



The Ability in Using Idiomatic Expression by Students of Nusa Cendana University

Yanuaris Seran

English Study Program, Timor University, NTT, Indonesia

ARTICLE INFO

Article history:
Received 5 May 2020
Received in revised
Form 01 June 2020
Accepted 18 August
2020
Available online 30
October 2020

Keywords:
*Ability, Idiomatic
Expression, Problem*

ABSTRACT

This study aimed to investigate how far the sixth-semester students specifically class A of English Study Program of Nusa Cendana University comprehended idiomatic expressions, and what appeared to be the issues in comprehending it. A descriptive method was utilised to analyse the data. In collecting the data, a set of tests and questionnaires were employed. The result showed that the students' comprehension of idiomatic expression was 43.21% which was classified as at a fair level. There were some factors contributing to this condition. (1) The students tended to interpret the idiomatic expression literally. (2) lack of knowledge about the culture's background of the target language. This is because idiomatic expression couldn't be interpreted literally. Then, the problems were faced by the students were lack of vocabulary, and idiomatic expressions which were still new for the students.

1. Introduction

There is an element of a language that is also apparently representative of a culture, it is idiomatic expression. This is one of the fundamental aspects of communication which occasionally leads people to a misinterpretation. The fact shows that misinterpretation will take place in an individual's communication when he does not comprehend idiom included in a conversation. Thawabteh, M. (2011) stated that misunderstanding of idioms will lead to technical problems for nonnative speakers. Such a comprehension is similar to that of Mehdiabadi, et al. (2020), who considered idioms could create trouble for learners since they cannot comprehend the meanings effectively. This indicates that in utilising a language, a set of rules that exists in a language needs to be concerned.

The importance of why the researcher undertook this study was the researcher's experience in Translation class that triggered him to investigate and finding a way out of students' difficulties in comprehending idiom. Here, due to students' poor comprehension of idioms, the idioms were interpreted literally which led to a misinterpretation among them. For instance, some students translated *Gadis itu mengantarkan undangan dari rumah ke rumah* for the girl delivered the invitations from house to house. It should be the girl delivered the invitations from door to door. It is presumably safe to say that this condition always takes place in one's process of learning a new language. However, Belousova (2015) argued that a great comprehending and utilising idiom fluently reflects an individual's language proficiency. Therefore, the goal of this study was to know students' ability in comprehending and using idiom, and to find out what becomes the problems for students in comprehending and using idiom. Considering the fact above, the writer carried out this research entitled "The Ability in Using Idiomatic Expressions by Students of Nusa Cendana University".

Idioms is classified as a part of figurative language that has ambiguous linguistic elements that the learners exposed to during their process of learning a new language. Al-kadi (2015) argued that idiom is not literally translated as it is a part of socio-cultural aspect, and it demands language users to involve the target language's cultural background understanding. Therefore, it could be said that in comprehending idioms, one should understand the cultural background of the language that is being learned in order not to lead to misinterpretation. For instance, in Indonesian culture, due to rare presence of snow, people usually interpret as white as snow as *seputih kapas*.

Shakouri, and Nafissi (2019) argued that idiom has its own meaning that is different from figurative meaning. Indeed it is a part of figurative language, however, it is more specific. It means that the meaning cannot be lexically comprehended. It is stated that almost English native use idiom in their communication (mostly informal). Idioms are in form of phrases, clauses, and even sentences that ease the users to utilise them in daily conversation. Idioms could be simply used and comprehended contextually when they are used correctly (Fathma, et al. 2020)

There have been several studies related to idiomatic expression. A study of Alhaysony (2017) entitled

“Strategies and Difficulties of Understanding English Idioms: A Case Study of Saudi University EFL Students” which was undertaken using questionnaire, semi-structured interview, and the vocabulary level test to measure students’ English proficiency. The result showed that students encountered difficulties to comprehend idiomatic expression. It was said that students tried to interpret idioms’ meaning by predicting and figuring out an idiom in an equivalent one from their own language. It revealed that low-proficiency students faced more difficulties than high-proficiency students did. Another study was carried out by Fathma, et al. (2020) entitled “Analysis of Students’ Understanding of Idiomatic Expressions and Its Use in Their Essay: A Case Study”. This study applied qualitative approach by utilising content analysis in students’ essay and interview in order to measure their idiomatic expression comprehension. The results illustrated that half of total participants did not comprehend idiomatic expression and the other half of them did it effectively.

Having analysed the two studies, the present researcher would like to stress out that this study still investigated the same topic namely, idiomatic expression, however, what can distinguish this study and the other previous studies were the objective of the study and the instrument employed in the study. The objectives of the study were to know how far students comprehended and used idiomatic expression, and to find out what appeared to be the issues in comprehending it. The instrument used were a set of test and questionnaires. The test comprised of multiple-choice test, completion test, and true-false test in order to find out students’ English Proficiency level on Idiom, and the questionnaires were utilised to figure out factors that contributed to students’ comprehension of idiomatic expression.

2. Methods

This research was classified as a combination of two methods. That was a descriptive quantitative method and descriptive qualitative method. The subjects of this research were the students of semester six. The population of this study was the sixth-semester students of English Study Programme of Nusa Cendana University. 28 students were randomly chosen out of 56 students as the sample for this research. They were class A students. This research was undertaken through two steps; library research and field research. In the library research, some references or literature related to this research were reviewed, whereas in the field research, the researcher went to the field and obtained permission from the head of the English Study Programme to conduct the research.

Instruments

The instruments of this research were a set of test (multiple-choice test, completion test, and true-false test), and questionnaire. There were 12 items of the questionnaire which were divided into three categories. Namely; financial factor, habitual factor, and opinion factor. The questions given were the questions related to these three factors. In the financial factor, the writer questioned them on how many dictionaries that they had. While in habitual factor, the writer asked the students the frequencies of reading idiom dictionary. Whereas in the opinion factor, the writer asked the students’ opinions about idiomatic expression. The writer utilised the test to know effectively how far the students comprehended and used idiomatic expression. While the questionnaire was used to support the writer in obtaining what seemed to be the obstacles for the students to comprehend and use the idiomatic expression.

Data Analysis Procedure

In analyzing the data, a formula suggested by Sabrany (1995) was applied. A statistical technique was employed to analyse the data. The first step of the analysis was tabulating the students’ test. Then, the formula was used to calculate the number of students who attained lower scores to the higher score of the given test.

The formula to count the percentage is as follows:

$$\frac{\text{Total score achieved}}{\text{Total question}} \times 100\%$$

By utilising the formula above, the percentage for every type of test could be clearly determined. The average of the students’ score in comprehending and using idiomatic expression was obtained by using the formula. After getting the percentage achieved by the students, their degrees of competence were determined by using the criteria suggested by Arikunto (1996) as given below.

76% - 100%	: excellent
56% - 75%	: good
40% - 55%	: fair
≤40%	: poor

The next step after obtaining the average of the students’ score was classifying their scores into a table based on the above-mentioned criteria.

3. Result and Discussion

In this analysis, the writer presents the first table that contains the students’ achievement of the test given.

Table 1. The Achievement or Total Correct Answers of Each Student.

Students' Number	Total Items	Students' Correct Answers	
		Total	Scores (%)
1.	35	13	37.14%
2.	35	13	37.14%
3.	35	13	37.14%
4.	35	15	42.85%
5.	35	16	45.71%
6.	35	16	45.71%
7.	35	17	48.57%
8.	35	17	48.57%
9.	35	18	51.42%
10.	35	18	51.42%
11.	35	18	51.42%
12.	35	18	51.42%
13.	35	19	54.28%
14.	35	19	54.28%
15.	35	19	54.28%
16.	35	19	54.28%
17.	35	21	60%
18.	35	22	62.85%
19.	35	22	62.85%
20.	35	22	62.85%
21.	35	22	62.85%
22.	35	23	65.71%
23.	35	24	68.57%
24.	35	24	68.57%
25.	35	25	70.42%
26.	35	26	74.28%
27.	35	26	74.28%
28.	35	27	77.14%
Total	35	552	1512.62%
Average			43.21%

The result of the test as shown in the table above indicates that the students' average on the availability of using or comprehending idiomatic expression was 43,21%. Referring to the standard measurement stated in chapter III, it was classified as fair. The classification of the level of the students' achievement or ability will be presented in the following table.

Table 2. The Rank or Classification of The Students' Ability in Using Idiomatic Expression

No.	Categories of Ranks	Distribution of Scores	Number of Students	Percentage
1.	Excellent	75% - 100%	1	77.14%
2.	Good	56% - 75%	11	60.89%
3.	Fair	40% - 55%	13	50.32%
4.	Poor	≤ 40%	3	37.14%

After ranking students' ability as shown in the table above, it is obvious that a student obtained 77.74% who was classified as excellent level, 11 students obtained 50.32% were fair, and three students obtained 37.14% which was classified poor. This data led the researcher to interpret that some of the students still found difficulties in comprehending and using the idiom.

In order to provide information or explanation regarding the ability of the sixth-semester students in using idiomatic expressions given in the test along with the answers and their score ranges, the following table would be essential.

Table 3. The Analysis of Each Item and The Ability of The Students in Comprehending and Using it

No.	Idiomatic Expression	Total of Wrong Answers (%)	Total of Correct Answers (%)
1.	Hard of hearing	7 (25%)	21 (75%)
2.	When the cat's away the mice will play	7 (25%)	21 (75%)
3.	A wolf in sheep's clothing	7 (25%)	21 (75%)
4.	An early bird	16 (57%)	12 (42.86%)
5.	Barking dogs seldom bite	13 (57.14%)	15 (53.58%)
6.	Kill two birds with one stone	6 (21.42%)	22 (78.58%)
7.	Two heads are better than one	-	28 (100%)
8.	There are no two ways about it	11 (39.29%)	17 (60.71%)
9.	As white as sheet/ghost	22 (78.57%)	6 (21.43%)
10.	A leopard cannot change his spots	19 (67.86%)	9 (32.14%)
11.	Better an egg today than a hen tomorrow	24 (85.71%)	4 (14.29%)
12.	One's eyes are bigger than one's stomach	8 (28.57%)	20 (71.43%)
13.	Take a leaf out of someone's book	12 (42.86%)	16 (57.14%)
14.	Keep something dark	14 (50%)	14 (50%)
15.	Rain cats and dogs	8 (28.57%)	20 (71.43%)
16.	Give a big hand	20 (71.43%)	8 (28.57%)
17.	Give someone a hand	17 (60.71%)	11 (32.29%)
18.	Run out	4 (14.29%)	24 (85.71%)
19.	Keep one's words	24 (85.71%)	4 (14.29%)
20.	Beat around the bush	18 (62.29%)	10 (35.71%)
21.	Be broke	17 (60.71%)	11 (39.29%)
22.	Put off	4 (14.29%)	24 (85.71%)
23.	Keep in touch	13 (46.43%)	15 (53.57%)
24.	Stand a chance	26 (92.86%)	2 (7.14%)
25.	Have words	5 (17.86%)	23 (82.14%)
26.	That stands to reason	11 (39.29%)	17 (60.71%)
27.	By all means	9 (32.14%)	19 (67.86%)
28.	Get cold feet	12 (42.86%)	16 (57.14%)
29.	Wasting one's breath	8 (28.57%)	20 (71.43%)
30.	On edge	9 (32.14%)	19 (67.86%)
31.	Many hands make light work	9 (32.14%)	19 (67.86%)
32.	There is no time like the present	10 (35.71%)	18 (64.29%)
33.	Black day	8 (28.57%)	20 (71.43%)
34.	Lead someone a dog's life	14 (50%)	14 (50%)
35.	Carry the world on one's shoulders	11 (39.29%)	17 (60.71%)

Having analysed the data, it was found that idiomatic expression was not somewhat easy for the students to comprehend and use it. It was proved by the result or the students' achievement of the idiomatic expression test. The average of their achievement was just 43.21%. This point was classified into a fair level.

However, there was a student who attained a great grade in the test. That was 7.71%, and it was the highest grade that classified him into an excellent level. Whereas at the good level, it was 6.08%, the fair level was 5.03%, and the poor level was 3.71%. This result shows that the students' ability in using the idiomatic expression was at a fair level.

The Analysis of Students' Responses

In this part, the writer would like to present students' responses to the given test to find out their ability in comprehending and using idiomatic expressions. The given test was divided into three main parts namely, a multiple-choice test which consisted of 13 items, a completion test consisted of 11 items, and a true-false test which consisted of 11 items. Therefore, the total number of the test was 35 items, and all questions of the test focused on the ability in using and comprehending idiomatic expressions as the focus in this study.

The students' responses to the test given were divided into three parts, namely, students' responses on the multiple-choice test, students' responses on the completion test, and students' responses on the true-false test.

Table 4. Students' Responses to Multiple-Choice Test

In this multiple choice test, some items were comprehended and answered by the students effectively otherwise, some items were poorly comprehended. In order to identify it in detail, the following is the table of students' responses on the multiple-choice test.

Item's No.	Number of Students	Correct Responses		Incorrect Responses		Level
		Total	Percentage (%)	Total	Percentage (%)	
1.	28	21	75%	7	25%	Excellent
2.	28	21	75%	7	25%	Excellent
3.	28	21	75%	7	25%	Excellent
4.	28	12	42.86%	16	57.14%	Fair
5.	28	15	53.58%	13	46.42%	Fair
6.	28	22	78.58%	6	21.42%	Excellent
7.	28	28	100%	0	0%	Excellent
8.	28	17	60.71%	11	39.28%	Good
9.	28	6	21.43%	22	78.57%	Poor
10.	28	9	32.14%	19	67.86%	Poor
11.	28	4	14.29%	24	85.71%	Poor
12.	28	20	71.43%	8	28.57%	Good
13.	28	16	57.14%	12	42.86%	Good
Total Average	28	212	757.16% 58.28%	152	542.83% 41.76%	Good

As shown in the table above it could be identified that two items answered by the students excellently, namely item number 6 with the idiomatic expression *kill two birds with one stone* with the total correct answer 22 or 78.58%, and item number 7 with idiomatic expression *two heads are better than one* with the total correct answer 28 or 100%. Consequently, they were classified as at an excellent level. Then, some items that were answered efficiently by the students, namely item number 1 with the idiomatic expression *hard of hearing* with the total correct answer was 21 or 75%, and also item number 2 and 3 with the idiomatic expressions *when the cat's away the mice will play* and *a wolf in sheep's clothing*. Three of them were 75%. Then, item number 8 with idiomatic expression *there are no two ways about it* with the total correct answer was 17 or 60.71%. Item number 13 with the idiomatic expression *take a leaf out of someone's book* obtained 16 total correct answers or 57,14%. Therefore, they were classified as at a good level. Some items were also answered fairly by the students. They were items number 4 and 5 with the idiomatic expressions *An early bird* and *Barking dogs seldom bite*. Each of them obtained 12 correct answers or 42.86%, and 15 correct answers or 53.58%. Then, the following items were answered poorly by the students, namely item number 9 with the idiomatic expression *As white as ghost/sheet* obtained 6 correct answers or 21.43%, item number 10 with the idiomatic expression *a leopard cannot change his spots* obtained 9 correct answers or 32.14%, and item number 11 with the idiomatic expression *better an egg today than a hen tomorrow* obtained 4 correct answers or 14.29%.

Table 5. Students' Responses to Completion Test

The students' responses to the completion test were varied. Therefore, it could be identified how far the students comprehended the test although there were empty spaces on each sentence. Some items were answered poorly and even excellently by students in this test. The data are presented in the following table.

Item's No.	Number of Students	Correct Responses		Incorrect Responses		Level
		Total	Percentage	Total	Percentage	
14.	28	14	50%	14	50%	Fair
15.	28	20	71.43%	8	28.57%	Good
16.	28	8	28.57%	20	71.43%	Poor
17.	28	11	32.29%	17	60.71%	Poor
18.	28	24	85.71%	4	14.29%	Excellent
19.	28	4	14.29%	24	85.71%	Poor
20.	28	10	35.71%	18	62.29%	Poor
21.	28	11	39.29%	17	60.71%	Poor
22.	28	24	85.71%	4	14.29%	Excellent
23.	28	15	53.57%	13	46.43%	Fair
24.	28	2	7.14%	26	92.86%	Poor
Total Average	28	143	503.71% 45.79%	165	587.29% 53.39%	Fair

Based on students' responses to the completion test, students' comprehension of idiomatic expressions were varied. Items that were comprehended excellently by the students were items number 18 and 22. Item number 16 with idiomatic expression *Run out of* obtained 24 correct answers or 85.71%. Item number 22 with idiomatic expression *Put off* got 24 correct answers or 85.71%.

Then, the item that was comprehended effectively by the students. That was item number 15 with idiomatic expression *Rain cats and dogs*. The total correct answer was 20 or 71.43%. Some items were also comprehended fairly by students. They were item number 14 with idiomatic expression *Keep something dark*, and item number 23 with idiomatic expression *Keep in touch*. Item number 14 obtained 14 correct answers or 50%, and item number 23 obtained 15 correct answers or 53.57%. The last, some items were also comprehended poorly, namely item number 16 with idiomatic expression *Give a big hand* obtained 8 correct answers or 28.57%, item number 17 with idiomatic expression *Give someone a hand* obtained 11 correct answers or 32.29%, item number 19 with idiomatic expression *Keep one's words* obtained 4 correct answers or 14.29%, item number 20 with idiomatic expression *Beat around the bush* obtained 10 correct answers or 35.71%, item number 21 with idiomatic expression *Be broke* obtained 11 correct answers or 39.29%, and item number 24 *Stand a chance* obtained 2 correct answers or 7.14%.

Table 6. Students' Responses to True-False Test

The students' responses to the true-false test are in the following table.

Item's No.	Number of Students	Correct Response		Incorrect Response		Level
		Total	Percentage	Total	Percentage	
25.	28	23	82.14%	5	17.86%	Excellent
26.	28	17	60.71%	11	39.29%	Good
27.	28	19	67.86%	9	32.14%	Good
28.	28	16	57.14%	12	42.86%	Good
29.	28	20	71.43%	8	28.57%	Good
30.	28	19	67.86%	9	32.14%	Good
31.	28	19	67.86%	9	32.14%	Good
32.	28	18	64.29%	10	35.71%	Good
33.	28	20	71.43%	8	28.57%	Good
34.	28	14	50%	14	50%	Fair
35.	28	17	60.71%	11	39.29%	Good
Total	28	202	721.43%	106	378.57%	
Average			65.28%		34.41%	Good

It is shown in the table above that students' comprehension of idiomatic expressions in the true-false test is at a good level. It was proved by the whole percentages that were classified as at a good level mostly. An item was comprehended by students excellently. It was item number 25 with idiomatic expression *have words* with total correct answer 23 or 82.14%. Then, 9 items were comprehended effectively by students, namely item number 26 with idiomatic expression *That stands to reason* obtained 17 correct answers or 60.71%, item number 27 with idiomatic expression *By all means* obtained 19 correct answers or 67.86%, item number 28 with idiomatic expression *Get cold feet* obtained 16 correct answers or 57.14%, item number 29 with idiomatic expression *wasting your breath* obtained 20 correct answers or 43%, item number 30 with the idiomatic expression *on edge* 19 correct answers or 67.86%, item number 31 with idiomatic expression *many hands make light work* obtained 19 correct answers or 67.86%, item number 32 with idiomatic expression *there is no time like the present* obtained 18 correct answers or 64.29%, item number 33 with idiomatic expression *black day* obtained 20 correct answers or 71.43%, and item number 35 with idiomatic expression *carry the world on one's shoulders* obtained 17 correct answers or 60.71%. Then, item number 34 was classified as at fair level with idiomatic expression *Lead someone a dog's life*. Because it obtained 14 correct answers or 50%.

Problems Encountered by Students in Comprehending and using Idiomatic Expression

Having analysed the data, the researcher found that some items of the idiomatic expression were comprehended poorly by students. Misunderstanding occurred in this phase. It shows that they tended to translate the idiomatic expression literally. It cannot be translated literally since the meaning of the idiomatic expression is different from the meaning of words itself. For example; idiom 'an early bird'. The meaning does not have a relation with a bird that people might think it wakes up in a very early morning, nevertheless, the real meaning is someone who usually wakes up early in the morning. On the other hand, the students might be careless in interpreting the options. They could be under confusion with other options that the researcher made to let them think and answer effectively. However, the dictators' options effectively worked.

From the result of the students' answer-sheets, and from the questionnaire, it was found that that the obstacles

faced by the students in comprehending or using idiomatic expressions were lack of vocabulary, and unfamiliar texts that contained idiomatic expressions were still new to the students. These problems were caused by some reasons namely, fewer students had no idiom dictionary in their hands. Even they had their dictionaries with them, they rarely used them effectively. Dictionary is also a key to learning. Scholfield (cited in Nation, 2001) indicated that dictionary is a source of information, and it is also an aid for an individual to learn and obtain new knowledge. one of the most comprehensive aids for learning English idioms is English-idiom dictionary that contain lists of idioms. Consequently, having and reading an English-idiom dictionary is one of the effective ways for one to learn idiomatic expression. However, students did not take it into account. Besides, they also rarely visited the library to obtain more English knowledge, especially about idiomatic expression. From the result of the questionnaire given, there were 9 students having idiom dictionaries, 7 students had ever borrowed dictionaries from the library. It was also found that there was 1 student who went to the library to borrow the idiom dictionary 11 times in a month, and also 10 students had 1 idiom dictionary, and 2 students stated that they often read it. Then, there were 4 students often used idiomatic expressions in their daily communication. Others stated that they never used it. Then, from 28 students, 17 students did not have an idiom dictionary, 2 students had ever had it, 17 students had not borrowed idiom dictionary from the library and 4 students had ever borrowed it.

The researcher also provided participants some questions regarding their opinions about idiomatic expressions. From the questions, 22 students stated that English idiom is more difficult instead of Indonesian language idiom, otherwise, 6 students argued that English idiom is not too difficult. They considered everyone has his or her method of learning. Besides, 17 students stated that subjects in English Department such as vocabulary, semantics, morphology have not included or discussed more on idiomatic expression. Subsequently, this condition might lead them to miscomprehend and misuse the idiomatic expression.

Based on the students' answers on the questionnaire, it was found that more students did not concern about idiomatic expression. They considered that communication could also run effectively without knowing idioms, otherwise, the idiomatic expression is a part of a language that matters. In addition, knowing idiomatic expression is not just to understand each other, but it could create a more aesthetic conversation. Therefore, it is supposed that learning English idioms is very useful.

4. Conclusion

After discussing and exploring more about students' responses on the test and the questionnaire was given, the researcher identified many problems that the students encountered. One that becomes the main problem was the students presumably did not concern about idiomatic expressions. It was proved by their answers on the test and the questionnaire. Idiomatic expressions also play an important role in communication since it is a part of a language itself. This caused their score of the test given amounted to 43.21% which was classified into a fair level. There were still other problems, namely (1) students misunderstood the idiom itself. Some of them interpreted it literally. This fact led them to the wrong answers. Besides, a lack of vocabulary seemed to be a serious matter to students.

Some idiomatic expressions appeared difficult for the students to answer, namely items number 11, 19, and 24. Each of them was better an egg today than a hen tomorrow, keep one's words, and stand a chance. On the other side, some idiomatic expressions could be excellently comprehended and answered by the students, they are item number 7 two heads are better than one, item number 18 run out, item number 22 put off, and item number 25 have words.

Considering the problems identified, the researcher presents some suggestions to be considered and followed. Since idiomatic expressions are complex unity phrases or words that cannot be defined literally, a learner needs to: (1) read a lot of idiom dictionaries, (2) listen to conversations in which contain idiomatic expressions, (3) know the background of the language that is being learned, and (4) practice using idioms in conversation. Consequently, the more one practices the more one attains improvement in learning it.

References

- Alhaysony, M. H. (2017). Strategies and difficulties of understanding English idioms: A case study of Saudi University EFL students. *International Journal of English Linguistics*, 7(3), 70-84.
- Al-kadi, A. M. T. (2015). Towards idiomatic competence of Yemeni EFL undergraduates. *Journal of Language Teaching and Research*, 6(3), 513-523.
- Arikunto, S. (1996). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Edisi Revisi IV), Jakarta: Rhinika Cipta.
- Belousova, V. (2015). *Idiom learning materials for Estonian Secondary School students* (Doctoral dissertation, Tartu Ülikool).
- Fathma, D., Nurlela, N., & Yusuf, M. (2020). ANALYSIS OF STUDENTS' UNDERSTANDING OF IDIOMATIC EXPRESSIONS AND ITS USE IN THEIR ESSAY: A CASE STUDY. *JOALL (Journal of Applied Linguistics & Literature)*, 5(1), 39-51.

- Hornby. (1995). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press
- I.S.P Nation. (2001). *Learning Vocabulary in Another Language*. New York: Cambridge University Press.
- Mehdiabadi, F., Maadad, N., & Arabmofrad, A. (2020). The Role of First Language Attrition in Persian Idiomatic Expressions. *Journal of psycholinguistic research*.
- Shakouri, M., & Nafissi, Z. (2019). A developmental study of L1 idiom comprehension in Farsi Language. *L1 Educational Studies in Language and Literature*, 19(Running Issue).
- Thawabteh, M. (2011). Linguistic, cultural and technical problems in English-Arabic subtitling. *SKASE journal of translation and interpretation*, 5(1), 24-44.

