

---

## **Challenges and Strategies in Translating English Collocations into Kurdish: A Linguistic Approach**

**Zana Ibrahim Hama Amin** 

**To cite this article.** Z. I. H. Amin, “Challenges and Strategies in Translating English Collocations into Kurdish : A Linguistic Approach,” *Lang. Technol. Soc. Media*, vol. 1, no. 2, pp. 107–117, 2023.

**DOI:** <https://doi.org/10.70211/ltsm.v1i2.67>

**To link to this article:**



Published online: 30 December 2023



Submit your article to this journal



View crossmark data



# Challenges and Strategies in Translating English Collocations into Kurdish: A Linguistic Approach

Zana Ibrahim Hama Amin\*

Received: 12 August 2023

Revised: 29 October 2023

Accepted: 22 November 2023

Online: 30 December 2023

## Abstract

This study examines the challenges faced by Kurdish EFL learners in translating English collocations and explores strategies to enhance their translation competence. Using a mixed-methods approach, the research involved 20 fourth-year students from the University of Sulaimani, who were tested on their ability to translate 16 English collocations across six structural types: noun + noun, adjective + noun, verb + noun, verb + adverb, adverb + adjective, and noun + verb. The findings reveal a significant difficulty in translation, with only 35.31% of responses being correct. Students performed best in verb + adverb (90% accuracy) and noun + verb (75% accuracy) combinations, while adjective + noun (30%) and verb + noun (12.5%) collocations posed the greatest challenges. Qualitative analysis identified three primary issues: reliance on literal translation, cultural mismatches, and structural misalignment between English and Kurdish. For example, collocations like "dry voice" and "pay a visit" were often mistranslated due to differences in cultural and syntactic norms. The study highlights the importance of explicit collocation instruction, cultural awareness training, and the development of bilingual resources to address these challenges. This study contributes novel insights into the linguistic and cultural factors affecting collocation translation and provides practical recommendations for enhancing Kurdish EFL learners' proficiency. These findings are significant for educators, linguists, and policymakers in developing curricula that prioritize collocational competence and cultural understanding in language education.

**Keywords:** Collocation, Translation, Kurdish EFL Learners, Cultural Mismatch, Pedagogical Strategies

## Publisher's Note:

WISE Pendidikan Indonesia stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



Copyright:

©

2023 by the author(s).

License WISE Pendidikan Indonesia, Bandar Lampung, Indonesia.

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license

(<https://creativecommons.org/licenses/by/4.0/>).



Language,  
Technology,  
and Social Media

VOL. 1 NO. 2 2023



## INTRODUCTION

Collocations, the habitual co-occurrence of words in language, play a fundamental role in achieving fluency and idiomatic accuracy [1], [2], [3], [4]. They are essential not only for effective communication but also for accurate translation, particularly between languages with distinct linguistic structures, such as English and Kurdish. The challenges associated with translating collocations often stem from differences in syntax, semantics, and cultural context, making this an underexplored yet critical area of study within translation and applied linguistics [5], [6], [7], [8], [9], [10].

Research has consistently highlighted the importance of collocations in second language acquisition and translation. Delfia et al. [11] emphasized that collocations are integral to conveying meaning and maintaining the natural flow of language in translation. Bui [1] underscored the role of collocational competence in enabling non-native speakers to produce language that feels authentic and idiomatic. However, the transfer of collocational meaning across languages often proves problematic. In Kurdish-English translation studies, Napitulu et. al [12] identified key challenges, such as the tendency to rely on literal translation and the lack of exposure to idiomatic usage, as major contributors to translation errors. Filladsen [13] further explored the cultural constraints affecting collocation use, noting that cultural specificity often necessitates creative strategies like paraphrasing or borrowing. Despite these valuable insights, there remains a lack of empirical research focusing specifically on the types of collocations that pose the greatest difficulties for Kurdish learners and the strategies they can employ to address these issues. Previous studies have tended to focus on theoretical frameworks or broader linguistic comparisons, leaving significant gaps in our understanding of practical translation challenges.

This study seeks to bridge these gaps by conducting an empirical investigation into the difficulties Kurdish students face in translating English collocations. Through a mixed-methods approach, the research analyzes both quantitative and qualitative data from a test administered to fourth-year English students at the University of Sulaimani. The test evaluates students' ability to translate different types of English collocations, such as noun + noun, adjective + noun, and verb + noun combinations. The findings provide insights into the specific challenges faced by these learners and propose practical strategies to enhance their translation skills.

The novelty of this research lies in its integration of linguistic theory with empirical data to address both the theoretical and practical dimensions of translation. By focusing on the unique linguistic and cultural features of Kurdish, this study contributes to the limited body of literature on Kurdish-English translation. It also offers practical implications for pedagogical approaches, emphasizing the need to incorporate collocational competence into language and translation education. In summary, this study aims to identify the primary challenges Kurdish learners face when translating English collocations, analyze the specific types of collocations that cause difficulty, and propose targeted strategies to improve translation accuracy. By addressing these objectives, the research advances the understanding of translation challenges and offers valuable insights for educators, linguists, and translators working in Kurdish and similar linguistic contexts.

## METHODS

This study employs a mixed-methods approach, integrating both qualitative and quantitative methods to provide a comprehensive analysis of the challenges faced by Kurdish students in

translating English collocations. The methodology is designed to explore not only the types of collocations that present difficulties but also the underlying reasons for these challenges and potential solutions.

### *Research Design*

The study consists of two main phases:

1. **Quantitative Analysis:** A collocation translation test was administered to assess students' accuracy in translating various types of English collocations into Kurdish.
2. **Qualitative Analysis:** Detailed error analysis and student feedback were used to identify the specific linguistic, cultural, and educational factors contributing to the challenges.

### *Participants*

The study was conducted at the University of Sulaimani, involving 20 fourth-year students from the Department of English Language and Literature, College of Languages. The participants, comprising 10 male and 10 female students aged 21–25, were selected randomly. All participants were considered to have intermediate to advanced proficiency in English, based on their academic level and coursework.

### *Materials and Instrumentation*

The main instrument for data collection was a collocation translation test specifically designed for this study. The test included 16 English collocations, selected based on:

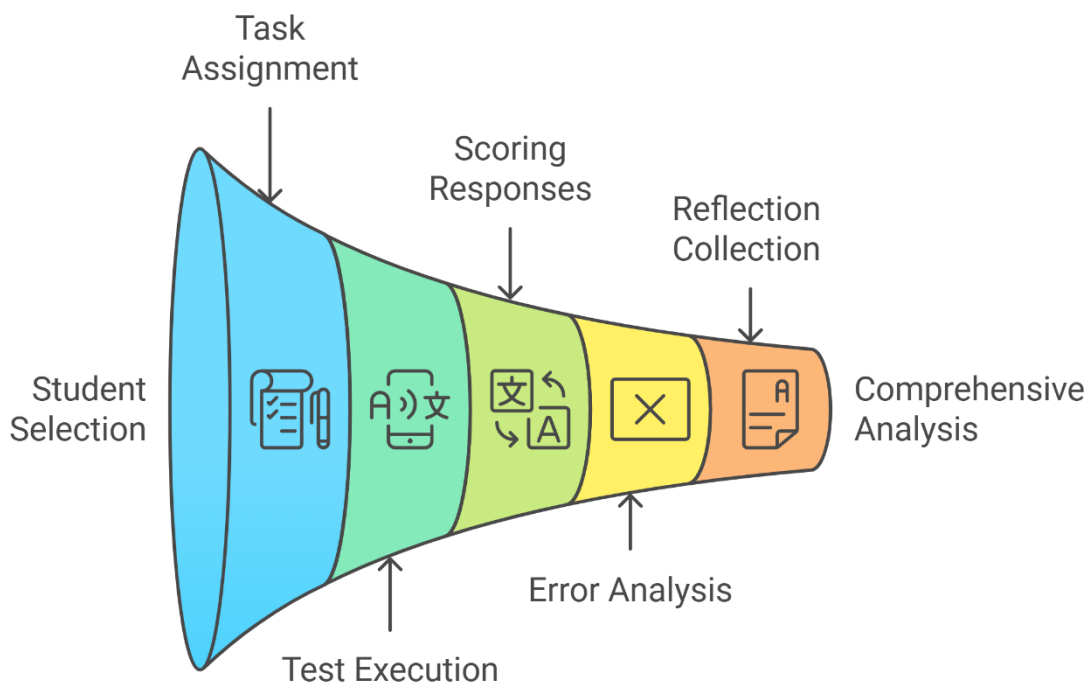
1. **Collocation Types:** The test covered noun + noun, adjective + noun, verb + noun, verb + adverb, adverb + adjective, and noun + verb collocations.
2. **Frequency and Context:** The collocations were chosen from authentic materials and references, including Beresova [14], Saedpanah and Dastgoshadeh [15], and Kasgari [2], to ensure relevance and validity.

### *Procedure*

The study was conducted in a controlled classroom setting at the University of Sulaimani to ensure uniform conditions for all participants. Twenty fourth-year students from the Department of English Language and Literature were selected and tasked with translating 16 English collocations into Kurdish. The collocations were carefully chosen to represent six different types: noun + noun, adjective + noun, verb + noun, verb + adverb, adverb + adjective, and noun + verb. These were selected from established references, including Beresova [14], Saedpanah and Dastgoshadeh [15], and Kasgari [2], to ensure their relevance and authenticity. Students were instructed not to use dictionaries or external aids, as the aim was to evaluate their innate collocational competence and translation skills.

The test, lasting 45 minutes, was designed to assess their ability to interpret and convey meaning accurately without relying on direct translation. After the test, their responses were scored on a scale of 0 to 16, with a theoretical mean of 8 set as the pass mark. Following the test, a qualitative analysis of errors was conducted to identify common patterns of misinterpretation or mistranslation, such as literal translation, cultural mismatches, or grammatical inaccuracies. Additionally, students were asked to provide reflections on their challenges during the test, offering insights into cognitive and contextual factors affecting their performance. This multi-faceted

procedure enabled a comprehensive analysis of both the quantitative and qualitative dimensions of their translation challenges.



**Figure 1.** Process Flow of the Collocation Translation Study

### *Data Analysis*

1. Quantitative Data: Descriptive statistics were used to calculate the percentage of correct responses for each collocation type. A comparative analysis was performed to evaluate which types of collocations posed the greatest challenges.
2. Qualitative Data: Responses were coded thematically to identify key issues, such as collocational restrictions, lack of equivalent expressions, and interference from the native language.

### *Ethical Considerations*

Ethical approval was obtained from the University of Sulaimani. Participants provided informed consent and were assured that their responses would be anonymized and used solely for research purposes.

### *Validity and Reliability*

The test items were validated by experts in translation and Kurdish linguistics to ensure their relevance and appropriateness. A pilot study was conducted with a smaller group of students to refine the test and ensure its reliability.

### *Limitations*

This study is limited to a single group of students at the University of Sulaimani. While the findings provide valuable insights, they may not be fully generalizable to other contexts or Kurdish dialects.

By employing a robust and systematic methodology, this study aims to provide an in-depth understanding of the translation challenges faced by Kurdish learners and offer practical solutions to enhance their collocational competence.

## RESULTS AND DISCUSSION

The results indicate that participants struggled significantly with translating English collocations into Kurdish. Out of 320 possible responses, only 113 translations were correct, yielding an overall accuracy rate of 35.31%. This confirms the hypothesis that most Kurdish learners face challenges in translating English collocations.

**Table 1.** Accuracy by Collocation Type

| Collocation Type   | Total Items | Correct Responses | Accuracy (%)  |
|--------------------|-------------|-------------------|---------------|
| Noun + Noun        | 40          | 16                | 40%           |
| Adjective + Noun   | 40          | 12                | 30%           |
| Verb + Noun        | 40          | 5                 | 12.5%         |
| Verb + Adverb      | 40          | 36                | 90%           |
| Adverb + Adjective | 40          | 11                | 27.5%         |
| Noun + Verb        | 40          | 30                | 75%           |
| <b>Total</b>       | <b>240</b>  | <b>113</b>        | <b>35.31%</b> |

The results reveal distinct patterns in students' ability to translate different types of English collocations into Kurdish. Verb + adverb and noun + verb collocations were the most successfully translated, with accuracy rates of 90% and 75%, respectively. This relative ease can be attributed to the straightforward grammatical structures of these collocations and the presence of direct equivalents in Kurdish. For instance, "lions roar" was frequently translated correctly as *نەهەری شەیر*, reflecting the similarity in syntactic patterns between the two languages. Additionally, the high success rate for verb + adverb collocations, such as "remember vividly" (*بیرکەوتنەوه بەرونی*), suggests that these collocations are familiar and frequently encountered in both languages, particularly in academic or formal contexts.

In contrast, adjective + noun and verb + noun collocations proved significantly more challenging, with accuracy rates of 30% and 12.5%, respectively. The difficulty in translating adjective + noun collocations, such as "a stale joke," highlights the structural and semantic differences between English and Kurdish. In Kurdish, adjectives often follow nouns, and direct translations can produce unnatural expressions. For example, many students translated "a stale joke" as *بەبایەخ نۆکتە* instead of the idiomatic *نۆکتە کۆن*. Similarly, verb + noun collocations like "pay a visit" presented considerable difficulty, as the meaning of such phrases cannot be conveyed through literal translation. Many students produced overly literal renditions, such as *تێچۆی سەردان کردن*, which lack the natural flow of *سەردان کردن* in Kurdish.

Noun + noun collocations, with a 40% accuracy rate, presented moderate difficulty. While some students were able to accurately translate collocations like "flock of birds" as *پۆلێک بەلەندە*, others defaulted to more general expressions, such as *هەندیک بەلەندە*. This inconsistency suggests that while Kurdish does have equivalent noun + noun structures, their appropriate usage requires a nuanced understanding of collocational patterns and cultural norms. Adverb + adjective collocations were

similarly problematic, achieving a low accuracy rate of 27.5%. For example, "fully aware" was frequently mistranslated as *شارمزا* instead of the more contextually accurate *تەواو بەئاگا*. These findings highlight a gap in students' ability to interpret and apply adverbial modifiers in collocations. Overall, the results emphasize that Kurdish learners face significant challenges in translating collocations, particularly those requiring a deep understanding of idiomatic expressions and cultural context. The reliance on literal translation and the lack of exposure to natural collocational patterns in English further compound these difficulties. These findings suggest the need for targeted pedagogical strategies to enhance collocational competence, such as focusing on contextual learning and providing explicit instruction on the cultural and syntactic nuances of collocations.

### *Common Translation Errors*

The qualitative analysis of student responses revealed several patterns of translation errors, highlighting the complexities faced by Kurdish learners in translating English collocations. A predominant issue was the reliance on literal translation, where students directly transferred the meaning of individual words without considering their contextual or idiomatic significance. This approach often resulted in unnatural or nonsensical phrases in Kurdish. For example, the collocation "dry voice" was frequently translated as *دەنگێکی وشک* (a dry sound), which is incorrect and fails to capture the intended meaning of a voice devoid of emotion or warmth. The correct translation, *دەنگێکی رەق*, requires an understanding of the nuanced secondary meaning of "dry" in this context, which was largely absent among the students.

Cultural mismatches also played a significant role in translation errors. Many English collocations are deeply rooted in cultural practices and linguistic conventions that do not have direct parallels in Kurdish. For instance, the phrase "flock of sheep" was often mistranslated as *گۆمەل گەورە* (a group of animals), which, while grammatically correct, lacks the idiomatic precision of the Kurdish equivalent *برانە مەر*. Similarly, "pay a visit" was mistranslated as *تێچووی سەردان کردن* (making a visit journey), reflecting a tendency to over-translate or include unnecessary words, rather than using the concise and culturally appropriate *سەردان کردن*.

Structural differences between English and Kurdish presented additional challenges, particularly in collocations involving adjectives and nouns. In English, adjectives typically precede nouns, but in Kurdish, the order is reversed, with the noun coming first. This misalignment often led to incorrect translations, as seen in the collocation "stale joke," which was translated as *نوکنەیی بەبایەخ* (a literal rendition) rather than *نوکنەیی کۆن* (an old joke). The failure to account for these structural differences reflects a broader issue in understanding the syntactic rules that govern collocational usage in Kurdish.

Another frequent issue was the students' inability to recognize the fixed nature of certain collocations. English collocations such as "a handsome boy" and "green onion" require specific translations in Kurdish, where the equivalent adjectives are highly context-dependent. Many students translated "a handsome boy" as *گۆرێکی جوان* (a beautiful boy), overlooking the gender-specific adjective *قۆز* that applies to males. Similarly, "green onion" was mistranslated as *بیاژی سەوز* (literally green onion) instead of *تەرە پیاژ* (the natural collocation in Kurdish). These errors highlight the importance of teaching collocations as fixed linguistic units rather than as combinations of independent words.

Students also struggled with the semantic shifts required for accurate translation. English words often carry primary and secondary meanings that change based on their collocational partners. For example, in "dry voice," the word "dry" does not refer to the absence of moisture but to a lack of emotion, which students failed to convey in their translations. Similarly, the collocation "biased error" was mistranslated due to a lack of familiarity with the specialized meaning of "biased" in statistical contexts, resulting in overly literal translations that missed the intended nuance. Finally, the tendency to prioritize grammatical accuracy over idiomatic expression contributed to many errors. While some translations preserved grammatical structure, they failed to convey the idiomatic meaning of the collocation. For instance, "flock of birds" was translated as *بەندیک بەئندە* (some birds) instead of *بۆرانیك بەئندە*, which reflects the specific group-related collocation in Kurdish. This suggests that students prioritize literal correctness over idiomatic fluency, a pattern that further underscores their limited exposure to authentic English collocations in context. These recurring errors illustrate the multifaceted nature of the challenges Kurdish students face in translating English collocations. They highlight the interplay between linguistic, cultural, and educational factors, emphasizing the need for a more nuanced approach to teaching collocations in Kurdish EFL classrooms. By addressing these issues, educators can help students move beyond literal translation and develop the collocational competence necessary for accurate and natural translations.

### *Pedagogical Implications*

The findings of this study underscore the critical need to integrate collocational competence into Kurdish EFL curricula, as traditional vocabulary-focused approaches often fail to address the complexities of collocations. Language instruction should shift from teaching words in isolation to emphasizing their use in natural, contextual pairings. This can be achieved by incorporating authentic materials, such as literary texts, media excerpts, and conversational transcripts, which highlight collocations in their native contexts. By exposing students to real-world examples, educators can help learners internalize the patterns of collocations and their idiomatic usage [16], [17].

One of the key strategies for improving collocational competence is the explicit teaching of translation techniques. For instance, students should be trained to use paraphrasing when a direct equivalent in Kurdish is unavailable. This approach encourages creativity and flexibility, enabling learners to convey the intended meaning while maintaining the natural flow of the target language. For example, when translating "biased error," students could learn to conceptualize it as *کەموکورتی* (a methodological flaw) instead of defaulting to a literal translation.

Another important implication is the development and use of bilingual collocation dictionaries tailored to Kurdish learners. Currently, the lack of comprehensive resources hampers students' ability to understand and produce accurate translations. A specialized collocation dictionary would provide learners with context-specific examples and practical guidance, bridging the gap between theoretical knowledge and application. Additionally, cultural awareness training should be a core component of translation education. The errors identified in this study, such as mistranslations of culturally specific collocations like "flock of sheep," highlight the need for learners to understand the cultural underpinnings of both the source and target languages. By incorporating lessons on cultural nuances and idiomatic expressions, educators can help students

develop a more intuitive understanding of collocations and avoid mistranslations caused by cultural mismatches.

Finally, teaching collocations should involve practice-oriented activities that mirror real-life translation tasks. Exercises such as group discussions, collaborative translation projects, and peer reviews can create an engaging and supportive learning environment. These activities not only improve linguistic accuracy but also foster critical thinking and problem-solving skills, which are essential for successful translation. The incorporation of technology, such as collocation-focused apps and online tools, can further enhance learning by providing interactive and adaptive practice opportunities. By addressing these pedagogical implications, educators can help Kurdish learners overcome the challenges identified in this study, equipping them with the skills and confidence to translate collocations effectively. This approach not only enhances linguistic proficiency but also fosters cultural competence, preparing students for the nuanced demands of professional translation and cross-cultural communication.

### *Comparison with Previous Studies*

The findings of this study are consistent with and extend insights from previous research on collocational translation challenges. It underscores the importance of collocations in maintaining idiomatic accuracy, particularly in cross-cultural translations. This study corroborates her observation that literal translation often results in awkward or unnatural expressions, as seen in the frequent mistranslation of English collocations like "dry voice" and "pay a visit" into Kurdish. Such errors stem from the learners' reliance on direct word-for-word translation, a pattern widely reported in other contexts but particularly pronounced here due to the structural differences between English and Kurdish.

Lee [18] emphasize that collocational competence requires learners to understand how words interact within their contextual and grammatical environments. The current study aligns with this perspective, revealing that Kurdish learners often fail to consider collocational constraints, instead focusing on individual word meanings. This tendency is evident in errors such as translating "green onion" as *تەڤە پەيازى سەوز* instead of *تەڤە پەياز*, where the meaning of the collocation as a unit was overlooked. This finding reinforces Lee's argument that collocational knowledge is critical for producing idiomatic translations.

Ahmed Muhammed [19] identified a heavy reliance on literal translation among Kurdish EFL learners and noted that this approach often leads to errors in collocation use. The present study builds on Ahmed's work by categorizing errors into specific collocation types, such as noun + noun and verb + noun, offering a more granular analysis of where difficulties arise. For example, the verb + noun combination "pay a visit" was particularly challenging for learners, with most participants failing to produce the natural Kurdish equivalent *بەسەردان کردن*. This reflects not only a lack of exposure to idiomatic English usage but also insufficient familiarity with Kurdish collocational norms.

Abdul Wahit et al. [20] highlighted the cultural underpinnings of collocation, arguing that cultural mismatches frequently hinder accurate translation. This study substantiates their findings by demonstrating that certain collocations are deeply rooted in cultural contexts, making direct translation impractical. For instance, the English collocation "flock of sheep" was often mistranslated as *گۆمەنل گەورە*, a phrase that reflects a misunderstanding of the culturally appropriate

Kurdish term *برانه مهر*. Such errors underscore the importance of cultural knowledge in addition to linguistic competence.

While previous studies, such as Lay and Yavuz [21], emphasized that insufficient reading and overreliance on bilingual dictionaries exacerbate collocation errors, this study extends the discussion by identifying the structural misalignment between English and Kurdish as a key factor. For instance, English adjective + noun collocations, such as "stale joke," do not directly map onto the noun + adjective structure of Kurdish, leading to frequent errors. This structural divergence complicates the translation process and highlights the necessity for learners to acquire an understanding of collocational patterns in both languages.

The novelty of this study lies in its comprehensive, empirical approach to examining these challenges in a Kurdish context. By focusing on specific types of collocations and integrating cultural, linguistic, and structural analyses, this research provides a more nuanced understanding of the barriers faced by Kurdish learners. Unlike previous studies that provided generalized insights, this study's granular focus on collocation types and its practical recommendations for overcoming translation challenges represent a significant contribution to the field of translation studies.


## CONCLUSION

This study has demonstrated the significant challenges faced by Kurdish EFL learners in translating English collocations into Kurdish, primarily due to linguistic, cultural, and structural disparities between the two languages. The findings indicate that while learners exhibited higher accuracy in translating certain collocation types, such as verb + adverb (90%) and noun + verb (75%), they faced notable difficulties with adjective + noun (30%) and verb + noun (12.5%) combinations. These challenges were predominantly linked to reliance on literal translation, cultural mismatches, and insufficient familiarity with collocational patterns and syntactic structures. The study underscores the importance of integrating collocational competence into Kurdish EFL curricula. Effective interventions include explicit teaching of collocations as fixed linguistic units, training in paraphrasing techniques, and the development of bilingual collocation dictionaries tailored to Kurdish learners. Additionally, incorporating cultural awareness training and authentic materials into language instruction is critical to equipping learners with the skills needed to navigate the complexities of idiomatic language and produce natural translations. By categorizing errors across collocation types and employing a mixed-methods approach, this study provides a comprehensive understanding of the translation challenges faced by Kurdish learners. It not only reinforces findings from previous studies but also contributes novel insights into the interplay of linguistic and cultural factors in collocation translation. These findings offer practical implications for educators, linguists, and policymakers in designing more effective translation training programs and curricula. Future studies should explore the application of digital tools and technology-driven approaches to teaching collocations or extend this analysis to other underrepresented language pairs. By addressing the identified gaps, such studies can further enhance the linguistic and cultural competence of EFL learners, contributing to the broader field of translation studies and intercultural communication.

## AUTHOR INFORMATION

### *Corresponding Author*


**Zana Ibrahim Hama Amin** – Department of English Language and Literature, University of Sulaimani (Iraq);

 [orcid.org/0009-0008-1344-4571](https://orcid.org/0009-0008-1344-4571)

Email: [zana.hama@uhd.edu.iq](mailto:zana.hama@uhd.edu.iq)

### *Author*

**Zana Ibrahim Hama Amin** – Department of English Language and Literature, University of Sulaimani (Iraq);

 [orcid.org/0009-0008-1344-4571](https://orcid.org/0009-0008-1344-4571)

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

## REFERENCES

- [1] L. Bui, "The Role of Collocations in the English Teaching and Learning," *Int. J. Tesol Educ.*, vol. 1, pp. 99-109, Aug. 2021. <https://doi.org/10.11250/ijte.01.02.006>
- [2] Z. Ahmadpour Kasgari, "Elaborative text modification vs. input flooding: a case study on non-congruent collocations," *Asian-Pacific J. Second Foreign Lang. Educ.*, vol. 3, no. 1, p. 8, Dec. 2018. <https://doi.org/10.1186/s40862-018-0049-z>
- [3] T. H. Nguyen, K. H. Anh, and T. N. Khanh, "The Use of English Collocations in Written Translation - A Case of University English-Majored Students," *Int. J. High. Educ.*, vol. 10, no. 1, p. 252, 2020. <https://doi.org/10.5430/ijhe.v10n1p252>
- [4] T. Kurniawan and A. Abdurrahim, "Errors Analysis towards Collocation Usage," *Dewantara J. Pendidik. Sos. Hum.*, vol. 2, no. 1, pp. 80-93, 2023. <https://doi.org/10.30640/dewantara.v2i1.665>
- [5] I. L. de L. Almeida, J. F. Rego, A. C. G. Teixeira, and M. R. Moreira, "Social isolation and its impact on child and adolescent development: a systematic review," *Rev. Paul. Pediatr.*, vol. 40, 2022. <https://doi.org/10.1590/1984-0462/2022/40/2020385>
- [6] N. Nesselhauf, "The Use of Collocations by Advanced Learners of English and Some Implications for Teaching," *Appl. Linguist.*, vol. 24, no. 2, pp. 223-242, Jun. 2003. <https://doi.org/10.1093/applin/24.2.223>
- [7] A. Purba, B. Sinurat, R. Purba, B. P. S. Dhillon, E. Fatmawati, and N. Saputra, "Translation: The Implementation of Molina and Albir's Theory in a Movie From English into Indonesian," *Stud. Media Commun.*, vol. 11, no. 5, p. 25, Mar. 2023. <https://doi.org/10.11114/smc.v11i5.6011>
- [8] G. Gunarso, L. Sandra, and M. Yap, "Determinants for participation in independent learning policy and independent campus programs," *Int. J. Eval. Res. Educ.*, vol. 12, no. 3, p. 1507, Sep. 2023. <https://doi.org/10.11591/ijere.v12i3.24320>
- [9] R. C. I. Prahmana and U. D'Ambrosio, "Learning geometry and values from patterns: Ethnomathematics on the batik patterns of yogyakarta, indonesia," *J. Math. Educ.*, vol. 11, no. 3, pp. 439-456, 2020. <https://doi.org/10.22342/jme.11.3.12949.439-456>
- [10] L. Zhang, "The Significance of Collocational Knowledge for Learners of English and Teaching Implications," in *Proc. 2020 Conf. Educ., Lang. Inter-cultural Commun. (ELIC*

- 2020), Paris, France: Atlantis Press, 2020. <https://doi.org/10.2991/assehr.k.201127.048>
- [11] E. Delfia, I. D. P. Wijana, and T. M. J. Kesuma, "Lexical and Grammatical Cohesion in the Regional Regulation Discourse of West Sumatra Province," *J. Lang. Lit.*, vol. 23, no. 2, pp. 447-463, 2023. <https://doi.org/10.24071/joll.v23i2.6081>
- [12] M. F. Napitupulu, F. Repelita, W. Kembaren, E. Carmelia, and M. Sambas, "Google Translate Analysis Errors in English-Indonesia Translation Text: Idiom Cases," *Regist. J. English Lang. Teach. FBS UNIMED*, vol. 12, no. 4, pp. 299-305, 2023. <https://doi.org/10.24114/reg.v12i4.55153>
- [13] J. Filladsen, "Translation based on cultural aspect: a study regarding how translating text different traditional in two countries," *Appl. Transl.*, 2020. <https://doi.org/10.51708/apptrans.v14n1.1064>
- [14] J. Beresova, "Authentic Materials - Enhancing Language Acquisition and Cultural Awareness," *Procedia - Soc. Behav. Sci.*, vol. 192, pp. 195-204, Jun. 2015. <https://doi.org/10.1016/j.sbspro.2015.06.028>
- [15] E. Saedpanah and A. Dastgoshadeh, "The Comparative Effect of Teaching Collocations through Literary vs. Non-Literary Content on EFL Learners," *HOW*, vol. 26, no. 1, pp. 63-80, Mar. 2019. <https://doi.org/10.19183/how.26.1.473>
- [16] L. Xue, "Using data-driven learning activities to improve lexical awareness in intermediate EFL learners," *Cogent Educ.*, vol. 8, no. 1, Jan. 2021. <https://doi.org/10.1080/2331186X.2021.1996867>
- [17] M. Estaji and M. R. Montazeri, "The Representation of Collocational Patterns and Their Differentiating Power in the Speaking Performance of Iranian IELTS Test-Takers," *Front. Educ.*, vol. 7, Mar. 2022. <https://doi.org/10.3389/educ.2022.827927>
- [18] Y. J. J. Lee, "Using Films in Second-Language Learning: Perspectives Through the Lens of Transmedia and Cultural Learning," *STEM J.*, vol. 23, no. 4, pp. 1-11, Nov. 2022. <https://doi.org/10.16875/stem.2022.23.4.1>
- [19] A. Ahmed Muhammed, "Identifying and Explaining Some Structural Asymmetries in Kurdish vs. the English Language: Morphological and Syntactic Typology Study," *English Lang. Lit. Cult.*, vol. 2, no. 6, p. 115, 2017. <https://doi.org/10.11648/j.ellc.20170206.14>
- [20] M. A. Abdulwahid, Z. A. Binti Zainon Hamzah, P. Hajimaming, and H. W. Alkhawaja, "Translating Legal Collocations in Contract Agreements by Iraqi EFL Students-Translators," *Int. J. Educ. Lit. Stud.*, vol. 5, no. 1, p. 55, Jan. 2017. <https://doi.org/10.7575/aiac.ijels.v.5n.1p.55>
- [21] K. J. Lay and M. A. Yavuz, "Targeting Turkish-to-English Interlingual Interference Through Context-Heavy Data-Driven Learning," *Sage Open*, vol. 10, no. 2, Apr. 2020. <https://doi.org/10.1177/2158244020920596>