

ADAPTATION OF DAILY-USED SPANISH COLLOQUIAL TERMS INTO ENGLISH

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Abstract

This research explores the translation of colloquialisms used by university students from Humanities and Educational Sciences School at UMSA university, aiming to preserve both linguistic nuances and cultural authenticity. By systematically documenting and analyzing these colloquialisms, the study addresses the challenges translators face in accurately adapting informal expressions into English. Utilizing qualitative methods, the research defines shared meanings, categorizes colloquialisms grammatically, and provides English equivalents with contextual examples. The findings highlight the importance of understanding cultural context in translation, emphasizing a balance between domestication and foreignization to maintain the integrity and accessibility of the original expressions.

Key words: Colloquialisms, Cultural Context, Translation, Domestication, Foreignization.

1. Introduction

The translation of colloquialisms poses significant challenges for translators, particularly when aiming to preserve both linguistic nuances and cultural authenticity. This complexity is amplified in academic contexts, where students in the Humanities Faculty at UMSA University frequently employ a diverse range of colloquial expressions in their daily communication. These expressions, integral to their cultural identity and social interactions, present unique obstacles in cross-cultural communication and accurate translation.

This research addresses the critical need to enhance the tools available to translators by systematically documenting and analyzing colloquialisms used by university students. By focusing on these colloquialisms, the study aims to provide translators with a careful selection of expressions that encapsulate the richness of everyday discourse among university students. The goal is not only to facilitate more accurate translations but also to promote a deeper understanding of cultural nuances embedded in these expressions.

Through qualitative methods, this study explored the linguistic and cultural dimensions of colloquialisms, defined their shared meanings, categorized them based on grammatical criteria, and provided English equivalents with contextualized examples. This approach sought to bridge the gap between source and target

languages, ensuring that translations maintain the intended meanings and cultural resonances of the original expressions.

By delving into these complexities, this research contributes to the fields of translation studies and intercultural communication, offering insights that can inform more effective translation practices and foster greater appreciation for linguistic diversity. Ultimately, this study empowers translators with the tools and understanding necessary to navigate the intricate landscape of colloquial language and enhance cross-cultural communication.

2. Statement of the problem

The translation of texts, particularly those rich in colloquialisms, posed a significant challenge in accurately conveying linguistic and cultural nuances. This challenge was especially pronounced in academic settings where university students from Humanities and Educational Sciences School at UMSA used a diverse range of regional expressions in their everyday communication. These colloquialisms reflected both linguistic richness and cultural distinctiveness, making them integral to students' daily discourse.

However, these colloquialisms created formidable barriers to effective translation, especially when the target audience was unfamiliar with the intricacies of the source language. The lack of a comprehensive understanding of the shared meanings, cultural connotations, and contextual usage of these expressions hindered their accurate adaptation into English. This gap in translation not only impeded cross-cultural communication but also risked the misrepresentation of cultural nuances.

The primary problem, therefore, was the absence of a systematic approach to comprehend the linguistic and cultural dimensions of regional expressions used by university students. This deficiency extended to the categorization and documentation of these expressions, which was essential for accurate and culturally sensitive translations. The need to adapt the meanings of these colloquialisms into English equivalents further complicated this task, as it required a nuanced understanding of both languages.

Furthermore, the complexity of translating colloquialisms lay in the challenge of achieving semantic equivalence. Colloquial terms often embodied specific cultural references and emotional undertones that were difficult to replicate in another language. Literal translations could strip these terms of their intended impact or render them meaningless. Additionally, syntactic and grammatical differences between languages complicated the translation process, necessitating careful consideration of sentence structure and linguistic constructs to preserve the original message's coherence and impact.

Addressing these challenges was crucial for improving translation accuracy and promoting cross-cultural understanding. Without a structured methodology to

document and adapt these colloquialisms effectively, the richness of the original expressions and the cultural heritage they embodied risked being lost in translation. The research sought to bridge this gap by systematically collecting, documenting, and analyzing the thirty most commonly used everyday colloquialisms by university students from Humanities and Educational Sciences School at UMSA, thereby enhancing cross-cultural communication.

In summary, the problem encompassed the intricate task of translating colloquial expressions from one language to another while preserving their linguistic and cultural essence. Overcoming this challenge required a deep understanding of the cultural contexts of both languages and a meticulous approach to documenting and adapting these expressions. By addressing this problem, the research aimed to contribute significantly to the fields of translation studies and intercultural communication, promoting a deeper appreciation of linguistic diversity and the art of translation.

3. Objectives

3.1 General objectives

- To systematically collect and document everyday colloquialisms used by university students.
- To identify and prioritize the 30 most frequently used colloquialisms among university students.

3.2 Specific objectives

- To define the meanings shared among university students for the identified colloquialisms.
- To categorize the identified colloquialisms based on grammatical criteria.
- To adapt the meaning of the identified colloquialisms into English language equivalents.
- To provide a contextualized example of the identified colloquialisms in both languages, Spanish and English.

4. Justification

The present research addresses the critical need to enhance the accuracy and cultural sensitivity of translations, particularly when translating content rich in colloquialisms. Colloquialisms, with their region-specific nuances and cultural connotations, pose significant challenges in translation. Accurate translation of these expressions is essential to preserving the authenticity and intended meaning of the original language, which is often lost in conventional translation processes. This research aims to systematically collect and document everyday colloquialisms

used by university students from Humanities and Educational Sciences School at UMSA, thereby contributing to a more faithful representation of cultural nuances in translated texts.

Focusing on university students provides a comprehensive and diverse sample of colloquial expressions, reflecting the linguistic richness and cultural diversity present in academic environments. University students are at a unique intersection of traditional and contemporary language use, making them ideal subjects for studying evolving linguistic trends. By exploring colloquialisms within this demographic population, the research can capture a wide array of expressions that are representative of broader societal¹ usage and understanding.

Adapting these colloquialisms into English equivalents is another pivotal aspect of this study. This effort not only facilitates cross-cultural understanding but also bridges linguistic barriers in academic and professional communication. Ensuring that translated texts resonate accurately with diverse audiences is essential for promoting inclusivity and accessibility in global discourse. This research, therefore, seeks to address the challenges of translating colloquialisms, contributing to the effective dissemination of academic knowledge and enhancing the understanding of cultural contexts across linguistic boundaries.

Moreover, the documentation and analysis of these colloquialisms will deepen the appreciation of linguistic diversity and cultural nuances in communication. Understanding how these expressions are used in everyday contexts by university students from Humanities and Educational Sciences School at UMSA will provide valuable insights into the dynamics of language evolution and cultural exchange. This study underscores the importance of linguistic diversity and cultural sensitivity in facilitating effective communication across languages.

In summary, the justification for this research lies in its potential to improve translation accuracy and promote cross-cultural understanding through the meticulous study of colloquialisms in university settings. By highlighting the significance of preserving linguistic and cultural authenticity in translations, this research contributes to fostering a more interconnected and inclusive global community.

5. Methodological design

5.1 Type of investigation

The research adopted a qualitative and descriptive approach, emphasizing an in-depth exploration and understanding of the phenomenon under investigation.

1. Relating to the broader social structures and cultural norms that influence human behavior and interactions. In this context, “societal” denotes the extensive social and cultural influences that govern language use, illustrating how the colloquial terms employed by university students mirror broader linguistic trends within the society.

Qualitative research was well-suited for the study as it allowed for a nuanced examination of the everyday colloquialisms used by university students from Humanities and Educational Sciences School at UMSA. Through qualitative methods such as surveys, observation, and content analysis, the research captured the richness and depth of these linguistic elements, offering insights into their cultural significance and contextual usage. The descriptive nature of the study implied meticulous documentation of the colloquialisms that were collected, focusing on defining their meanings, adapting them into English equivalents, and categorizing them based on grammatical criteria.

5.2 Type of the method

The research outlined in this document employed a combination of content analysis and qualitative analysis methods. Content analysis was utilized to systematically examine and interpret the textual content related to the identified colloquialisms commonly used by students in the Humanities faculty. This method allowed for the extraction of meaningful patterns, themes, and categories within the collected data, contributing to a structured understanding of the linguistic phenomena under investigation. Additionally, qualitative analysis methods were used to provide a deeper, interpretative insight into the context and nuances of these colloquialisms, enabling a more comprehensive exploration of their usage, implications, and cultural significance.

5.3 Population and sample

The population for this study comprised university students from Humanities and Educational Sciences School at UMSA who use colloquialisms in their everyday communication. On the other hand, the focus on a specific sample was not delimited because the aim is broad applicability by translators, as the study is intended to provide general insights into the translation of colloquialisms. This allows for a diverse range of participants in terms of age, academic discipline, and background. In other words, the selection was purposive, aiming to capture a broad spectrum of colloquial expressions used across different scenarios. Nonetheless, to achieve that, non-probabilistic sampling was used, initially using convenience sampling and then expanding it to snowball sampling. Therefore, participants were observed and surveyed without restrictions on specific demographic characteristics or study background since the Humanities School has different carriers. Thus, it ensured a comprehensive understanding of the colloquialisms prevalent within the general university environment.

6. Theoretical framework

6.1 Translation basic definition

Translation is the process of rendering text or spoken words from one language into another. It involves converting the original meaning of a source language into a

target language. Translators strive to convey the intended meaning, tone, and style of the original content accurately in the translated version. According to Saha, A. (2020), Translation, in general, refers to the process of transforming a document from one language to another, and it is extremely vital in today's globalized globe and multilingual cultures.

In that sense, this intricate process involves more than mere linguistic substitution. It demands the adept conversion of not just words but the very essence of the source language's meaning, tone, and style into a form that resonates authentically in the target language. Translators, in their pursuit of accuracy, navigate the delicate terrain of cultural nuances, ensuring that the translated version not only conveys information but also captures the cultural context and intended emotions.

In essence, translation goes beyond simply converting words from one language to another. The translation requires a thorough grasp of both linguistic nuances and cultural subtleties. Therefore, translators must ensure that the translated text faithfully captures the original meaning, tone, and style, while also being culturally appropriate for the target audience. This intricate process highlights the essential role of translation in enabling effective communication across languages and cultures in the different settings.

6.2 The role of translator

The role of a translator transcends linguistic boundaries, embodying the art of bridging diverse cultures and facilitating effective communication. A translator is not merely a linguistic intermediary but a cultural ambassador, entrusted with the delicate task of conveying the meaning, tone, and style of a source language into a target language. According to Peter Newmark (1988), it is essential for a translator to demonstrate a strong sensitivity and expertise in its own language. Therefore, the combination of skills ensures the translator can face the complexities of translation effectively.

In the study of Shu-juan (2009), the translator's primary task is to align the intentions of the source language author with the expectations of the target language readers, utilizing appropriate translation principles. In contrast, according to Risku, H. (2007), the market for intercultural technical communication is expanding, and translators are essential to it, and translation technology may help them in many aspects of their work.

Based on that, the role of translator functions as more than a linguistic intermediary. The translators play a pivotal role in fostering effective communication due the delicate task of considering both the intricacies of language and the nuances of diverse cultures. Therefore, the challenge lies not only in accurately transposing the meaning, tone, and style from a source language to a target language but also in aligning the author's intentions with the expectations of the target language's readers.

6.3 Domestication

Domestication in the realm of translation studies denotes a translational strategy characterized by the deliberate assimilation of a translated text into the prevailing linguistic and cultural norms of the target audience. For Guillen, S. (2024), this approach prioritizes the seamless integration of the translated material, emphasizing linguistic fluency and cultural resonance within the target context. Based on that, practitioners of domestication frequently engage in modifications such as adapting idiomatic expressions, recalibrating cultural references, and reconfiguring sentence structures to align closely with the target culture.

Mariam, H. (2014), in their article “Domestication and Foreignization in Translating Culture-Specific References of an English Text into Arabic” states that strategies of domesticating or foreignizing a target text vary among translators, depending on the translator’s aim, the client’s purpose, the genre of the text and its nature, but the judgment and vision of the translator are still primary factors. In contrast, Tian-xi, L. (2015) states that, domestication as a procedure of translation field is a strategy that characterizes by producing a fluent and easily readable text, making the translation appear as though it were not translated.

It can be understood that, domestication in translation studies refers to a deliberate strategy where a translated text is seamlessly assimilated into the linguistic and cultural norms of the target audience. The emphasis is on achieving natural integration by modifying expressions and structures to align closely with the conventions of the target culture. This approach prioritizes linguistic fluency and cultural resonance, aiming for a translated work that appears native to the target language. Overall, domestication is portrayed as a nuanced strategy that navigates the complexities of linguistic and cultural adaptation in translation.

6.4 Foreignization

Foreignization in the field of translation studies refers to a translational strategy characterized by the intentional retention of foreign or culturally distinct elements in a translated text. In the work of Mariam, H. (2014), highlights that “adopting foreignization in translated texts helps to achieve diversity in discourse where languages vary in their discourse and methods.” (p.30). Unlike domestication, which seeks to assimilate the translated material into the prevailing linguistic and cultural norms of the target audience, foreignization prioritizes the preservation of unique cultural markers, linguistic idiosyncrasies, and elements that may appear unfamiliar to the target audience.

In words of Yun, L. (2003), “foreignization, is an efficient way to keep the distinctive flavor in the original and to introduce the foreign culture” (p. 37). On the other hand, based on the article of Mariam, H. (2014), the main advantages of foreignization are that it offers the target readers the opportunity to enjoy a different

cultural atmosphere. Based on those perspectives, foreignization in translation studies is described as a deliberate approach that is otherwise focused on retaining foreign or culturally distinct elements in the translated text. In other words, foreignization emphasizes the preservation of unique cultural markers, linguistic idiosyncrasies, and elements that may be unfamiliar to the target audience.

In conclusion, foreignization in translation is a deliberate strategy that prioritizes the retention of culturally distinct elements and linguistic idiosyncrasies within a translated text. This approach contrasts with domestication, which seeks to align the translation more closely with the cultural and linguistic norms of the target audience. By preserving the unique aspects of the source culture, foreignization enriches the target text with a diverse cultural atmosphere, offering readers an authentic experience of the original context. This strategy underscores the importance of maintaining cultural diversity and promoting cross-cultural understanding in translation practices.

6.5 Colloquialisms

Based on the information reviewed it can be understood that, colloquialisms are informal expressions or words that are commonly used in everyday and casual speech but may not be considered standard in formal writing or more formal contexts. Additionally, these linguistic elements often reflect the local or regional characteristics of a particular community or social group. On the other hand, colloquialisms can encompass a range of language features, including words or phrases that are specific to a certain region, cultural or demographic group.

According to Malyuga, E. N., & Yermishina, V. E. (2021), colloquialisms serve as stylistic devices to attach humorous, ironic, derogatory, or rude connotations and its use encompass words and grammatical structures from urban speech. Moreover, for Fattah, B. O., & Salih, S. M. (2022), the frequency of colloquial language is not influenced by the education level of speakers. Individuals from various social, economic, political or religious backgrounds use colloquial expressions regardless of their educational status.

In essence, colloquialisms, as outlined in this subtitle, are informal expressions ingrained in everyday, casual speech, setting them apart from the formalities of written or serious communication. These linguistic elements are described as mirrors reflecting the local or regional characteristics of specific communities or social groups. Colloquialisms, inclusive of various language features like region-specific words, phrases, and pronunciations, play a dynamic role in shaping communication.

7. Data analysis

After obtaining the data, the responses were analyzed to determine the 30 most recurrent colloquialisms used among the different students, as well as to unify the meaning. On the other hand, the colloquialisms are shown below in alphabetical order

and with its respective grammatical category. On the left side are the colloquialisms in Spanish with their definition and example, on the right side is the English adaptation, the meaning of the word and an example.

Term / colloquial expression	Adaptation in English
1. Aurita, Adverbio Expresión de tiempo indefinido. Ejemplo: Aurita voy, estoy ocupada.	❖ In a tick, Phrase Meaning: Very soon, in a short moment. Example: I'll get back to you in a tick, just need to finish this.
2. Cacho, cachito, Nombre Dentro de poco, en un tiempo próximo. Ejemplo: En un cacho más es la otra clase.	❖ In no time, Phrase Meaning: Very quickly, almost immediately. Example: I'll finish this in no time.
3. Cañar, verbo Ingerir bebidas alcoholicas. Ejemplo: Vamos a cañar este finde luego del partido.	❖ To booze, Verb Meaning: To drink alcoholic beverages. Example: Let's go to booze this weekend after the match.
4. Casero (ra)², Nombre Vendedor o comerciante de una tienda o puesto ambulante. Ejemplo: Vamos donde la case por unas galletas.	❖ Vendor, Noun Meaning: A person who sells goods, especially in a market or street. Example: Let's go to the vendor for some snacks.
5. Chamba, Nombre Trabajo o empleo que se realiza para ganar dinero. Ejemplo: La chamba me está matando, no tengo tiempo de hacer las tareas.	❖ Gig, Noun Meaning: A job, especially one of short duration or freelance work. Example: My gig is exhausting, I barely have time for anything else.
6. Chango (a), Adjetivo Referente a una persona joven y de actitud jovial. Ejemplo: Ese chango me hace reír, es un buen amigo.	❖ Youngster, Noun Meaning: When an older or same age person addresses a minor or has a lot of trust in them. Example: That youngster always makes me laugh.
7. Chaqui, Nombre Estado de resaca producida por beber en exceso. Ejemplo: El licen no notó que estaba con chaqui.	❖ Hangover, Noun Meaning: The aftereffects of drinking too much alcohol. Example: The teacher didn't notice I was suffering from a hangover.
8. Codo, Adjetivo Persona tacaña que prefiere no gastar dinero. Ejemplo: Ese codo no da ni para las fotocopias.	❖ Stingy, Noun Meaning: A person who spends as little money as possible. Example: The stingy refused to donate even a small amount.

2. In this word, the only aspect that is taken into account is the person selling in order to offer an alternative in English. This is because in English there is no word that contains the meaning of seller and buyer in addition to the connotation of familiarity or affectivity at the same time.

9. Coso, Nombre Referente a un objeto del cual no se sabe o recuerda el nombre. Ejemplo: ¿Cómo se llama ese coso? / Pásame ese coso de allá.	❖ Doohickey / Thingy, Noun Meaning: An object or gadget whose name is unknown or forgotten. Example: I need that doohickey to fix this. / I need that thingy to open the door.
10. Dar vaca Recolección de dinero para un fin inmediato. Ejemplo: Daremos vaca para las chelas.	❖ Pitch in / Chip in, Verb Meaning: To contribute money for a joint purpose. Examples: - Let's all pitch in for the drinks. - Everyone needs to chip in for the booze.
11. Debolás Expresión afirmativa expresada con determinación. Ejemplo: ¿Seguro vamos al taco luego de clases? Sí hermano, debolás.	❖ For real, Phrase Meaning: Seriously, without any doubt. Example: Are we going to the party tonight? For real.
12. Estar camote Expresión utilizada para denotar enamoramiento profundo. Ejemplo: Estaba tan camote que hasta le hacía la tarea.	❖ Smitten, Adjective Meaning: Overwhelmed or struck by love or affection. Example: He was smitten and would do anything for her.
13. Fresco, Nombre Jugo hervido de alguna fruta. Ejemplo: Vamos por un fresco de piña.	❖ Beverage, Noun Meaning: A drink, especially one other than water. Example: Let's get a beverage from the café, I would like a peach one.
14. Funar, Verbo En redes sociales, expresar odio o repudio hacia una persona o grupo por su actitud, pensamiento o forma de comportamiento. Ejemplo: Lo funaron por hablar así.	❖ Cancel, Verb Meaning: To publicly criticize and ostracize someone on social media. Example: They canceled him for his offensive post.
15. Te freseas Expresión utilizada para retar a una persona a hacer algo. Ejemplo: ¿Me pasas el examen o te freseas?	❖ Chicken out / Back out, Verb Meaning: To decide not to do something due to fear. / To withdraw from a commitment or challenge. Example: Are you going to help me or are you going to chicken out? / Are you going to back out of the dare?
16. Hija, Hijita, Nombre Forma de referirse a una persona con afecto. Usualmente usado por varones para dirigirse a sus amistades. Ejemplo: Che hijita ¿nos reunimos con los panas? ¿O la jefa te jala la correa?	❖ Buddy, Noun Meaning: A friendly term to address a close friend. Example: Hey buddy, are we hanging out with the gang or are you stuck at home?
17. Jaila, Adjetivo Dicho de una persona con actitud soberbia o comportamiento de clase social alta. Ejemplo: El jaila se compró un iPhone y no le dura su batería.	❖ Snobby, Adjective Meaning: Acting in a way that shows one thinks they are better than others and likes only people who are of a high social class. Example: That snobby guy got an iPhone but it doesn't even last long.

18. K'enchá, Adjetivo Persona con mala suerte o que atrae la mala suerte. Ejemplo: Él es el k'enchá del grupo, siempre que estamos cerca pasa algo malo.	❖ Cursed, Adjective Meaning: Having or bringing more than the usual bad luck. Example: He's cursed, bad things always happen around him.
19. Malandro, Nombre Descuidista, persona que roba pertenencias de las personas distraídas. Ejemplo: Ese grupo de malandros le robó su celular mientras estábamos en la cancha.	❖ Crook, Noun Meaning: A person who is dishonest or a criminal. Example: Watch out for that crook, he might steal your purse.
20. Michi, Nombre Manera de llamar genéricamente a los gatos. Ejemplo: Ese michi era tan gordito.	❖ Puss / Kitty, Noun Meaning: Term used to refer cats. Example: That kitty was so plump. / That puss is so playful.
21. Mina, Nombre Mujer joven, también hace referencia a la novia de una persona. Ejemplo: Recién nomás terminé con mi mina.	❖ Chick / Gal, Noun Meaning: Informal term for a girl or young woman. Example: I just broke up with my chick. / I just ended things with my gal.
22. Nica (Ni cagando) Expresión de rechazo total hacia algo. Ejemplo: ¿Vamos a la fiesta de los de psico? Nica hermano, mejor vamos a la de medicina.	❖ Nope Meaning: Informal way to say no. Example: Are we going to that boring lecture? Nope.
23. Opa, Adjetivo Persona tonta, con poco criterio. Ejemplo: Ese chico es bien opa, no entiende una simple orden.	❖ Dumb / Dull, Adjective Meaning: Lacking sharpness of intellect; slow to understand. Example: That dumb guy said Peru was in Europe. / That dull thought Paris was in Italy.
24. Pajpaco, adjetivo Dicho de una persona falsa, que finge en exceso. Ejemplo: No le creas, es bien pajpaco.	❖ Phony, Noun Meaning: A person who is not sincere or genuine. Example: Don't trust him, he's such a phony.
25. Parco, Adjetivo Persona sin motivación o muy aburrida. Ejemplo: Más parco no puede ser ese licen al dar clase.	❖ Dull, Adjective Meaning: Lacking interest or excitement. Example: That lecturer is so dull, his classes put everyone to sleep.
26. Pucho, Nombre Referente a cigarrillo. Ejemplo: Hermano ¿tienes un pucho para el frío?	❖ Cig or Ciggy, Noun Meaning: Short form of cigarette. Example: Dude, got a cig for the cold? / Got a ciggy for me?
27. Rajarse, Verbo Poner esfuerzo para lograr completar algo. Ejemplo: Debo rajarme en el último exa para pasar.	❖ Bust one's ass, Phrase Meaning: To work extremely hard. Example: I need to bust my ass for the final exam to pass.

28. Real, Nombre Mejor amigo (a), amistad inseparable. Ejemplo: Mi real y yo yendo a 2T con más fe que conocimiento.	❖ Chum, Noun Meaning: Best friend or close friend. Example: My chum and I have known each other for years.
29. Salado, Adjetivo Persona con mala suerte, que le va mal. Ejemplo: ¿Somos el primer grupo? ¿Quién fue el salado que sacó el papel?	❖ Jinxed, Adjective Meaning: Having or believed to bring bad luck. Example: Who drew the first number? That guy must be jinxed.
30. Vistear, Verbo Usado en chats, leer y no responder el último mensaje enviado. Ejemplo: Me visteas y luego actúas como si nada.	❖ Ghost, Verb Meaning: To ignore or stop communicating with someone suddenly. Example: You ghosted me after reading my message.

8. Conclusions

The research on the adaptation of daily-used Spanish colloquial terms into standard English has revealed significant insights into the complexities and nuances of translation. By employing qualitative methods, the study effectively captured the cultural and contextual essence of colloquial expressions, demonstrating that successful translation requires more than mere linguistic accuracy. It necessitates a profound understanding of cultural contexts and an ability to convey the emotional and social undertones embedded in the original expressions. The study's findings underscore the importance of contextualization in translation, highlighting that providing contextualized examples ensures the translations resonate with the target audience while maintaining the intended meaning and impact of the source language.

Furthermore, the research identified several challenges in translating colloquialisms, such as dealing with cultural references and avoiding literal translations that could render expressions meaningless. To address these challenges, the study emphasized adaptive translation strategies, including domestication and foreignization, to achieve semantic equivalence. The conclusions drawn from this research contribute significantly to the field of translation studies by offering both theoretical and practical insights. They highlight the critical role of translators as cultural intermediaries who must adeptly bridge linguistic and cultural gaps, thus facilitating effective communication in an increasingly globalized world.

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