant (5): SAR

- 1 My boss says that **you are green**.
- 2 Did you hear about Rani getting married soon? Oh, **speak of the devil**, she sent her wedding invitation now. Watch

ناپاب

بهسمر باسی خویموه هات(باسی گورگمان کرد،

گورگ پهیدا بوو)



- this!
- 3 I've never spoken in front of a large group of people. So I feel like I have **Butterflies in my stomach**.
 - 4 I like to do all of my home cleaning. Because I can **kill two birds with one stone** and get exercise as well.
 - 5 He keeps saying he loves me, but **actions speak louder than words**.
 - 6 Passing this quiz will be like **shooting fish in a barrel**. I've studied a lot.
 - 7 I tried to **break the ice** by offering her a glass of juice.
 - 8 It's been **raining cats and dogs** all day. I'm afraid the roof is going to leak.
 - 9 It'll be **a cold day in July** when our team wins the championship. We're terrible.
 - 10 **Once in a blue moon** I go to the cinema, only when there's a film I really, really want to see.
 - 11 The name Liz Thomas **rings a bell**. I think she worked here. Let me look it up.
 - 12 The manager gave us **the green light** for our new project. I can't wait to get started.
 - 13 I'm afraid that if we don't reduce staff. We'll **go belly up** within a year.
 - 14 It's not always **black and white**.
 - 15 You may pass your next English test **with flying colours**.

هموو گیانم دله رزی

به بهر دیک دوو چوله که ده کوژیت

کردار شمرته

و مکو ناو خوار دنهویه

په یوه مندیبه سار ده که می شکاند (نمیه شت)

بارانی به لیزمه دباریت

سمر سور هینر

به که یف (دلخوش)

نامونیه له لام

مؤلت دان

ده که یوه سمر ساجی علی (موفلیس ده بین)

خیر و شمر، رهش و سپی

زور به باشی

Participant (6): MOH

- 1 My boss says that **you are green**.
- 2 Did you hear about Rani getting married soon? Oh, **speak of the devil**, she sent her wedding invitation now. Watch this!
- 3 I've never spoken in front of a large group of people. So I feel like I have **Butterflies in my stomach**.
- 4 I like to do all of my home cleaning. Because I can **kill two birds with one stone** and get exercise as well.
- 5 He keeps saying he loves me, but **actions speak louder than words**.
- 6 Passing this quiz will be like **shooting fish in a barrel**. I've studied a lot.
- 7 I tried to **break the ice** by offering her a glass of juice.
- 8 It's been **raining cats and dogs** all day. I'm afraid the roof is going to leak.
- 9 It'll be **a cold day in July** when our team wins the championship. We're terrible.
- 10 **Once in a blue moon** I go to the cinema, only when there's a film I really, really want to see.
- 11 The name Liz Thomas **rings a bell**. I think she worked here. Let me look it up.
- 12 The manager gave us **the green light** for our new project. I

و مک بلئی فورگی گیر او له شمرمان

به بهر دیک دوو چوله که ده کوژیت

کردار شمرته

ناسان و پاسان

تتیه راندنی کاریکی مه حال

باران به لیزمه دباریت

روژیکی گرنگ ده بینت.

شتیکی ناخوش

ناگادار کردنمه

دهست بیکردنی کاریک



- can't wait to get started.
- 13 I'm afraid that if we don't reduce staff. We'll **go belly up** within a year.
- 14 It's not always **black and white**.
- 15 You may pass your next English test **with flying colours**.

نیفلاس دهینین

هموو کات خراب نیه

به نمره ی بهرز

Participant (7): SOZ

- 1 My boss says that **you are green**.
- 2 Did you hear about Rani getting married soon? Oh, **speak of the devil**, she sent her wedding invitation now. Watch this!
- 3 I've never spoken in front of a large group of people. So I feel like I have **Butterflies in my stomach**.
- 4 I like to do all of my home cleaning. Because I can **kill two birds with one stone** and get exercise as well.
- 5 He keeps saying he loves me, but **actions speak louder than words**.
- 6 Passing this quiz will be like **shooting fish in a barrel**. I've studied a lot.
- 7 I tried to **break the ice** by offering her a glass of juice.
- 8 It's been **raining cats and dogs** all day. I'm afraid the roof is going to leak.
- 9 It'll be **a cold day in July** when our team wins the championship. We're terrible.
- 10 **Once in a blue moon** I go to the cinema, only when there's a film I really, really want to see.
- 11 The name Liz Thomas **rings a bell**. I think she worked here. Let me look it up.
- 12 The manager gave us **the green light** for our new project. I can't wait to get started.
- 13 I'm afraid that if we don't reduce staff. We'll **go belly up** within a year.
- 14 It's not always **black and white**.
- 15 You may pass your next English test **with flying colours**.

تو نهمونت همیه لهه کاره

قسهو قسهلوزک

ستریسی زورم همیه

به یهک بهرد دوو چولهکه دهکوژم

کردار شهرته، کردار مکان گرنگتن له قسهکان

شتیکی زور ناسانه

لهگهلی ببه هاورئ

بارانی به لیزمه

شتیکی مهأل

شتیکی نامور ووبدات

ناسینهوه، ناسراو

دهستپیک

کهوتن، کونایی

ناسان تیگهیشتنی راست و ههله

به سهرکهوتویی

Participant (8): SAV

- 1 My boss says that **you are green**.
- 2 Did you hear about Rani getting married soon? Oh, **speak of the devil**, she sent her wedding invitation now. Watch this!
- 3 I've never spoken in front of a large group of people. So I feel like I have **Butterflies in my stomach**.
- 4 I like to do all of my home cleaning. Because I can **kill two birds with one stone** and get exercise as well.
- 5 He keeps saying he loves me, but **actions speak louder than words**.
- 6 Passing this quiz will be like **shooting fish in a barrel**. I've

تو سهرکهوتویی

تو قسه له شهیتان وهردهگری

وهک پهپوله دلهپوزم

دوو نیش له یهک کاتدا (به بهردیک دوو چولهکه ی

کوشت)

ناستی وشهکانت بهرز بکهوه نه دنگت

زه لاتیهه، ناسانه



studied a lot.

- 7 I tried to **break the ice** by offering her a glass of juice.
- 8 It's been **raining cats and dogs** all day. I'm afraid the roof is going to leak.
- 9 It'll be **a cold day in July** when our team wins the championship. We're terrible.
- 10 **Once in a blue moon** I go to the cinema, only when there's a film I really, really want to see.
- 11 The name Liz Thomas **rings a bell**. I think she worked here. Let me look it up.
- 12 The manager gave us **the green light** for our new project. I can't wait to get started.
- 13 I'm afraid that if we don't reduce staff. We'll **go belly up** within a year.
- 14 It's not always **black and white**.
- 15 You may pass your next English test **with flying colours**.

شهریک بشکینه

بارانی به لیزمه

روژیک قورست دهبی

روژیک ناخوش، هست کردن به غمباری

شنهکه روونه

هوآلی خوش (هموو دسه لاتیک پی دام)

دهستی ماندوو لهسر سکی تیره

له هموو شهریک باران ناباری

به نسانی جواب ددهپتهوه

Participant (9): KOS

- 1 My boss says that **you are green**.
- 2 Did you hear about Rani getting married soon? Oh, **speak of the devil**, she sent her wedding invitation now. Watch this!
- 3 I've never spoken in front of a large group of people. So I feel like I have **Butterflies in my stomach**.
- 4 I like to do all of my home cleaning. Because I can **kill two birds with one stone** and get exercise as well.
- 5 He keeps saying he loves me, but **actions speak louder than words**.
- 6 Passing this quiz will be like **shooting fish in a barrel**. I've studied a lot.
- 7 I tried to **break the ice** by offering her a glass of juice.
- 8 It's been **raining cats and dogs** all day. I'm afraid the roof is going to leak.
- 9 It'll be **a cold day in July** when our team wins the championship. We're terrible.
- 10 **Once in a blue moon** I go to the cinema, only when there's a film I really, really want to see.
- 11 The name Liz Thomas **rings a bell**. I think she worked here. Let me look it up.
- 12 The manager gave us **the green light** for our new project. I can't wait to get started.
- 13 I'm afraid that if we don't reduce staff. We'll **go belly up** within a year.
- 14 It's not always **black and white**.
- 15 You may pass your next English test **with flying colours**.

تو گونجاویت، تو وهرگیرایت

شنتیکی خرابی کردوه

شهرم دهکم، قسم بو ناکری

کردنی دوو شنت له پهک کاتدا

کردار شهرته

زور نهستهمه

شهرم شکاندن

به لیزمه باران دهباریت

خوشترین روژ دهبی

روژیک دمگمن

ئهو ناوه نامو نییه

رووخستهتی داوین

نیفلاس دهکیت

هموو شنتیک تغیا خراب یان باش نییه

به زحمات

Participant (10): DLI



- | | | |
|----|--|---------------------------------------|
| 1 | My boss says that <i>you are green</i> . | تو که سبکی لیهاتوی |
| 2 | Did you hear about Rani getting married soon? Oh, <i>speak of the devil</i> , she sent her wedding invitation now. Watch this! | به سهر ناوی خوی دا هات |
| 3 | I've never spoken in front of a large group of people. So I feel like I have <i>Butterflies in my stomach</i> . | ههست به شرم دهکم، دلهر اوکی |
| 4 | I like to do all of my home cleaning. Because I can <i>kill two birds with one stone</i> and get exercise as well. | به بهر دیک دوو چولهکه بکوژی |
| 5 | He keeps saying he loves me, but <i>actions speak louder than words</i> . | به کردهوه بهسلمینه نهک به قسه |
| 6 | Passing this quiz will be like <i>shooting fish in a barrel</i> . I've studied a lot. | تاقیکر دنهوهی نمم بابهته زه لاتیه |
| 7 | I tried to <i>break the ice</i> by offering her a glass of juice. | ههولم دا دهست به قسه بکم/ شرمم بشکنیم |
| 8 | It's been <i>raining cats and dogs</i> all day. I'm afraid the roof is going to leak. | بارانی به لیزمه |
| 9 | It'll be <i>a cold day in July</i> when our team wins the championship. We're terrible. | روژیکمی میژووییه |
| 10 | <i>Once in a blue moon</i> I go to the cinema, only when there's a film I really, really want to see. | به دهگمن، به کممی |
| 11 | The name Liz Thomas <i>rings a bell</i> . I think she worked here. Let me look it up. | ناومکمی نامو نییه |
| 12 | The manager gave us <i>the green light</i> for our new project. I can't wait to get started. | مولهتی دا بهئیمه |
| 13 | I'm afraid that if we don't reduce staff. We'll <i>go belly up</i> within a year. | موفلیس بوون |
| 14 | It's not always <i>black and white</i> . | له ههموو ههوریک باران نییه |
| 15 | You may pass your next English test <i>with flying colours</i> . | زور زحمهته |

The results and the discussion of the interview are exposed in the discussion section.

3.2. Discussion

The analysis preceded before revealed the difficulties that the majority of participants experienced in translating idiomatic expressions sentences. The first difficulty was concerned with lexical knowledge. The majority of participants were unable to identify the meaning of the idiomatic expressions with the closest equivalent associated with the source language. They more translated the idiomatic expression word for word (literal translation). For instance, "The manager gave us *the green light* for our new project. I can't wait to get started" was translated into "ههوالی خوش (ههموو دهسه لاتیکمی پی دام) / ریگه پیدراو بو ههموو کاریک/ مولهتی دا (رووخستهی دا) / چاوهروانیم کوئی هات/ واته لایتی". The translation for the idiom "*the green*



light” above was inappropriate. It supposed to be “رهماهندي نيشاندا/ گلوپی” and in English should imply “*permission to start or continue*”. As defined by Ghazala (2008), an idiom is an expression with a unique meaning that is distinct from a figurative meaning. Also, the idiom, “*black and white*” in the sentence “It’s not always *black and white*”, was interpreted as “خیر و شهر، رهش و سپی/ له ههموو ههوریک باران نییه/خوشی و ناخوشی/ / خیر و شهر، رهش و سپی/ له ههموو ههوریک باران نییه/خوشی و ناخوشی/ / دواى ههموو ناخوشیهک خوشی دیت/باشو خراب / but it originally conveys “*life is not as simple as to figure out, but it is more complex/ judge people or situations too quickly*”, which signifies “ههموو سمیل سووریک ههمزه ناغا نییه”. The later idiomatic expression in the above table provides a hint “*go belly up*”, thus the idiom denotes “موفلیس دهبیت/ پاره ی پی نامینیت” in Kurdish, but in English as “*to go bankrupt/ to go out of business*” □□□□□□ □□□□ □□□□□□ □□ □□□□ □□□□□□”. This implied that the participants had difficulty comprehending the sentence's context. As a consequence, they were unable to explain the meaning of the idiomatic expressions that were provided.

Another literal translation included “*you are green*” was translated into “تو ئەزموونت ههیه/ سهوزیت سهرکهوتوویت/ براوهیت”. However, according to English Idiom and Phrase dictionary, the idiom means that “*you do not have any experience*”. Subsequently, “*I have butterflies in my stomach*” for “شلهژاوم/ نیگهراوم”; “*like shooting fish in a barrel*” for “دملایی ناو خوار دنهوهیه /”; “*it is so easy that success is almost guaranteed*”; “*a cold day in July*”, which means “*something that will never happen*” or “*impossible*” was translated into “روژیکى سهختت دهبیت / روژیکى /”, but it originally has a different meaning “کهر” “*break the ice*” means “*to relax and start a conversation in a formal situation*” or in Kurdish language “شهکریک بشکینه”; “*rings a bell*” was translated into “شهرم بشکینم/ ههولم دا دهست به قسه بکهه”; “*rings a bell*” which means “*to sound familiar to you, as though you have heard it before*” was translated into “ناوهکهى نامونیه (ناسراوه) لهلام // ناگادار کردنهوه / دهرینگیتهوه “ “یادهوهی با بهیرم دینیتهوه/ دواى ههموو ناخوشیهک خوشی دیت / which originally in Kurdish means “یادهوهیهکی نا پرووم بیردینیتهوه / ناوهکهى نامونیه” and “*with flying colours*” denotes “*very successfully/ complete success*” was translated into “خهریکه له خوشیان بالدهگرم/ لهگهل رهنگهکان بفره/ وهکو پهلهکه زیرینه/ له ژیانیکى خهیا لوی “



”دهژیت/ زۆر به ئاسانی (زهحمەت) وهلام ددههیتهوه/ زۆربهباشی/ بهسهركهوتویى
Eventually, most of the student participants translated the idiom “*once in a blue moon*” as “به دهگمن” and in English it has the same meaning as “*very rarely (occasionally)*”. According to Al-kadi (2015), idiomatic expressions cannot be translated literally, because they are a part of socio-cultural aspects and require the users of the language to have a cultural background in the English language. Finding an appropriate equivalent in the target language is a difficulty that many non-native learners encounter when trying to translate idiomatic expressions. Due to their lack of vocabulary (Seran, 2020), their unfamiliarity with idioms (Alrishan & Smadi, 2015), and their lack knowledge of grammar (Sari, 2016), they frequently have a tendency to translate idioms literally.

Furthermore, the participants' difficulties with translating the idiomatic expressions were additionally contributed by cultural differences. The differences in ways of thinking, belief, customs, and interests are a few examples of cultural differences that affect the translation process, as stated by (Zhang & Liu, 2016). According to Suchanova's research from (2013), it can be difficult for the majority of non-native speakers to translate idioms because of the influence of traditions, culture, and environment of the target language. In informal communication, native speakers have a tendency to use idioms. English Idioms are meaningfully different from Kurdish idioms and each has a very specific meaning. Consequently, a small number of English idiomatic expressions had very similar meaning to Kurdish idiom, including; “*kill two birds with one stone* (به بهردنیک دوو چۆلهکه دهکوژیت)”, “*speak of the devil* (بهسهرباسی خوی داهاات)”, “*break the ice* (شەکرینیک بێشکینە)”, and “*actions speak louder than words* (نەهک قسه کردار شهتره)”. Only a few participants correctly translated those idioms after being introduced to them through various English textbooks. However, because the participants had not been exposed to it or studied the target language culture, the majority of the expressions were new and unfamiliar to them. Additionally, another problem in translating idiomatic expressions was stylistic aspect. Cultural difficulties also influenced linguistic style difficulties. One of the most prevalent issues was to discover an equivalent meaning that corresponds to



the source language, despite the fact that some participants' translations were accurate and appropriate but idiomatically incorrect.

Dealing with the reasons that cause the participants' difficulty in interpreting idiomatic expression included their lack of idiomatic expression knowledge. Participants acknowledged that they learned about idioms in a translation class at a certain sub-topic. Besides, they barely practiced the expressions in writing or speaking tasks both inside and outside of language classes. As a result, their interest in using idiomatic expressions is regarded as unsatisfactory. Another contributing factor is the difficulty in obtaining appropriate translations owing to their lack of vocabulary. One of the major issues in translating is a limited vocabulary (Arono & Nadrah, 2019). Many students struggled to identify words with the most similar meanings to the target language. Some of them also claimed that they could not interpret the idioms since they were unfamiliar to them.

4. Conclusions

4.1. Conclusion

The findings of this study revealed that students confronted numerous issues while translating idiomatic expressions, including lexical knowledge, stylistic difficulties, and cultural differences. The learners found it challenging to discover the closest equivalent word in the source language and to infer the meaning of the idiomatic expressions. As a result, they frequently misunderstand the expressions since they tend to translate them word for word. Moreover, students had lack of knowledge concerning idiomatic expressions. Also, a contribution to the barrier was the cultural differences between English and Kurdish language. Native speakers have more tendency to use idioms in conversational circumstances or informal communication. Furthermore, lacking vocabulary and idiom knowledge create difficulties in understanding the idiom, and learners seldom use the idiom in writing and speaking are some additional factors that trigger the barriers.

4.2. Suggestions



In light of the findings of the study, the researchers provide a number of suggestions for students, lecturers, and other researchers. To improve their understanding of idioms, students should (1) read and study idiom dictionaries, (2) build their vocabulary and practice understanding phrases, words, and clauses with respect to their context, (3) and practice integrating idiomatic expressions in writing, and speaking. Moreover, it is suggested that lecturers emphasize (1) the development of vocabulary and linguistic expressions in language classes, particularly idioms, (2) and that they also expose the students to the language and culture of the target language. Other researchers are encouraged to (1) look into strategies to help non-native speakers of English overcome difficulties translating idiomatic expressions, (2) explore methods to develop knowledge concerning learning English idioms, and (3) investigate the differences between Kurdish and the target language culture in terms of using idiomatic expressions.

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