



The Problems Encountered by Libyan University Students in Translating Idioms from English to Arabic

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المشكلات التي يواجهها الطلاب الليبيون الجامعيين في ترجمة المصطلحات من الإنجليزية إلى العربية

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Abstract

This study is presented to investigate the difficulties that Libyan undergraduate student's encountered when translating some idiomatic and cultural-bound expressions from English into Arabic. Our research was supported by some previous studies in the field of translating idiomatic and cultural-bound expressions. Two methods were used in this study in order to collect data: The translation test, which was addressed to a sample of (10) Libyan undergraduate students, and it consisted of (9) items. The questionnaire, which was addressed to (5) translation experts and (25) Libyan undergraduate students. The questionnaire consisted of two parts that were of Likert type scale. The first part was the student's perceptions of interruption and translating idioms, the second part was student's strategies of translating idioms. The analysis of the test shows that, in most idioms student's ability to infer the intended sense of the idiomatic expressions was very limited and they stuck to literal translation as a strategy to translate them into Arabic. The data analysis of the questionnaire revealed the problems students faced in learning idioms and the strategies they used to translate idioms. Those problems raised from the fact that students translate literally and their sensitivity to the English culture and to their unfamiliarity with the appropriate translation techniques and finally to their inadequate proficiency in the target language.

Keywords: Idioms, Cultural-bound expressions, Translating, Undergraduate student, Literal translation.

الملخص

تهدف هذه الدراسة إلى استكشاف التحديات التي يواجهها الطلاب الليبيون الجامعيين في عملية ترجمة بعض التعبيرات الاصطلاحية والثقافية من الإنجليزية إلى العربية. يعتمد تحقيقنا على الأعمال العلمية السابقة التي تناولت ترجمة التعبيرات الاصطلاحية والمرتبطة ثقافيًا. لجمع البيانات لهذا البحث، تم استخدام منهجيتين: اختبار ترجمة تم إجراؤه على عينة من عشرة طلاب ليبيين جامعيين، يضم تسعة عناصر، واستبيان تم توزيعه على خمسة خبراء ترجمة وخمسة وعشرين طالبًا جامعيًا ليبيًا. تم تنظيم الاستبيان في قسمين باستخدام مقياس من نوع ليكرث. ركز القسم الأول على تصورات الطلاب فيما يتعلق بالانقطاعات و ترجمة المصطلحات، بينما درس القسم الأخير الاستراتيجيات التي يستخدمها الطلاب في ترجمة التعبيرات الاصطلاحية. أشار تحليل اختبار الترجمة إلى أنه بالنسبة لغالبية التعابير، أظهر الطلاب قدرة محدودة بشكل ملحوظ على استنتاج المعاني المقصودة للتعبيرات الاصطلاحية، وغالبًا ما لجأوا إلى الترجمة الحرفية كاستراتيجية أساسية لتقديم هذه التعبيرات إلى اللغة العربية. علاوة على ذلك، أوضح تحليل البيانات من الاستبيان التحديات التي يواجهها الطلاب في اكتسابهم للتعابير الاصطلاحية، إلى جانب الاستراتيجيات التي استخدموها للترجمة. تنبع هذه التحديات من ميل الطلاب للترجمة الحرفية، وافتقارهم إلى الحساسية للفروق الثقافية الإنجليزية، وعدم إلمامهم بتقنيات الترجمة المناسبة، وفي النهاية عدم كفاءتهم الكافية في اللغة المستهدفة.

الكلمات الدالة: ترجمة، التعبيرات الاصطلاحية، ليكرث، الطلاب الجامعيين، الترجمة الحرفية.

1. Introduction

The process of translating idiomatic expressions from the English language into Arabic presents a multitude of significant challenges for university students in Libya, which serves as a reflection of the broader linguistic intricacies and cultural complexities that characterize the interplay between these two languages. Idioms, which are defined as fixed expressions that convey meanings that are often figurative rather than literal, frequently resist direct translation due to their inherent cultural specificity, the nuanced context in which they occur, and the differing structures of the two languages. For students hailing from Libya, the endeavor to accurately translate these idioms is further exacerbated by their relatively limited exposure to the vast array of English idiomatic expressions, compounded by the notable absence of equivalent idioms in the Arabic language that could serve as suitable replacements.

These formidable challenges arise fundamentally from the pronounced differences that exist between the two languages and their respective cultural contexts, wherein an idiom found in English may encapsulate a meaning that is profoundly entrenched in its own cultural framework, rendering it exceedingly difficult to accurately convey in Arabic without inadvertently losing its intended essence and richness. Furthermore, a considerable number of these students tend to rely predominantly on literal translation techniques, which unavoidably leads to various forms of misinterpretation or the production of awkwardly phrased sentences that do not convey the original idiomatic meaning. This difficulty is further compounded by significant gaps in their overall linguistic proficiency, as well as the glaring absence of adequate exposure to and training in idiomatic expressions during the course of their academic studies.

This comprehensive study seeks to explore the multifaceted obstacles that Libyan university students encounter when they attempt to translate English idioms into Arabic, meticulously examining the various linguistic, cultural, and educational factors that are at play in this intricate process. A deeper understanding of these challenges has the potential to inform and enhance translation teaching methodologies, thereby equipping students with the essential skills and strategies needed for achieving more accurate, contextually appropriate, and effective translations. The cultural role in translation is apparent and it has to be considered by translators when translating idiomatic expressions (Min, 2007, P.215). Cultural terms are usually thought to pose the most difficult problem in translation. One of the most challenging tasks for all translators is how to render culturally elements into a foreign language. Idioms are culture bound and the majority of them have cultural associations, which make them peculiar and difficult to understand and translate (Howwar, 2013). Despite the development in the field of translation theory and application, translating idiomatic and culturally bound expressions is still considered as a serious challenge for translators as well as foreign teachers and learners (Howwar, 2013).

1.1. Statement of the Problem

Translating idioms from English into Arabic remains a significant challenge for Libyan university students, often leading to misinterpretation, loss of meaning, or awkward translations. Idioms are culturally bound expressions that convey meanings beyond the literal interpretation of their individual words. This figurative nature makes their translation particularly complex, especially when cultural differences between English and Arabic are considered. Many Libyan students struggle with idioms due to limited exposure to English-speaking cultures, insufficient training in translation strategies, and a tendency to rely on literal translation. As a result, their translations often fail to convey the intended meaning, which impacts their academic performance and ability to function effectively in bilingual contexts. Additionally, the lack of equivalent idioms in Arabic and differences in language structure exacerbate these difficulties.

Despite the importance of mastering idiomatic translation in developing linguistic competence, this area remains underexplored in Libyan educational contexts. The absence of focused teaching strategies and resources further hinders students' ability to overcome these challenges. This study seeks to identify the specific problems Libyan university students face in translating idioms from English into Arabic and explore strategies to improve their performance in this critical area.

1.2. Research Questions

- What are the main problems that experts and students' trainees face while translating idioms?
- What are the reasons behind these problems?
- What are the type of strategies that used by translator to translate idiomatic expressions?



1.3. Objectives of the study

The objectives of this study are as follows:

- To identify the specific challenges faced by Libyan university students when translating idioms from English into Arabic.
- To analyze the linguistic and cultural factors contributing to the difficulties in translating idioms accurately.
- To evaluate the strategies currently used by Libyan students in translating idioms and their effectiveness.
- To explore the impact of educational gaps on students' ability to understand and translate idiomatic expressions.
- To recommend practical solutions and teaching methodologies for improving students' skills in translating idioms from English to Arabic.
- To highlight the importance of cultural competence in understanding and translating idiomatic expressions effectively.

2. Previous studies

The studies that have been conducted by former researchers that share the objective of our recent study. Dweik & Thalji (2016) investigated that a translator has to render the meaning of an idiom over and above the meaning of the words that constitute it. Translator's awareness of an idioms related meaning and the difficulties that might be encountered and the suitable strategies for translating idioms are utmost importance in translators to overcome difficulties that might be encountered in the process of translation.

A research conducted by Silalahi et al. (2018) found out different types and causes of translation errors. The research was done towards 55 college students of 6th semester of English major. There were 3 kinds of error in the translation result. The first was lexical error, then morphological error, and the last was syntax error. There were 5 possible factors led the errors among the students, they were; lack of understanding of the source text, incapable to compose sentences of the target language correctly based on the grammar, not using dictionaries or translator machine, then, bad qualities of the source text, and incoherent ideas of the source text. To sum up, the factors caused errors were not only coming from the translator, but the quality of the source text also can be the factor of error.

Ali and Al-Rushaidi (2017) investigate difficulties encountered by Omani undergraduate students majoring in English language teaching and literature when translating idiomatic and culturally-bound expression from English into Arabic.

Additionally, it attempts to identify and demonstrate some of the strategies that they used to translate and overcome such challenges and suggest what could be done to help them handle such challenges and suggest what could be done to help them handle such challenges and improve their translation skills and competencies. A translation test along with a short survey was administered to 60 Omani undergraduate students majoring in English language. The most salient challenges difficulties reported by students and the most -frequently coping strategies that they were used as strategies in translating idiomatic and culturally-bound expressions and handling them were presented.

This study conducted by Othman (2019) in the department of English, University of Sabha, under the name of Problems that 7th Semester Students face When They Translate Some Cultural Expressions from English into Arabic. The study aimed to investigate the problems that 7th semester students face when they translate culturally expressions from English into Arabic. To achieve the goal of this study the researcher selected a convenient sample of 10 undergraduate students who were in the seventh semester at Sabha University. The instrument used in this study was a translation test which consisted of 10 culturally expressions selected from an American movie namely, "Erin Brockovich". Results of the study revealed that some of 7th semester students faced different kinds of difficulties when they translate culturally expressions. These difficulties arise from the fact that they translate literally and their sensitivity to the English culture and to their unfamiliarity with the appropriate translation techniques and finally to their inadequate proficiency in the target language.

2.1. Types of translation

Translation has been divided into different types by different scholars. As for Ghazala (1995) is concerned. There are two main type of translation that are "literal and free translation this letter according to (Ghazala) are the most important and frequently used types that reflect more or less the remaining Types.

2.1.1. Literal translation:

literal translation of word: literal or word for word translation is a subtype of translation in which each linguistic unit of the SL is rendered into its equivalent in the TL regardless of the different between two languages in term of Grammar, word-order and Context. For example:

This book is very useful. Translated into:

مفيد جدا يكون الكتاب

Instead of:

هذا الكتاب مفيد جدا

2.1.2. One to one literal translation:

In this type of translation each word is translated into a word of the same category in (TL). For example:



Translation is a branch of linguistics. It is interesting.

الترجمة تكون فرع في علم اللغة، هي تكون ممتعة.

Instead of:

الترجمة فرع ممتع في علم اللغة.

2.1.3. Direct translation:

This translation described as full translation of meaning of words as accurately as possible beside on their context of occurrence.

For example:

To run a company.

يدير شركة

2.1.4 .Free translation:

It has two subtypes that are bound and lose free translation.

1) Bound free translation

In this type of translation, the translator renders the idea of ST as he understands it depending on its context of occurrence.

That is, directly related to the ST. It includes exaggeration, strong language... etc., for example:

She had a new baby.

رزقها الله بمولود جديد

2) Lose free translation

In this type of translation, what is said & what is meant are totally different.

That is the TT is not directly related to the ST and translator is supposed to infer the exact meaning based on the culture, religion and society he belongs to. For example:

Thank you; thank you, ladies& gentleman

هدوء أيها السادة

2.2. Idioms and Culturally Bound Expressions

Idioms: Translation idioms is difficult, since Idioms are frozen chunks of words who's overall meaning differ from the meanings of the words involved.

Culturally Bound Expressions: Cultural expressions on the other hand, are a salient translation problem, especially when translating between two distinct languages that are spoken by two distinct nations. To translate the culturally bound expressions, translators May use six different strategies depending on the type of the culturally bound expression itself. When translating Culturally Bound expressions, the translator may first provide the literal equivalence only without adding any more information. Secondly the translator may

literally translate and provide some addition information. Thirdly, paraphrasing the expression is another strategy. Fourthly, translating using the TL equivalent if available is another strategy. Fifth, the translator May borrow the expression from the TL culture. Finally, the translator may delete the expressions: which is what most translators choose when Faced with Concepts that are considered taboo for the large culture. In some cases, a combination of more than one strategy is needed to Convey the meaning.

2.3. Classification of Idioms

The quality to how an expression can be idiomatic, or say, the degree of idiomatically is the basic feature on which idioms are classified. Thus, they can be categorized as follows:

1) Transparent Idioms

This type of idiomatic expression has a very close meaning to that of the literal one. Therefore, they can be easily inferred. For more illustration, two examples are given below.

2) Semi Transparent Idioms

The idioms can carry both idiomatic and literal meaning, or have one literal and more figurative meaning.

e.g. "A true friend does not stab in the back"

الصديق الحقيقي لا يطعن في الظهر

The kind is the one mostly used as idioms, because the literal meaning is usually odd or irrational. For instance, the idiom 'to know the ropes means to know how a particular job is should be carried out.

2.4. Idiom Translation Strategies

Baker (2018) provides six strategies for translating idioms as follows:

- First strategy is using an idiom of similar meaning and form. It is a strategy to translate the idiom from the SL with the idiom in TL which has the same in both meaning and lexical form.
- The second strategy is using an idiom of similar meaning but dissimilar form. This strategy is used to translate an idiom that has more or less the same meaning in the target language but has a different lexical form from the source language.
- The next strategy is borrowing the Source Language idiom. This strategy is used to translate an idiom by using a loan idiom from the source language. It is used to translate a culture-specific idiom.
- The fourth strategy is translation by paraphrase. This strategy is used to translate an idiom by changing it into a more acceptable word or phrase in the target language.



- The fifth strategy is translation by omission of a play on idiom. This strategy is used by omitting some playful parts of the idiom and only translating the literal meaning of the idiom for a concrete reading.
- The last strategy is translation by omission of the entire idiom this strategy is applied by omitting the whole idiom for there is no appropriate match for the meaning in the TL. It cannot be easily paraphrased and in some cases it is only for stylistic reasons.

2.5. Translation Problems

During the process of translation. Translators may come across several problems and difficulties. These latter can be may due to grammar, lexis, phonology, Culture, or style. Especially, when the SL and TL belong to different origins such as Arabic and English; the former is of Semitic origin yet the latter belongs to Germanic Family.

2.5.1. Grammatical problems:

The differences that exist between TL and SL at the level of Grammar and word order may cause serious problem and may hinder the process of translation. As far as English and Arabic Are Concerned, some tenses exist in English but do not exist in Arabic such as the perfect and Continuous tense. Besides, in terms of the word order, the Arabic sentence could be nominal and verbal whereas the English one is always verbal. Further the translation of the verbs "to be", "to have" and models are also among the most common grammatical problems encountered in English-Arabic translation.

2.5.2. Lexical problems:

The different lexical problems that a translator may confront are usually due to misinterpreting or misunderstanding of some words. Among these problems we have synonymy polysemy and monosomy, collocation, idioms, metaphors, proverb, scientific terms etc. Synonym, for example is considered as a lexical problem because it is agreed that there are no such thing as true synonyms, and thus the choice of the adequate synonyms of a given word creates a difficulty for the translator. Another problem, may raise when dealing with polysemy i.e. words that have several meanings. In addition, Collocations, idioms and proverbs are generally problematic since their meanings are hard to guess and Cannot be derived from their Components.

2.5.3. Stylistic problems:

Style refers to the particular way of writing text or a sentence. It plays an important role in the transmission of a meaning in the process of translation. Stylistic problems include:

Fronting, formal vs. informal, complex vs. simple, etc. Fronting for example, is stylistic problems in which a word is mentioned at the beginning of a sentence in unusual structure in order to emphasize it or to indicate

that it is important for instance, in this sentence: "professor he is" the word professor is stated intentionally at the beginning to indicate that it is important. Thus, the translator should keep the same structure of this sentence to have the same meaning in the TL, so. this sentence should be translated into Arabic as follow:

هو أستاذ جامعي instead of أستاذ جامعي هو

Yet, this is not always accepted in the TL. Concerning formality and informality, Joos (1962) suggested a formality scale of the English language which contains five degrees as shown in Table (1);

Table 1. formality and informality Translation

Degree of formality	Example from English	Translation in Arabic
Frozen formal	Be seated	عليك بالجلوس
Formal	Have a seat	تفضل بالجلوس
Informal	Sit down	اجلس لو سمحت
Colloquial	Feel at home	خد راحتك/اشرح
Vulgar or slang	Sit bloody, down	انضرب على قلبك

2.5.4. Cultural problems:

Culture and its impact on the translation process can be considered as a major barrier of the success of translation. Generally, people from different cultures perceive and view the world in different ways. Therefore, during the process of translation the translator is likely to find Certain Concepts that exist in SL's Culture, but do not exist in the TL's one or not lexicalized in it. In Arabic and English Cultures, kinship terms are expressed in distinct way for instance, in English culture one word only is used for Father's and mother's brother that is "uncle". Yet, in Arabic each of them is lexicalized. ex. father's "خال" and mother's one is "عم" brother is referred to as.

These cases and many others may cause problem for the translator who sometimes could not guess. What the SL is speaking about precisely. Further culture specific words and idiomatic expressions also pose serious problems for translators because they are related to culture, and their translation requires certain knowledge.

2.6. Difficulties in Translating Idioms

According to (Baker, 2018), the problems in translating an idiom are not about on which class an idiom is located on the scale of idiom city. The main difficulties in translating idioms are summarized as follows:

- An idiom or fixed expression may have no equivalent in target language: "the way a language chooses to express various meaning cannot be predicted and only occasionally matches the way another language chooses to express the same meaning". This means that in one language we may express it by means of a transparent fixed expression. Still another one may express it by means of



an- idiom and so on. Fixed expression and idioms are like single words; they can be culture specific. Basnet Mcguire (Baker) explain that the expressions" which, say, when" are directly linked to English Social behavioral patterns and the translator putting the phrase into French or German has to contend with the problem of the non-existence of a similar convention in either TL Culture.

- An idiom may have a similar Counterpart part in the TL, but its context of use may be different. Baker claims that" the two expressions may have different connotations for instance, or they may not be pragmatically transferable".
- An idiom may be used in the source text in both its literal and idiomatic sense at the same time:
- "Unless the target language idiom corresponds to the source language idiom in the form and meaning. The play on idiom cannot be success fully reproduced in the target text.

3. Materials & Methods

3.1. Research Design

This study adopts a mixed-methods approach to investigate the problems encountered by Libyan university students in translating idioms from English into Arabic. The methodology includes quantitative methods to ensure a comprehensive analysis of the challenges and factors influencing idiomatic translation.

3.2. Study Population and Sample

The study population consisted of 30 participants from the English department at the Faculty of Human Sciences. The participants included 25 students aged 22 years and 5 translation experts aged between 30 and 45 years.

3.3. Research Instruments

3.3.1. Translation Test:

The translation test was specifically designed by the researchers to identify:

- Students' difficulties with idiomatic and culturally bound expressions.
- Strategies students used to handle these challenges.
- Potential improvements to enhance students' translation competencies and skills.

The test consisted of 9 English idioms and was administered to 10 students who shared similar characteristics with the study participants. The researchers followed the semantic classification of idioms.

Examples of idioms included in the test:

- Once in a blue moon.
- I will go bananas.

- Break the ice.
- The ball is in your court.

3.3.2. Questionnaire:

A questionnaire was used as a research instrument to gather information from the respondents, as defined by Abawi (2017). It consisted of two parts:

- Students' perceptions of interpreting and translating idioms.
- Strategies students used in translating idioms.

The participants were asked to indicate the frequency of the strategies they employed in translating idioms.

Examples of items included in the questionnaire:

- Students find the meaning of idioms unclear.
- Students are not interested in learning English idioms.
- Students find idioms difficult to learn.
- Students find the words in idioms complicated.

3.4. Methods

3.4.1. Sample Selection:

The study targeted Libyan university students enrolled in translation and English language programs. A purposive sampling method was used to select participants with varying levels of linguistic proficiency.

3.4.2. Data Collection:

Questionnaires: Distributed to collect data on students' perceptions of idiomatic translation challenges.

Translation Test: Administered to evaluate specific errors and difficulties in translating idioms.

3.4.3. Data Analysis:

Quantitative Data: Statistical analysis was conducted on the questionnaire responses and test results to identify patterns and trends in the challenges faced by students.

By combining these materials and methods, the study aims to provide a comprehensive understanding of the difficulties faced by Libyan university students in translating idioms and propose effective strategies to address them.

4. Results & Discussion

This section presents the findings of the study on the challenges faced by Libyan university students in translating idioms from English into Arabic. The results are based on the analysis of data collected through translation tests and questionnaires, which aimed to explore the linguistic, cultural, and educational factors contributing to these challenges.



4.1. The findings of the translation test

The translation test results in Table (2) provide insight into students' performance, highlighting common errors, misinterpretations, and the strategies they employed when translating idiomatic expressions. Meanwhile, the questionnaire responses shed light on students' perceptions of idioms, their attitudes toward learning and translating them, and the frequency of strategies they used to overcome difficulties. The findings reveal key issues, such as the influence of cultural differences, reliance on literal translation, and the lack of adequate training in idiom usage and translation. These results underscore the need for targeted teaching methodologies to enhance students' understanding of idiomatic expressions and improve their translation skills.

Table 2. Participants translation performance on the translation test.

Items	Accurate		Acceptable		Wrong		No answer	
	(N	%)	(N	%)	(N	%)	(N	%)
1. Stop beating a round the bush	5	50%	2	20%	0	0%	3	3%
2. It's raining cats and dogs	10	100%	0	0%	0	0%	0	0%
3. All is not gold that glitters	10	100%	0	0%	0	0%	0	0%
4. A piece of cake	9	90%	1	10%	0	0%	0	0%
5. Once in blue moon	2	20%	0	0%	6	60%	2	20%
6. Put yourself in my shoes	7	70%	0	0%	3	30%	0	0%
7. I will go banana	4	40%	0	0%	3	30%	3	30%
8. Break the ice	7	70%	2	20%	0	0%	1	10%
9. The ball is in your court	1	10%	0	0%	9	90%	0	0%

4.2. The findings of the students' questionnaire

The students were provided with a questionnaire divided into two parts;

The first part focused on students' perceptions of interpreting and translating idioms. It consisted of 11 items, each with the following response options: strongly agree, agree, neutral, disagree, and strongly disagree (Table 3).

The second part addressed the strategies students used for translating idioms. This section included 4 items, with response options: always, often, sometimes, seldom, and never to guide students in their answers (Table 4).

The total number of participants was 30, including 25 students and 5 translation experts. The questionnaire was administered to eighth-semester English language students at Alasmarya Islamic University, Faculty of Human Sciences, in the English Language Department.



Table 3. Analysis of student`s questionnaire (students' perceptions of interpreting and translating idioms)

Perception of interruption and translating idioms from English to Arabic	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I find the meaning of idioms unclear.	40%	60%	16%	20%	0%
2. I am not interested in learning English idioms.	8%	0%	8%	64%	20%
3. I find idioms are difficult to learn.	4%	32%	20%	36%	8%
4. I find that the words of idioms are complicated.	16%	44%	24%	12%	4%
5. I have an experience of translating idioms.	12%	60%	8%	20%	0%
6. I translate the idioms from English to Arabic and vice versa literally.	4%	52%	20%	24%	0%
7. The lack of vocabulary makes the process of translating idioms difficult.	48%	44%	4%	0%	4%
8. The lack of practice makes the process of translating idioms difficult.	44%	48%	0%	4%	4%
9. The lack of cultural background of English language makes idioms hard to understand.	40%	52%	4%	0%	4%
10. I use my mother tongue in translating idioms.	8%	44%	28%	20%	0%
11. I know the translation techniques and translation strategies.	24%	44%	16%	8%	8%

Table 4. the strategies students used for translating idioms

Strategies for translating English idioms	Always	Often	Sometimes	Seldom	Never
1. I translate idioms by paraphrasing them.	8%	36%	44%	8%	4%
2. I translate buy sing an idiom of similar meaning but dissimilar form.	12%	20%	56%	12%	0%
3. I translate the literal meaning of idioms into my l1 to understand them.	24%	40%	20%	12%	4%
4. I guess the overall meaning of an idiom through breaking it into parts and guessing the meaning of their constituent words.	20%	20%	40%	12%	8%



4.3. The findings of the English experts' questionnaire

Table 5. Analysis of the English experts' questionnaire

Perception of interruption and translating idioms from English to Arabic	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Students find the meaning of idioms unclear.	20%	40%	20%	20%	0%
2. Students are not interested in learning English idioms.	40%	0%	40%	20%	0%
3. Students find idioms are difficult to learn.	60%	20%	0%	20%	0%
4. Students find that the words of idioms are complicated .	0%	40%	0%	60%	0%
5. Students have an experience of translating idioms.	0%	0%	0%	60%	40%
6. Students translate the idioms from English to Arabic and vice versa literally.	20%	60%	0%	20%	0%
7. The lack of vocabulary makes the process of translating idioms difficult.	40%	20%	20%	20%	0%
8. The lack of practice makes the process of translating idioms difficult.	40%	60%	0%	0%	0%
9. The lack of cultural background of English language makes idioms hard to understand.	60%	40%	0%	0%	0%
10. Students are using their mother tongue in translating idioms.	20%	60%	0%	0%	0%
11. Students know the translation techniques and translation strategies.	40%	0%	20%	20%	20%

Table 6. Analysis of the English experts' questionnaire

Strategies for translating English idioms	Always	Often	Sometimes	Seldom	Never
12.Students translate idioms by paraphrasing them.	0%	20%	40%	20%	0%
13.Students translate by using an idiom of similar meaning but dissimilar form.	0%	20%	20%	40%	20%
14.Students translate the literal meaning of idioms into their L1 to understand them.	60%	0%	20%	20%	0%
15.Students guess the overall meaning of an idiom through breaking it into parts and guessing the meaning of their constituent words.	20%	40%	40%	0%	0%

5. Conclusion & Recommendations

5.1. Conclusion

This research was conducted to assess the ability of eighth-semester students and translation experts in translating English idioms into Arabic. To achieve this goal, the researchers utilized a translation test and a questionnaire for data collection. Based on the analysis of the data and the findings of the study, several key conclusions were drawn. The results indicate that the students' ability to comprehend and accurately translate English idioms is significantly limited. They faced considerable difficulty in interpreting the intended meanings of idioms and identifying appropriate equivalents in the target language (TL). These challenges were attributed to a lack of linguistic proficiency and insufficient practice. Additionally, the findings supported the hypothesis that students rely heavily on literal translation and exhibit limited use of other translation strategies. One critical finding was that the inability to convey the correct meaning is a major factor contributing to the failure in translating idioms. Idioms often confuse students unfamiliar with their figurative meanings. It was observed that idioms need to be learned and used as complete units to produce meaningful expressions. However, students often adhere to word-for-word translation, assuming that altering the words of an idiom might change its meaning. While this strategy may occasionally work for transparent or semi-transparent idioms—where the meaning can be inferred from their parts—it is largely ineffective for opaque idioms, where the meaning of individual words may mislead students.

5.2. Recommendations

This study examined the challenges Libyan students face in translating idioms from English into Arabic and explored possible solutions to overcome these difficulties. Based on the findings, the following recommendations are proposed:

- Increased Exposure to Idiomatic Expressions: Students should be exposed to a broader range of idiomatic expressions during their education at both school and university levels to enhance their knowledge and understanding.
- Cultural Awareness: Developing a strong cultural background regarding fixed expressions and idioms can help students grasp their true meanings and identify equivalents in the TL that convey the same meaning and function as the source language (SL) expressions.
- Encouragement of Cultural Immersion: Undergraduate students should be encouraged to watch documentaries and read books about other cultures. This exposure will help them appreciate and understand foreign cultures, making it easier to interpret cultural expressions.



- Translation Training: Specialized courses should be introduced to educate students on translation studies and key techniques. These courses should also train students to employ appropriate strategies for translating idiomatic expressions effectively.
- Use of Paraphrasing and Equivalent Idioms: Students should understand that while paraphrasing can be a useful strategy, providing an idiom with similar meaning but different form in the TL is often more effective. They should also avoid relying solely on literal translation when dealing with idiomatic expressions.
- Incorporation of Idioms in Language Instruction: Idioms and culturally bound expressions should be integrated into foreign language and translation curricula. Familiarizing students with idioms' varied meanings and connotations will help them develop the skills needed for accurate and effective translation.

By addressing these recommendations, students can improve their ability to translate idioms, thereby enhancing their overall linguistic and cultural competence.

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