

Exploring the Challenges of Collocation Translation: A Case Study of ELF Students at Omar Almukhtar University

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ABSTRACT

This paper examines the challenges involved in translating collocations from English into Arabic, specifically focusing on the difficulties encountered by English as a Foreign Language (EFL) students during the translation process. The study adopted a mixed-methods approach, combining quantitative data derived from Newmark's translation procedures with qualitative data obtained through a questionnaire, in order to obtain a comprehensive understanding of the strategies and obstacles associated with translating collocations. The participants in the study were Arabic-speaking students enrolled in English courses at Omar Almukhtar University, who were asked to translate English collocations. The findings indicate that many students lacked familiarity with common collocations. The challenges in translating collocations were attributed to various factors, including linguistic and cultural barriers, misunderstandings of collocation meanings, and a tendency to rely on literal translation and word-for-word strategies. Interestingly, the results also suggested that the quality of the university's translation education system may contribute to the difficulties encountered in collocation translation, potentially indicating shortcomings in the curriculum, teaching methods, or student support related to collocation translation skills.

الملخص

تتناول هذه الورقة البحثية التحديات المرتبطة بترجمة التراكيب الكلامية من الإنجليزية إلى العربية، مركزة بشكل خاص على الصعوبات التي تواجه طلاب اللغة الإنجليزية كلغة أجنبية (EFL) أثناء عملية الترجمة. اعتمدت الدراسة نهجاً منهجياً مختلطاً، حيث جمعت البيانات الكمية المستمدة من إجراءات ترجمة نيومارك مع البيانات النوعية المتحصلة من خلال استبيان، بهدف الحصول على فهم شامل للاستراتيجيات والعقبات المرتبطة بترجمة التراكيب الكلامية. شملت المشاركين في الدراسة طلاباً متحدثين باللغة العربية مسجلين في قسم اللغة الإنجليزية بجامعة عمر المختار، حيث طُلب منهم ترجمة التراكيب الكلامية الإنجليزية. تشير النتائج إلى أن العديد من الطلاب يفتقرون إلى التمرس في التراكيب الكلامية الشائعة، يُعزى تحديات ترجمة التراكيب الكلامية إلى عوامل متعددة، بما في ذلك الحواجز اللغوية والثقافية، وسوء فهم معاني التراكيب الكلامية، والتميل إلى الاعتماد على الترجمة الحرفية والاستراتيجيات الحرفية. بشكل مثير للاهتمام، تشير النتائج أيضاً إلى أن جودة نظام التعليم في الجامعة قد تسهم في الصعوبات التي تواجه ترجمة التراكيب الكلامية، مما قد يشير إلى نقائص في المنهج الدراسي، أو طرق التدريس، أو دعم الطلاب المتعلقة بمهارات ترجمة التراكيب الكلامية.

KEYWORDS: Collocation Translation, Translation Difficulties, EFL Students, Linguistic and cultural Factors

Introduction

Translation, which involves transferring a text from one language to another, is a complex process. Technically, the source language represents the original form from which the translation is created, while the target language represents the desired form into which it will be transformed. According to Catford (1965, p.20), translation is defined as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." Furthermore, translation has become both an art and a science, and it plays a significant role in exchanging cultures and knowledge across various fields. Without translation, knowledge would not have been effectively transferred from one language to another. Moreover, translation is crucial for multinational or multicultural companies and institutions as it ensures effective communication. It is important to note that any unintended change in meaning during translation could lead to confusion or even offense among the target audiences. Additionally, translation contributes to global peacekeeping, as mistranslation can potentially result in conflicts and even wars. However, the task of a translator is not an easy one.

They must be well-versed in the cultural, lexical, and grammatical differences between both the source and target languages. The translation process presents several difficulties and challenges. One of the most significant linguistic phenomena encountered when dealing with collocations, which are combinations of two or more words that consistently occur together in different texts and contexts. Translating collocations can be problematic due to the varying meanings produced when a word is combined with different words. For instance, the English verb 'make' has different meanings when paired with different words. For example, 'make an offer' translates into يقدم عرض, 'make an effort' translates into يبذل جهد, 'make a decision' translates into يتخذ قرار, and 'make a mistake' translates into يرتكب خطأ. In light of these challenges, this study aims to identify and analyse the specific challenges and difficulties that arise when translating collocations from English into Arabic. By examining the linguistic, cultural, and contextual factors contributing to these difficulties, the research intends to enhance the accuracy and effectiveness of translations between these two languages, particularly in the context of collocations. The problem addressed in this paper is that translating collocations remains an ongoing struggle for many EFL students. Despite previous studies, this type of difficulty remains prevalent. Inaccurate translation of collocations can result in mistranslations, miscommunications, and misunderstandings, causing confusion and ambiguity in communication. Moreover, media translation is a significant area within the field of translation. Therefore, this paper also aims to answer the following questions: What difficulties do students encounter when translating collocations? What are the main causes of these difficulties? And What procedures do students employ to translate collocations? Furthermore, the objectives of this paper focus on the challenges faced by Libyan students in translating English collocations into Arabic in CNN news reports. These

objectives include shedding light on the difficulties of translating collocations, identifying the causes of these difficulties, and determining the frequency of the procedures used by students to achieve appropriate translations of the given collocations.

Literature Review

There have been numerous of studies on translating collocations from English into Arabic, which highlighted the difficulties and challenges encountered by students during the translation process. In recent years, there has been growing interest in exploring these challenges and finding out effective strategies and techniques for translating English collocations into Arabic. Several notable research studies have been conducted on the topic, including those by Abaker (2021), Zinel'aabdin and Ahmed (2017), Mahdi and Yasin (2015), Faris and Sahu (2013), Rabeah (2010), and Boussalia (2010). One such study, conducted by Abaker (2021) employed a diagnostic test consisting of two questions to collect data.

Twenty-six Sudanese students enrolled at Nahda College were chosen to participate in this study. The data was analyzed using frequencies, means, percentages and standard deviation. The results of this study reveal that Sudanese EFL university students encounter difficulties during the translation process. These difficulties are due to students' unawareness of the cultural and linguistic differences between English and Arabic as well as using literal translation strategy. Similarly, Zinel'aabdin and Ahmed (2017) carried out a study on translating collocations. Twenty Saudi female students studying English as a foreign language at Majmaa University participated in the study. All of them were Arabic native speakers. A translation test was used in the data collection procedure. It included fourteen typical English collocations on the test. They found out that the majority of students were unable to translate collocations correctly because they adopted literal translation. Thus, the above studies demonstrated that literal translation is a main problem of translating collocations in both

languages. On the other hand, Mahdi and Yasin (2015) had published a paper on the challenges of translating collocations. Twenty male EFL Iraqi students from a Malaysian institution participated in this study. All of the students were native Arabic speakers and were enrolled at the same university to complete a master degree. They had thirty minutes to translate fifteen sentences into Arabic. A qualitative analytical method was employed. According to the results, just 33% of participants attained an acceptable level of knowledge and translation, while 67% of participants did not. In contrast, Faris and Sahu (2013) conducted a study involving twenty fourth-year students from the University of Basrah. They were required to translate fifteen English sentences into Arabic. They were not allowed to use bilingual dictionaries, and they had a half-hour time limit. The finding of this research shows that only 30% of the students have achieved the pass mark whereas 70% have not. The cause behind this unacceptable level of translation is that they found it difficult to provide the proper Arabic equivalent collocations. Likewise, a Master's thesis conducted by Rabeh (2009-2010) focused on the challenges encountered in translating collocations. In this thesis, a test served as the instrument. The test that the researcher employed has two sections.

Three questions regarding the participants' prior knowledge of collocations were included in the first section. The second section was split into two tasks, the first of which required the translation into Arabic of ten English expressions. The second task was translating ten Arabic expressions into English. Due to the uniqueness and unpredictability of the collocations, the analysis of the results from the two test tasks reveal that the students have difficulty translating various collocations from and into their mother tongue. Therefore, the students failed to provide an equivalent translation in both languages due to number of causes such as restricted linguistic competence and literal translation. However, in her MA thesis, Boussalia (2009-2010) examined the

challenges faced by thirty Algerian students when translating English collocations into Arabic. It involved two tests. First test consisted of ten contextualized English collocations of various types that had to be translated into Arabic. Second exam was a multiple-choice examination. The results demonstrate students' lack of familiarity with English collocations, which is a sign of their poor command of the language and ignorance of its culture. This could account for why they mistranslated them. The outcomes also demonstrated how much the students had transferred from their native tongue. They frequently experience a negative transfer that causes mistakes.

Definitions and Importance of Collocations

Collocations contribute to the richness and fluency of language, and they are essential for achieving native-like proficiency in a language. In this section, we will delve into the definitions and explore the importance of collocations in various aspects of language, including vocabulary acquisition, language comprehension, and effective communication. As explained by Hasan Ghazala (2008, p.106), collocation is "a combination of two or more words that always occur together consistently in different texts and contexts in language." That means, collocations are word combinations that have a strong and predictable association with each other. These word combinations are not random or coincidental; instead, they exhibit a regular pattern of occurrence in language usage. Alternatively, Mona Baker (2011, p.52) defines it as "semantically arbitrary restrictions which do not follow logically from the propositional meaning of a word." Baker's definition focuses on the arbitrary nature of collocations. She suggests that the associations between words in collocations are not based on logical or predictable connections derived from the individual word meanings. Instead, collocations involve semantic restrictions that are specific to language usage and do not necessarily follow from the literal or propositional meaning of the words involved.

However, Larson (1998, p. 155) defines collocation as "concerned with how words go together i.e., which words may occur in constructions with which other words." He continues his explanation, saying "some words occur together often, other words may occur together occasionally, and some combinations of words are not likely to occur." Larson's definition focuses on the patterns of word combinations and the specific constructions in which words occur together. It emphasizes the importance of understanding that words can naturally and commonly appear together in language usage. For example, "strong coffee" and "make a decision" are collocations because specific words consistently occur together in those constructions. Larson acknowledges that the frequency of occurrence may vary; some combinations occur frequently, while others occur less often or are unlikely to occur at all. In comparison with the above-mentioned definitions, Ghazala's definition emphasizes the regularity and predictability of collocations, highlighting their consistent occurrence in language usage. He focuses on the observable patterns and associations between words, which contribute to the naturalness and fluency of expression. In contrast, Baker's definition draws attention to the arbitrary nature of collocations, suggesting that their associations are not based on logical or predictable semantic relationships. She emphasizes that collocations involve semantic restrictions that are specific to language usage.

Compared to the previous definitions, Larson's definition specifically highlights the relationship between words and their occurrence in specific constructions. It emphasizes the importance of understanding how words naturally go together in language usage. Larson's definition agrees with Ghazala's definition in recognizing the consistent occurrence of word combinations. However, Larson's definition differs from Baker's definition, as it does not explicitly address the arbitrary nature of collocations or their disconnection from propositional meanings. The importance of collocations lies in their significant role in language proficiency,

communication effectiveness, and natural language use. In brief, by considering the various aspects highlighted in these different definitions, language learners and users can develop a comprehensive understanding of collocation. They can recognize the regularity and predictability of word combinations, the arbitrary restrictions and semantic associations involved, and the specific constructions in which collocations occur. This understanding enables learners to use collocations effectively, enhancing their language proficiency and communicative competence.

Methodology

The data collection for this study will involve a translation test and a questionnaire. The translation test consists of 18 English sentences with collocations to be translated into Arabic, sourced from various CNN online articles published between 2012 and 2023. 40 participants from English Department at Omar AL-Mukhtar University and Faculty of languages in Shahhat will render these collocation into Arabic. The selection of sentences aims to cover a diverse range of collocations from different international news topics, including politics, business, technology, and culture. The choice of CNN as the news source is based on its global coverage and availability of international news stories. A mixed-methods approach will be used to analyze the data obtained. Both quantitative and qualitative methods will be employed to measure the study's objectives. Newmark's translation procedures will be used to determine the frequencies of the procedures employed by the students during the translation process. The students' translation responses will be analyzed based on the number and frequency of these procedures. The questionnaire consists of five open-ended questions designed to gather additional information about the challenges faced by students when translating English collocations into Arabic. The questions explore issues related to cultural and linguistic barriers, important factors to consider during

translation, potential solutions to overcome difficulties, and perceptions of the difficulty of translating collocations. These questions aim to provide insights into the students' perspectives and identify the underlying causes of the difficulties they encounter during the translation process.

Results

Translating collocations from one language to another requires a deep understanding of both the source and target languages, as well as knowledge of the cultural and linguistic nuances that underlie these linguistic units. Certain procedures may be more effective in conveying the intended meaning of collocations accurately, while others may lead to misunderstandings or loss of meaning. The frequencies of the procedures used are as following:

Literal Translation

The literal translation procedure was the most commonly used procedure, accounting for 13.47% of the total translations. This indicates that a significant portion of the participants attempted to render the collocations literally without considering the appropriate deep meaning of the context. For instance, in sentence 14, several participants translated the collocation "Narrow escape" literally. Most participants did not use the Arabic equivalent, "نجاة بأعجوبة", "مهرب ضيق", For example; participant 5 translated it as "مهرب ضيق", whereas participants 10 and 15 translated it as "الهروب الضيق", which are considered incorrect translations. Other participants did not translate it using the Arabic equivalent but they tried to convey the meaning for example, participant 23 translated it as "تم الهروب" which is considered correct because it gives the same meaning of the Arabic equivalent. Only participant 19 provided the correct Arabic equivalent for this collocation which is "نجاة بأعجوبة".

Another collocation that was translated using the literal translation procedure is in sentence 13, "burst into tears." Its Arabic equivalent is "أجهشت بالبكاء," but most participants translated it as "انفجرت في الدموع." Such as participants 2, 23, 30 and 35. However, participant 36 was the only one who provided the Arabic equivalent as "اجهشت بالبكاء." In sentence 5, about 11 participants translated the collocation "break promise" as "كسر الوعد" which is obviously considered literal and wrong. The appropriate Arabic translation is "يخلف/يخلف الوعد". Thus, the using of literal translation procedure in translating collocation is not a good choice because of the incorrect translations. As stated by Newmark (1988, p. 80)) "The translator unconscious of SL interference is always at fault. The less context bound the words (e.g. lists, technical terms, original metaphors, 'unacceptable' collocations), the more likely a literal translation - whilst the more standard are the collocations, colloquialisms, idioms, stock metaphors, the less likely is a literal translation." This means that the less likely procedure for translating collocations, idioms, stock metaphors etc, is literal translation. As most participants stated in the questionnaire such as participants 1, 18 and 20, the cause behind using literal translation is the lack of knowledge and unfamiliarity with the given collocations. Thus, they translated them by using literal procedure. In this regard, participant 18 answered Q1 'What are some common challenges you faced when translating English collocations into Arabic?' by saying "lack of correct understanding". Whereas, participant 20 stressed that, "there were some challenges because some of the collocations were new to me." Participant 1 agreed with participant 20 by saying "I am not familiar with all English collocations." Participants, accounting for a significant portion of the translations, frequently used the literal translation procedure. However, this approach often resulted in incorrect translations of collocations,

indicating the importance of considering the deep meaning and appropriate context.

Paraphrasing

It was employed by 3.47% of the participants, which involves expressing the meaning of a collocation in different words. As claimed by Madnani and Dorr (2010, p.342) paraphrasing, is "an alternative surface form in the same language expressing the same semantic content as the original form" In other words, it involves expressing a given idea or information using different words or sentence structures while preserving the core message. This indicates that some students attempted to rephrase the collocations to convey the intended meaning. For example, the collocation in sentence 3 is "posing a deadly threat." Its Arabic equivalent is "تشكل تهديداً مميتاً." Participants 1, 14, and 17 translated it as "تسبب خطر مميت," effectively their translations convey the meaning through rephrasing. Another instance of participants using the paraphrasing procedure is seen in the collocation of sentence 9, "hold an election." Participants 34 and 35 translated it as "قيام تقويم," while participant 40 provided its translation as "تقوم تجري." The Arabic equivalent of this collocation is "الانتخابات." In sentence 2, the collocation given is "enter into a contract", "سيرم عقداً". Participant 36 rephrased it and translated it as "سيوقع عقداً." All of these translations are considered correct as they effectively convey the meaning of the collocations through paraphrasing. This can be seen in the responses of the participants, for example participant 4 answered Q3 of the given questionnaire by saying "I think we should translate the general sense." While participant 36 responded to Q2 by saying "yes I addressed it by understanding the whole meaning and try to translate it." Answering the same question of the given questionnaire

participant 4 said, "Yes, I addressed them by explaining the total meaning of the sentence." This means that translators can use the paraphrasing procedure to convey the meaning. The use of paraphrasing as a translation strategy was observed in a small percentage of participants, but it proved to be effective in conveying the intended meaning of collocations. By expressing the collocations in different words or sentence structures while preserving the core message, participants were able to provide accurate translations. Paraphrasing allows translators to capture the overall sense and meaning of the collocations, as highlighted by the participants' responses in the questionnaire.

Shifts and Transpositions

As claimed by Catford (1965, p. 73) "We mean departures from formal correspondence in the process of going from the SL to the TL". The analysis identified that shifts, a procedure involving changes in word order, grammatical structure, or part of speech, were observed in 2.36% of the translations. This suggests that a small number of participants employed structural modifications to achieve a more accurate expression in the target language. Most of the shifts that took place in the translation of collocations involved changing from singular to plural or vice versa. For example, the collocation in sentence 11 is "rising tensions." Its Arabic translation is "التوترات المتصاعدة." Approximately seven participants translated it as "تصاعد التوتر", shifting the plural form "توترات" to the singular form "توتر". In addition, they shifted the word class of "المتصاعدة" which is an adjective to a different word class as a noun "تصاعد". In contrast, participants 4, 11, 18, and 23 translated the collocation "cutting-edge technology" in sentence 8 as "أحدث تقنيات" instead of "استخدام تقنية" shifting it from singular to plural. A transposition procedure is seen in sentence 3 with the collocation "posing a deadly threat."

"تشكل تهديداً مميتاً". "Deadly" is an adverb, but participant 36 changed it into a noun, translating it as "تهدد بالموت". These instances demonstrate that some participants made shifts and transpositions in grammatical structure, or part of speech to achieve a more accurate expression in the target language. Participant 38 pointed out through answering Q3 that "Arabic has a different linguistic pattern and structure, therefore the translator must ensure that translation comply with the linguistic norms of Arabic." A small percentage of participants utilized shifts and transpositions as translation techniques to achieve a more accurate expression in the target language. Shifting from singular to plural or vice versa was a common type of shift observed in the translations of collocations. Additionally, participants occasionally employed transpositions by changing the part of speech of certain words. These modifications were made to ensure compliance with the linguistic norms of the Arabic language, as noted by one of the participants.

Synonym

Chesterman (1997) as cited in Branco (2007) that synonym is not to select the obvious equivalent but a synonym or near-synonym for it has pointed it out. The use of synonyms to translate collocations was observed in 1.66% of the translations. This indicates that some participants substituted the original word with a different expression conveying a similar meaning. Participants 11, 34, 35 and 38, use this procedure in sentence 3. Participants 11 and 38 translated the collocation of sentence 3 "posing a deadly threat" that means "تشكل تهديداً مميتاً", as "تشكل تهديداً قاتلاً". They used the synonym of the word "مميّناً" to "قاتلاً". On the other hand, participants 34 and 35 translated the same collocation as "تشكل خطراً مميتاً" which they used the synonym of the word "تهديداً" to "خطراً". This procedure has been seen in translating the collocation of sentence 6 "abuse of

power", "سوء استخدام السلطة" by participant 14. He/she translated it as "سوء استخدام منصبه". He/she use the synonym "منصبه" instead of using the word "سلطة". Moreover, in sentence 5 "break promise" "يخلف الوعد" is translated by seven participants by using the synonym "انتهاك" instead of "يخلف". In this regard, participant 13 responded to Q1 'What are some common challenges you face when translating English collocations into Arabic?' by saying "the difference of the expression." Therefore, the differences of the expressions between Arabic and English is considered a challenge they tried to overcome it by giving the similar meaning using synonym procedure. On the other hand, participant 16 replied to the same question saying, "the challenge is, you can't find the appropriate equivalent." Thus, the difficulty to provide the appropriate equivalent is one of the challenges faced by the participants. Instead of selecting the obvious equivalent, participants chose synonyms or near-synonyms to convey a similar meaning. In an effort to capture the essence of the collocation and introduce variety or nuance into the translation, participants employed a technique of substituting the original word with a different expression. This approach was observed in several collocations, including "posing a deadly threat" and "abuse of power," where participants replaced specific words with synonyms to achieve a translation that was both accurate and diverse.

Expansion

Vinay and Darbelnet (1995), as cited in Alrumayh (2021, p. 2) define it as "A stylistic translation technique which consists of making explicit in the target language what remains implicit in the source language because it is apparent from either the context or the situation." A small percentage of the participants, approximately 0.55%, employed the expansion technique by adding extra words

or phrases to the collocations. This indicates that a few students attempted to provide additional context or clarification by expanding upon the original collocation. For example, in sentence four "breach of contract", which translates to "لخرق العقد" in Arabic, participant 17 expanded the meaning by adding the word "بنود" and translated it as "لاختراق بنود العقد" (to breach the terms of the contract). Similarly, participant 25 expanded the meaning by adding the word "قوانين" and translated the same collocation as "خرق قوانين العقد" (to breach the laws of the contract). In another instance, during the translation of the collocation in sentence nine, "hold an election" "تجري الانتخابات", participant 30 utilized the expansion technique and translated it as "تجري أمور الانتخابات" (to conduct the affairs of the elections). Here, the participant expanded the meaning by adding the word "أمور" (affairs). While the employment of expansion by these participants demonstrates their attempt to provide more specificity or elaboration, it is important to note that expansion should be used judiciously to maintain the essence and integrity of the original collocation. Participant 10, while answering Question 3 of the questionnaire, highlighted the importance of clarity in conveying the original meaning. He/she pointed out "You need to be clear when you try to convey the original meaning even by adding some words to make it clearer." He/she emphasized that it is necessary to ensure that the intended message is clearly understood by the reader or listener. Participant 10 suggested that if needed, additional words or explanations should be included to make the meaning clearer. This technique involved adding extra words or phrases to the original collocation to provide additional context, clarification, or specificity. Participants used expansion to elaborate on the meaning of the collocation and ensure clarity in conveying the intended message. However, it is important to

exercise caution when employing expansion to maintain the essence and integrity of the original collocation. As noted by one participant, clarity is crucial, and if necessary, additional words or explanations can be included to enhance understanding. Figure 1 below shows the frequencies of the procedures used by the participants:

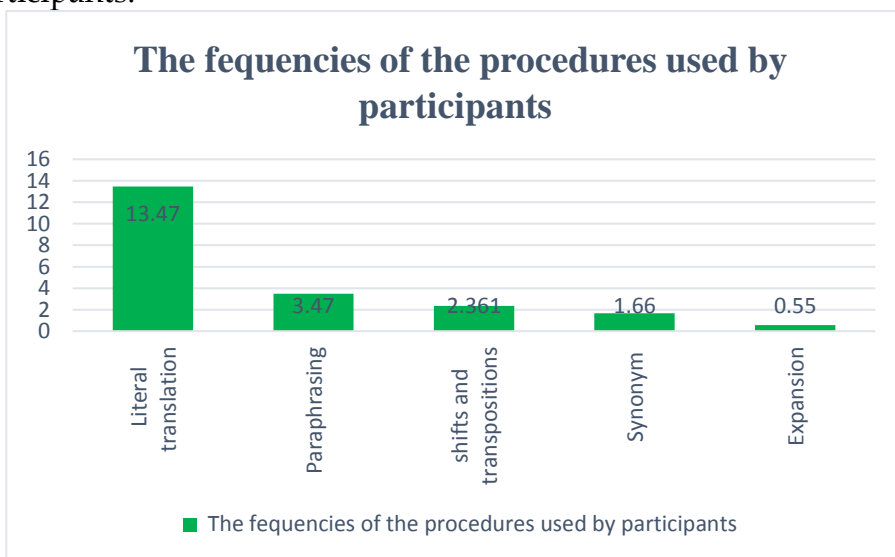


Figure 1 shows the frequencies of procedures used by participants

According to the graph, participants in the study employed various translation procedures, each with different frequencies. The most commonly used procedure was literal translation, accounting for 13.47% of the translations. Paraphrasing was the second most frequent procedure, used in approximately 3.47% of the translations. Shifts and transpositions were employed in around 2.362% of the translations. Synonyms were used in about 1.66% of the translations, while expansion was the least frequently used procedure, at 0.55%. These findings suggest that participants tended to rely heavily on literal translation, which involves translating words or phrases directly without considering cultural or linguistic nuances. Paraphrasing, on the other hand, was utilized

to a lesser extent, indicating a willingness to rephrase the original text while maintaining its meaning. The relatively lower frequencies of shifts and transpositions, synonyms, and expansion suggest that the participants did not as commonly employ these procedures. It is important to note that the graph provides insight into the frequencies of these translation procedures but does not indicate the effectiveness or appropriateness of each approach.

Discussion

The present study aims were to shed light on the difficulties encountered in translating collocations, identify the underlying causes behind these difficulties, and determine the frequency of procedures employed by students to obtain appropriate translations for given collocations. Based on the data analysis, the difficulties encountered by students during the translation of collocations revealed that many students were not familiar with common collocations. This finding is in line with previous research conducted by Al-Muliki. Al-Muliki (2014) similarly identified that students' errors in translating English collocations were attributed to their lack of familiarity with these linguistic combinations. This lack of exposure to collocations hindered students' ability to accurately identify and translate them. The findings of Al-Muliki's research emphasize the importance of raising students' awareness about the complexity of translating collocations. By drawing attention to this phenomenon, teachers can increase students' understanding and proficiency in translating collocations. Al-Muliki (2014, p. VI) suggested, "Teachers should draw the students' attention to the complexity of translating Collocations in order to increase their awareness of this phenomenon and therefore to overcome the difficulties they face in translating Collocations." The present study's findings support the notion put forth by Al-Muliki, highlighting the significance of addressing students' unfamiliarity with collocations in translation tasks. According to the answers of participants, the difficulty of translating collocations arise due to

insufficient knowledge of grammar and syntax in the target language. This finding contradicts the finding of Alnakhla (2018) he found that the interference of the students' mother tongue affects negatively on their translations. In the present study, participants specifically identified grammar and syntax knowledge as a challenge in translating collocations. This implies that participants perceived their linguistic competence within the target language as a barrier to accurately translating collocations. On the other hand, Alnakhla's research focused on the interference of the students' mother tongue, indicating that their first language influenced their translation process and that insufficient knowledge of grammar and syntax in the source language is a main cause of incorrect translations.

On the other hand, the linguistic or cultural barriers are one of the aspects that make translating collocations difficult. This outcome of this study is in keeping with previous observational studies, which has done by Abaker (2021). He found out "the causes of these difficulties are due to students' unawareness of the linguistic and cultural differences between the two languages." (2021, p. 1) Abaker's study highlighted that students' difficulties in translating collocations stem from their lack of awareness regarding the linguistic and cultural disparities between the two languages involved in the translation process. Another finding has been revealed, suggests that the cause behind this difficulty and incorrect translations is due to misunderstanding of the collocations' meaning and due to using literal translation procedure and word-for-word strategy. This finding is consist with the result of a research conducted by Zinel'aabdin and Ahmed (2017). They stated, "They relied heavily on literal translation strategy between the two languages." (2017, p. 208) The lack of awareness or understanding of these linguistic and cultural differences can impede students' ability to accurately and effectively translate collocations. It may lead to literal or word-for-word translations

that fail to capture the intended meaning conveyed by the original collocation. This approach can lead to unnatural and awkward translations. One of the aims of this research is to determine the frequencies of the procedures used by the participants to translate the collocations. The finding of the current study shows that the most common procedure used by the participants is literal translation procedure. This finding seems to be consistent with other research finding which is by Obeidat and Mahadi (2020). The finding of their research determines "Literal Translation is the most frequently used procedure." (2020, p. 1123) However, the finding of the least frequent procedure used in the current study differs from the previous research. In this study, the result revealed that couplet is the least translation procedure, whereas; in Obeidat and Mahadi (2020) research, the finding showed that "shifts are the least frequently used." (2020, p. 1123) However, unexpected finding suggests that the difficulty in translating collocations may be attributed to the quality of the translation education system in the university. It implies that there may be deficiencies or inadequacies in the curriculum, teaching methods, or support provided to students in developing their translation skills, particularly in the area of collocations. To address this issue, it is imperative for teachers and the translation education system to take proactive measures. Teachers should thoroughly evaluate the existing curriculum to identify any gaps or areas that require improvement. They should ensure that collocations are adequately covered and integrated into the curriculum, with sufficient emphasis on their importance in translation and practical exercises for students to practice translating collocations.

Conclusion

In conclusion, this research explored the persistent challenge of translating collocations for EFL students, which has been the subject of extensive research. Despite previous studies, the difficulties associated with translating collocations remain

prevalent. Inaccurate translations of collocations can lead to misinterpretations, miscommunications, and misunderstandings, hindering effective communication. The difficulties in translating collocations were attributed to linguistic and cultural barriers, as well as the misunderstanding of collocation meanings and the reliance on literal translation and word-for-word strategies. An unexpected finding suggested that the quality of the translation education system in the university might contribute to the difficulties in translating collocations, indicating potential deficiencies in the curriculum, teaching methods, or student support concerning collocation translation skills.

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