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Investigating the Difficulties Encountered by Students in Translating Collocations from English into Arabic and Vice Versa

تقصي الصعوبات التي يواجهها الطلاب في ترجمة المتلازمات اللفظية من اللغة الانجليزية الي اللغة العربية والعكس

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الاية

قَالَ تَعَالَى: ﴿فَتَعَٰلَى ٱللَّهُ ٱلْمَلِكُ ٱلْحَقُّ وَلَا تَعْجَلْ بِٱلْقُرْءَانِ مِن قَبْلِ أَن يُقْضَىٰٓ إِلَيْكَ وَحْيُهُۥ وَقُل رَّبِّ زِدْنِي عِلْمًا ۝﴾ طه: ١١٤

DEDICATION

To my beloved parents.

AKNOWLEDGMENTS

Abstract

This study aimed at investigating the difficulties encountered by students in translating collocations from English into Arabic and vice versa. The data were collected by using test tool. The study focused on the difficulties that face high diploma translation students in translating collocations from both English and Arabic and vice versa. The researcher used the descriptive method. The sample of the study comprised of 30 high diploma translation students from Bahri University, College of Graduate studies, Department of General Translation. The data were analyzed by using the statistical package for social sciences program (SPSS). The analysis of the data showed that high diploma translation students were not able to identify the different types of collocation in both English and Arabic and they do not adopt new techniques for translating collocation from English into Arabic and vice versa. The study is ended in some recommendations and suggestions for further studies, including; teachers should teach students using appropriate techniques to translate the collocations from English into Arabic and vice versa.Teachers of English have to explore to students different types of collocations in both English and Arabic. Also, the researcher suggested to investigate similarities and differences between English and Arabic lexical collocations and to explore students' awareness about English and Arabic grammatical collocations.

ABSTRAC (ARABIC VERSION)

هدفت هذة الدراسة إلى تقصي الصعوبات التي تواجه الطلاب في ترجمة المتلازمات اللفظية من اللغة الانجليزية الى اللغة العربية والعكس. تم جمع البيانات باستخدام الاختبار للطلبة. ركزت الدراسة على تقصي الصعوبات التي تواجه طلاب الدبلوم العالي للترجمة في ترجمة المتلازمات اللفظية من اللغة الانجليزية الي العربية علي أدائهم الأكاديمي وتحفيزهم. تكونت عينة الدراسة من ثلاثين طالبا من الدبلوم العالي للترجمة من جامعة بحري كلية الدراسات العليا شعبة الترجمة العام. تم تحليل البيانات باستخدام الحزم الإحصائية للعلوم الاجتماعية (SPSS). أظهر تحليل البيانات أن طلاب الدبلوم العالي للترجمة لم يتعرفوا على مختلف انواع ترجمة المتلازمات اللفظية من اللغة الانجليزية إلى العربية، وأيضاً لم يتبنوا طرق جديدة في ترجمة المتلازمات اللفظية من اللغة الانجليزية إلى العربية. ختمت الدراسة ببعض التوصيات والاقتراحات منها، يجب على المعلمين استخدام طرق مناسبة لتدريس الطلاب كيفية ترجمة المتلازمات من اللغة الانجليزية الى اللغة العربية والعكس، أيضاً يجب على معملي اللغة الانجليزية تدريس الطلاب مختلف أنواع المتلازمات اللفظية باللغتين الانجليزية والعربية. ثم اقترح الباحث تدريس الاختلافات والتشابه بين اللغتين الانجليزية والعربية والعكس بشكل نحوي.

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INTRODUCTION

1.0   Background of the Study

This chapter involves contents under the conventional subtitles, namely = Definition, Statement of the study Problem , Questions of the study , Hypotheses of the study , Objectives of the study , Significance of the study , Methodology of the study , Limits of the study .

1.1 Definition

Collocation is defined as a set of words that commonly occur together (McCarthy, O'Dell, 2005). According to him also he indicated that collocation means a pair or group of words that are often used together'. These combinations sound natural to native speakers, but students of English have to make a special effort to learn, because they are often difficult to guess. Some combinations just sound (wrong) to native speakers of English. For example , the adjective (fast) always collocate with (cars) but not with (a glance) , we say (a fast cars) and (fast food) not (a quick cars) and (a quick food). In other hand, we say (a quick glance) and (aquick meal) but not (a fast glance) or (a fast meal) and we say (a quick shower)not (a fast shower).   Most researchers defined collocations from the aspect of partnership or co-occurrence of words. Halliday and Hasan (1976) classified collocations from the aspect of discourse. In the present study, the definition of collocations focuses on co-occurrence of words, and the classification of collocations is based on the categories of collocations proposed by Benson et al (1986). They classified English collocations into two major groups: lexical collocations and grammatical collocations. Collocations are further divided into seven types, and grammatical collocations are divided into eight types. Lexical

collocations consist of nouns, adjectives, verbs, and adverbs, such as acquire knowledge, arouse my interest, and relieve pressure, high ambitions and follow closely. On the other hand, grammatical collocations are phrases containing a dominant word, such as a noun, an adjective, or a verb and a preposition or grammatical structure like an infinitive or clause, such as feel sorry to, listen to the music, major in, and had to write.

1.2 Statement of the Study Problem

As an English teacher I have noticed that the vast majority of the high diploma translation students face huge challenges when translating collocation between English into Arabic. It's worth noting that high diploma translation students have problems in identifying different types of collocation in both English and Arabic.

1.3 Questions of the Study

This study aims at:

1. To What extent are high diploma translation students able to render English collocations into Arabic?

2. To what extent are high diploma translation students able to translate Arabic collocations into English?

3. To what extent are high diploma translation students to identify different types of collocations in both English and Arabic?

1.4 Hypotheses of the Study

This study sets out to test the following hypotheses:

1. High diploma translation students are unable to render English collocations into Arabic.

2. High diploma translation students are unable to translate Arabic collocations into English.

3. High diploma translation students are unable to identify the different types of collocations in both English and Arabic.

1.5 Objectives of the Study

This study aims at:

1. Investigating whether high diploma translation students are able to render English collocations into Arabic.

2. Exploring whether high diploma translation students are able to translate Arabic collocations into English.

3. Examining whether high diploma translation students are able to identify different types of collocations in both English and Arabic.

1.6 Significance of the Study

It is important to study English collocations because it helps the EFL learners to understand how to use vocabulary and translating collocations words between English and Arabic in a sentence correctly. There are main reasons for study collocation these are : to Making the use of the English language natural and interesting. To Helping in adhering to pre-decided and a proper structure of the English language. To Helping in beautifying the language and knowing collocation will improve our English language skills exactly the skills of speaking and writing. Using correct collocation makes your English language more like native speaker. This study is benefit to syllabus designers as well as translation teachers.

1.7 Methodology of the Study

This study follows the descriptive analytical method .test is used as data collection tool. This it is distributed to the 30 high diploma translation students in college of graduate studies at Bahri University (BU) .This data analyzed statistically by using computer SPSS process .

1.8 Limits of the study

This study is limited to investigating the difficulties encountered by students in translating collocations from English into Arabic and vice versa among high diploma translation students at the College of Graduate Studies at Bahri University. This study is conducted in the academic year 2019/2020 .

CHAPTER TWO
LITERETURE REVIEW & PREVIOUS STUDIES

CHAPER TWO

LITERETURE REVIEW & PREVIOUS STUDIES

2.0 Introduction

This chapter is divided into two sections. The first section deals with review of literature that related to the research topic such as: definition of the term collocations,   types of collocations, problems and difficulties facing students in translating collocation, translation of collocations. While section two is about previous studies that related to collocation.

2.1 Definition of Collocation

The origin of the term collocation is the Latin verb collocare, which means to set or to arrange. Also according to Cambridge dictionary define the concept collocations are two or more words that often go together or a words or phrase that is often used with another word or phrase. In way that sounds correct to people who have spoken the language all their live, but might not be expected from the meaning .These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Such as in example below :

For example :

Natural English	Unnatural English
The fast train A quick a glance A quick meal	Not the a quick train Not a fast a glance Not A fast meal
A fast food A quick shower Commit mistake	Not a quick food Not A fast shower Not Make mistake ....etc

So, these example above its consider that a collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound 'wrong to native speakers of English. For example, the adjective fast collocates with cars, but not with a glance. However, Acollocation has been defined by many linguists in different ways.

According to SINCLAIR (1991: 170), he defined the term Collocation is "the occurrence of two or more words within a short space of each other in a text". There is a special and often arbitrary 'bond' between the lexical items that collocate with each other. Lexical items attract each other within different ranges, not according to rules but rather to tendencies. A collocation consists of a node and collocates. The node is the word that is being studied and the words that co-occur with it are Collocates . In other words, the node is the lexical item whose collocational pattern is under study and collocates are those items that appear in its environment. In terms of components, collocation can be of two types, lexical collocation and grammatical collocation. The former is the co-occurrence of content words (nouns, verbs etc.); the latter involves function words such as prepositions, e.g. (to dilate) and (to feel comfortable/relaxed with someone).

  Kenneth bears (1983 , p . 210) defined collocation is refers to a group of two or more words that usually go together. Its mean Co - meaning together - location - meaning place. Collocation is words that are located together. Here are some examples of common collocations that you might know such as: *make tea* - I made a cup of tea for lunch. *do homework* - I did all of my homework yesterday. He indicated there are many difficulties that face students to understand the collocation this its needs more practice about collocation for how to put particular or suitable words in order to give the reader clear meaning . As he mentioned in above example ; the word(make) indicate to things that are made that weren't

there before. While (do) is refer to actions that we take or do such as chores. Also, there is a controversy among linguists about how to exactly define collocation can be defined as "the concept of word-co occurrence, where certain words appear predictably next to or within a certain number of words (Sinclair 1991:121). Also , The above idea concerns both the lexical items (lexical collocations) and grammatical items . As Carter (1987:60) points out, lexical collocation is "the co-occurrence of nouns, adjectives, verbs or adverbs, such as strict rules (rather than rigid),and he pricked his finger (rather than pierced or punctured). Otherwise ,Collocation is "the co-occurrence of nouns, verbs or adjectives with prepositions or certain characteristics of grammar, for instance, a comparative form of an adjective with the word than ,or the verb deal with the preposition .Despite the above distinction, Collocation is merely considered as a lexical relationship between words (Brashi , 2005:13) .It is a lexical relationship that is "largely arbitrary and independent of meaning"(Baker, 1992:48).The term 'collocation' that stands for this lexical relationship was first introduced to the linguistic technical terminology as a purely technical term. By (Brashi 2005 :p14) , he denoted that the example of dark night as an adjective + noun collocation, asserting that "one of the meanings of night is its collocate with dark, and one of the meaning of dark is its collocate with night.

2.2 Types of Collocation in both English and Arabic

There are several different types of collocation that made from combinations of verbs, nouns, adjectives,...etc . so, according to Benson, Benson and ILson , (1986) categorized English collocations into two criteria : Lexical collocation and Grammatical collocations . However, classify the two criteria with wide explanation with example below :

2.2.1 Lexical Collocation :

Lexical collocations are compose or consist of two or more content words, also it is type of construction where verb, a noun, adjective , and adverb forms a predictable connection with another words . So, the following are types of lexical English collocation as categorized in benson , et al the BBI combinatory dictionary of English (1986: xxiv- xxviii) . The major types of lexical collocations are:

1) Noun + verb combinations: adjectives modify, bells ring, bees buzz (sting, swarm) birds chirp (fly, sing), blood circulates (flows).

2) Adjective + noun combinations: a confirmed bachelor, a pitched battle, pure chance, keen competition, grave concern, sincere condolences.

3) Verb + noun combinations:

a. Verbs denoting creation-nouns: compile a dictionary, make an impression, compose music, and inflict a wound.

b. Verbs denoting activation - nouns: set an alarm, fly a kite, launch a missile, wind a watch.

c. Verbs denoting eradication and/or nullification-nouns: reject an appeal, recall a bid, lift a blockade, invalidate a clause, break a code, and eliminate a competitor.

4) Adverb +verb combination: Adverbs usually occur finally, but if we add a special impression or emphasis, we move it before the verb: strongly suggest, barely see, thoroughly plan, hardly speak, deliberately attempt.

5) Adverb + adjective combination: These are used to emphasize purpose, or when we intend to add a strong feeling or a special kind of behavior to adjectives: totally acceptable (different), extremely odd, completely useless, successfully (barely) finished (noticed).

English lexical Collocation :

Lexical elements	English collocation	Incorrect English collocations
Adverb + adjective	Completely satisfied ,happily married Utterly stupid	Not downright satisfied
Adjective + noun	Excruciating pain a heavy smoker a hard life	Not excruciating joy
Noun+ noun	A surge of anger Bars of soaps	Not rush of anger
Noun + verb	Lion roar Dog barking Economy boomed	Not lion shout
Verb + noun	Commit suicide , commit murder , take a shower	Not undertake murder / suicide

2.2.2 Grammatical Collocation

Is refer to combinations of comprising a content word and function word , which is usually a preposition. Also, Benson, M. (1986) defines grammatical collocation as "a dominant word (verb, noun, adjective) followed by a grammatical word, typically a preposition". Main types of grammatical collocations such as:

1) Verb + preposition combination (prepositional verbs): these are combination of a verb and preposition: abide by, abstain from, account for, aim at, and accuse (somebody) of, look after, and struggle for.

2) Noun + combination: access to, accusation against, administration for, analogy between (to, with).

3) Adjective + preposition combination: absent from, accountable to (with) answerable for (to) and -end participle adjectives, -in participle adjectives: accompanied by, corresponding to.

4) Verb + participle combination (phrase verbs). Some verbs need to be followed by specific adverbial particles. These are called "phrasal verbs" whose meaning is different from the meaning of the separate constituents of the verb and the particle.

Grammatical English Collocation:

Grammatical English Collocation	Example
Noun + preposition	As in : increase in, approval of ,belief in allusion to ,cure for
Verb + preposition	Elaborate on ,Listen to , care about ,Deal with , Infer from
Adjective + preposition	Familiar with ,Angry at ,Hungry from
Preposition + noun	On probation, By accident In advance In agony ....etc

2.2.3 Collocation in Arabic

As was shown in the previous chapters, collocation is a lexical relationship between words in a language. A collocation is the habitual co-occurrence of two or more words together in a language, the meaning of which can be deduced or inferred from at least one component of the combination. This lexical relationship is more the co-occurrence of a word with other words than a series of extensive formal rules. Arabic is one of the languages that are rich in collocations. However, not many researchers discuss word combinations in the Arabic language in general, or collocations in particular. Some of the available literature is derived from linguistics research, such as that by Emery (1988a, 1988b; 1991), Husamaddin (1985), Ghazala (1993a), Hoogland (1993), and Hafiz (2002). Collocation in

Arabic language as defined In a unique book totally devoted to fixed expressions and multi-word units in Arabic, Husamaddin (1985) considers collocation (المصاحبة اللغوية al-muSaaHabah al-lugawiyyah) to be one simple form of idiomatic expression. He defines collocations as:

المصاحبة الاعتيادية لكلمة ما في اللغة بكلمات أخرى معينة

al-muSaaHabatu al-i3tiyaadiyyatu li-kalimatin maa fiy al-lugati bikalimaatin ?uxraa mu3ayyanah. (The normal occurrence of a word with certain other words in a language) [Author's translation] (Husamaddin, 1985:257).

Husamaddin (1985) argues that words do not appear together in a language just by chance and that there are (ضوابط المصاحبة) (DawaabiT al-muSaaHabah (collocational restrictions) that govern their usage. These collocational restrictions, according to Husamaddin (1985), are:

1- توافقية المصاحبة tawaafuqiyyat al-muSaaHabah (Association agreement): This means that there has to be an agreement between words that collocate with each other. This agreement depends on one's linguistics knowledge or is constrained by the nature of the signified. For example, one could say جبل شاهق jabalun saahiq (a high mountain), but not رجل شاهق * rajulun saahiq (a high man). Rather, one would say رجل طويل rajulun Tawiyl (a tall man) because the word شاهق saahiq (high) collocates with the word جبل jabal (a mountain), but not with رجل rajul (a man), although the words شاهق saahiq and طويل Tawiyl have almost the same meaning. Another example illustrating this point is (رجل وسيم) rajulun wasiym (a handsome man) and امرأة جميلة imra?atun jamiylah (a beautiful woman), but not handsome woman or beautiful man .

2- مدى المصاحبة madaa al-muSaaHabah (Collocational range): A collocational range is the number of collocates a word can have in order to produce acceptable

collocations. The verb مات maat (to die), for example,has a wide collocational range. It can collocate with many different words. It can be used with the noun إنسان؟ insaan (a human being), حيوان Hayawaan (an animal), and نبات nabaat (a plant).

3- تواترية المصاحبة tawaaturiyyat al-muSaaHabah (Co-occurrence): co occurrence means words that appear together regularly in a language. This co-occurrence is not governed by grammatical rules. However, it depends on convention and what speakers feel should be said (Husamaddin, 1985:258-9).

Husamaddin (1985) later classifies examples of collocations in Arabic into a number of categories, one of which is words representing different sounds made by different animals or different objects. In Arabic, we call the sound made by a lion زئير الاسد za?iyr al-?asad (the roaring of a lion), the sound made by a horse الخيل صهيل Sahiyl al-xayl (the neighing/whinnying of a horse), that of a donkey الحمار نهيق nahiiq al-Himaar (the braying of a donkey), that of a cow خوار البقرةxuwaar al-baqarah (the mooing of a cow), that of a sheep ثغاء الغنم tugaa? alganam (the bleating of a sheep), that of a wolf 3 عواء الذئاب uwaa? al-di?b (the howling of a wolf), that of a dog نباح الكلب nubaaH al-kalb (the barking of a dog), that of a cat مواء القط muwaa? al-qiT (the meowing of a cat), that of a pigeon هديل الحمامة hadiyl al-Hamaamah (the cooing of a pigeon) .

Moreover, the prominent Arab Linguist Ghazala (1985m, cited in Brashi , 2005 :m38 – 39) classifies the collocations or as he calls ' المتلازمات اللفظية ' into three different categories :

1- التركيب القواعدي للمتلازمات اللفظية) the grammatical patterns of collocations) .
2- التركيب اللفظي للمتلازمات اللفظية) the relationship between the constituents of the combinations .
3- التركيب الاسلوبي للمتلازمات اللفظية) the stylistic patterns of collocations) .

2.2.1.1 Types of Collocation in Arabic

According to Ghazala (1993 a cited in Brashi , 2005 : 38 -39) , Arabic collocations divided into twenty different grammatical patterns : :

1- noun + adjective, for exampleقول سديد   qawlun sadiyd (a right saying);

2-   noun + noun (إضافة iDaafah or annexation), for example شروق,الشمس suruwq al-sams (sun rise)

3- noun + conjunction + noun, for example الخيروالشر   al-xayr wa al-sar (good and evil);

4- adjective + adjective, for example, ظالم جائر jaa?ir Zaalim (despotic and oppressive).

5- verb + noun (non-figurative meaning), for example سمع, صوتا   sami3a Sawtan (to hear a sound);

6- verb + noun (figurative meaning) , for example, لقن درسا   laqqana darsan (to teach someone a lesson);

7- verb + verb root (verb echoing) , for example علا علوا alaa 3uluwan (to rise high).

8- verb + adverb, for example,بات شبعانا   baata sab3aanan (to sleep with a full stomach).

9- verb + preposition + noun, for example,جهش بالبكاء   jahasa bi al-bukaa? (to burst into tears).

10- Verb + relative pronoun + verb, for example,أعذر من انذر ? a3dara man ?andar (he who warns is excused).

11- Verb + conjunction + verb (antonym) , for example : اعطي ومنع) to give and prevent) .

12 – Time / place adverbial + conjunction + time /place adverbial اولا واخيرا) first and last) .

13 – Preposition + noun + noun. for example : بمحض الصدفة) sheer coincidence) .

14 – Negative partial + noun + noun + negative partial + noun , example : لا تفريط ولا افراط (neither excess nor negative).

15- Noun + verb , for example : حي يرزق (alive and kicking)

16- Noun +preposition + noun , for example : الكمال لله (God is perfect)

17- Partial (functioning as verb) + noun . for example : ليت شعري (would God)

18 – Arbitrary grammatical patterns (oath) . for example : والذي نفسي بيده (I swear)

19- Arbitrary grammatical patterns (swearing / cursing , for example : curse on you) عليك اللعنة .

20- Arbitrary grammatical patterns (compliment) for example : hank you / well done) سلمت يداك .

As Branshi (2005 : 39 – 40) suggest that the last three grammatical patterns (18 , 19 , 20) in ghazala grammatical classification of Arabic collocations which he considers as arbitrary grammatical patterns seem to meaning with grammar . Moreover , some of his grammatical patterns (15 , 16) are idioms rather than collocations .

More Example about Arabic Collocation bellow:

Types Collocation of Arabic	Arabic collocation
Adjective + noun	Hard labour اشغال شاقة
verb + noun	Pass a law سن قانونا
Noun + noun	Nerve cell خلية اعصاب

2.3   Problems Facing Students in Translating Collocation

The trouble that encounter the   students of EFL learners in translating collocation from both English and Arabic and vice versa . So ,   in Oxford Collocation Dictionary defined that Translation Collocation its play an important role to understanding knowledge of collocation whereby it needs to be taken into

serious attention by student of EFL learners because it needs to be well awareness in translating collocation from both English and Arabic . Many of the students face problems and difficulties in translating collocation which include : grammar level, lexical level , and cultural level. The result concludes the main problems faced by students relates to grammatical problem, followed by lexical , and cultural and other problems related to their influence on their mother tongue , lack of vocabulary , and difficulties in understanding vocabulary , and frequency of language practice , literal and mechanism translation .

2.4 Translation of Collocations

Translating collocation is centered on the idea of finding the exact TL equivalence. As Al-Rawi (19994:p 192) he pointed out, " translation equivalence occurs when a source language SL and target language TL text or item are relatable with features of substance. in other words, the problems of translating collocations result from the student of EFL learners failure to select the equivalent TL lexical item which is supposed to co-occur with other lexical items , resulting ultimately in producing unnatural expression . the knowledge of Collocations is an important requirement for 'the overall mastery of the target language' (Brashi, 2005:3). The English underlined collocation was translated into Arabic . He indicated as follow: Although جمهور واسع is not completely rejected in Arabic, it is better to choose an exact Arabic equivalence that collocates with public. As Brashi suggests, the Arabic noun جمهور (public) usually collocates with the adjective عريض (wide). From the above example, we can see that the biggest problem for EFL is to be aware of the proper equivalent in the target language, which is sometimes not available in general-purpose bilingual dictionaries .

Newmark (1988:213) mentions: Translation is sometimes a continual struggle to find appropriate collocations, a process of connecting up appropriate nouns with verbs and verbs with nouns, and, in the second instance, collocating appropriate

adjectives to the nouns, and adverbs or adverbial groups to the verbs; in the third instance , collocating appropriate connectives or conjunctions. He goes on to stress the significance of collocations by describing them as "nerves" of a text: "if grammar is the bones of a text, collocations are the nerves, more subtle and multiple and specific in denoting meaning; and lexis is the flesh.

Al-Rawi (1994:187) argues, to establish collocational equivalence across two different languages is often 'far-fetched and not feasible'. However, he suggests that one of the plausible ways to approach collocations in translation is to examine the collocational ranges of any lexical item in the TL that are acceptable and potential since "each item in a language has its peculiar ranges and its sets of collocates which usually limit its meaningful usages .Consider the following examples given by Husamaddin (1985:258)

To cut hair - قص الشعر

To cut one's nose   جد انفه

To cut one's ear   حلم اذنه

To cut one's lip   شرم شفته ـ

To cut one's hand   جذم يده

In these examples, the English verb that collocates with the process of cutting different parts of the body is simply the verb 'cut'. However, the case is completely different in Arabic where there is a range of different verbs that collocate with each part of the body : حلم + اذن , جذم + يد , etc. Translation of collocation has become important and fundamental in the teaching of modern English in the field of linguistics seems to plays an important and necessary role in this field, but some students do not have the ability in how to translation, whether the translation of collocation , translation of texts and others seem to be in shortage /lack   In knowing and how to translate, especially knowledge of verbal translation, they should learn more about it and practice as well.

2.4 previous studies:

Study one:

Mohammad Al-Amro (2006) assessed the lexical and grammatical collocations of Saudi EFL learners as well as their productive and receptive collocational knowledge. The data was drawn from 51 Saudi advanced English learners at the Institute of Public Administration in Riyadh, Saudi Arabia. The subjects" collocational knowledge was measured by a C-test, a multiple choice test, and an essay writing task. The C-test consisted of 34 productive items (verb-noun and verb-preposition collocations) in which the initial letter of the target collocations is provided to reduce the possibility of guessing, whereas the multiple choice test included 16 receptive items (figurative-use of verb phrases) where the subjects had to select from four alternatives for the underlined verb that sounds strange or miscollocated. The collocation test is a modified version of Bonk" s (2000) test that has a high level of reliability (r=.83). The results showed that there was a lack of collocational knowledge among the subjects as manifested by their poor performance on the collocational test. The data also revealed that there is a relationship between the EFL learners" receptive and productive knowledge of collocations. However, the subjects performed better on the productive test (M = 32.88) than on the receptive test (M =24.64), a finding that is paradoxical considering the evidence that receptive knowledge is typically much broader than productive knowledge. However, the author attributes this to the fact that the target collocations in the receptive test were of lower frequency than those in the productive test. The least expected result, 48 reported by Al-Amro, was that there was no significant correlation between the subjects" overall knowledge of collocations and their actual collocational usage. In other words, the collocational knowledge from the collocational test did not correlate to the use of collocations in

the essay writing task. Al-Amro concluded that the EFL learners" lack of collocational use is the direct result of the neglect of the lexical approach in the foreign language teaching and learning environment. When the teaching of collocations is overlooked learners focus mainly on single-word units while disregarding all the important associations of the word or its partners. Moreover, the overemphasis of using synonyms in dictionaries to find a particular meaning of a word has resulted in the misconception among learners that conceptual equivalence involves distributional equivalence.

Study two:

Shehata (2008) examined the L1 influence on the productive and receptive knowledge of collocations by advanced Arabic-speaking English students. The author recruited 97 participants who were divided into two groups, ESL and EFL. The participants in the ESL group included 35 Arabic-speaking English students at Ohio University who had TOEFL scores ranging from 567 to 620; whereas, the EFL group consisted of 62 Egyptian participants majoring in English at an Egyptian university whose English proficiency levels were advanced. The probe of the study consisted of five instruments: a self-report questionnaire, two fill-in-the-blank productive tests, an appropriateness judgment receptive test, and a vocabulary recognition test. Thirty-two target collocations were included in the productive collocation tests (16 each adjective-noun and verb-noun collocations). The receptive test consisted of 50 items that included the 32 target collocations in the productive tests plus 18 mismatched 49 collocations that served as distracters. The participants" familiarity with collocational components was checked using the vocabulary recognition test which consisted of individual words. The findings yielded significant differences between ESL and EFL participants on both productive and receptive collocational knowledge. The author reported that ESL participants outstripped the EFL participants in both productive (ESL M =

20.71/EFL M = 9.31) and receptive (ESL M = 38.80/EFL M = 36.24) tests. According to Shehata, this indicates that the ESL learning context enriches the learner‟s knowledge of collocations while the EFL context does not. Additionally, both groups performed better on the receptive test than the productive test, a finding that contradicts Al-amro‟s research (2006). The results also showed that L1 interference had a strong effect on the participants‟ collocational knowledge. Another interesting finding was that all participants did better on the verb-noun collocation test than on the adjective-noun collocation. This indicates that verb-noun collocations are easier to acquire than adjective-noun collocations. Overall, Shehata‟s study corroborates with the previously mentioned studies that Arabic-speaking EFL learners have poor knowledge of collocations. This can be attributed to the influence of the learning environment. To help improve EFL learners‟ collocational knowledge, the author calls for the use of authentic materials in teaching collocations, which in turns provides them with the opportunity to be exposed to natural language that can assist in the development of their language proficiency. Moreover, EFL teachers should pay more attention to the teaching of noncongruent collocations, that is collocations that do not have a translation equivalent in L1. She concluded that English textbooks should include a bilingual glossary of collocations 50 to help learners to become more familiar with the similarities and differences between L1 and L2. In conclusion, the previously mentioned studies have yielded evidence of the poor collocational knowledge of Arab EFL students and have shown that EFL classrooms need an approach that considers lexis and its components as important avenues in language learning .

Study three:

Elkhatib (1984) conducted one of the early studies that investigated the lexical errors of Arab ESL learners. Elkhatib analyzed the writing samples of four undergraduate Egyptian ESL students with the objective of classifying lexical problems, identifying the causes of the problems, and verifying whether learners were attuned to the substance or the form of the language. The analysis showed eight major lexical errors, including an unfamiliarity of collocations. Elkhatib observes that despite knowing the basic meaning of words, the subjects could not produce acceptable collocations. This lack of collocational knowledge caused the subjects to compose erroneous collocations such as shooting stones; the aircrafts can remove us to many countries, beautiful noise, and do progress. At the end of his study, Elkhatib suggests that in order to help overcome collocational problems, teachers should present new words along with their most typical collocations in the form of collocational grids (such as those utilized by Channell, 1981) or of sample sentences .

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter explains the method and techniques adopted the population, the sample, the instrument and the procedure of data analysis in addition to validity and reliability of the study.

3.1 Methods of the Study:

This study follows the descriptive method .test is used as data collection tool. This it is distributed to the 30 high diploma translation students in college of graduate studies at Bahri University (BU) .This data analyzed statistically by using computer SPSS process.

3.2 The population and Sampling

The population of this study from which subject was drawn can be divided into one category, high diploma translations students from different Sudanese universities. The test will be from high diploma translation students from Bahri university faculty of high studies. department of English language.

3.3 Procedures for Data Analysis

The data collected through the test is tabulated and treated statistically by the SPSS program**.**

3.4 The Instruments

The test is an instruments used to collect data from high diploma translation students. This part contains information's about translating collocations from both English and Arabic and vice versa for the students that related to the study.

3.5 Validity and Reliability of the Test

Reliability refers to the reliability of any test , to obtaining the same results if the same measurement is used more than one time under the same conditions . in addition , the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained ; then we can describe this test as reliable . in addition , reliability is defined as the degree of the accuracy of the data that the test measures .here are some of the most used methods for calculating the reliability :

Validity and Reliability of Test: For calculating the validity and the reliability of the test, the researcher was distributed about (10) test to students. In addition, depending on the answers of the pre-test sample, the Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table (3-8)

The statistical reliability and validity of the pre-test sample about the test

Spearman – brown equation	Reliability	Validity
Q1	0.67	0.81
Q2	0.73	0.85
Q3	0.65	0.80
Overall test	0.79	0.89

Source: The researcher from applied study, 2019

Note that from the results of above tablet that all reliability and validity coefficients for pre-test sample individuals about each test theme, and for overall test, are greater than (50%), and some of them are nearest to one. This indicates to

the high validity and reliability of the answers, so, the study test is valid and reliable, and that will give correct and acceptable statistical analysis.

3.6 Statistical Instruments

In order to satisfy the study of the objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.

2. Frequency distribution.

3. Person correlation coefficient.

4. Spearman-Brown equation for calculating Reliability coefficient.

5. Mean.

6. One sample t-test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

CHAPTER FOUR

DATA ANALYSIS , RESULTS & DISCUSSIONS

CHAPTER FOUR

DATA ANALYSIS, RESULTS & DISCUSSIONS

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected the test which was given to 30 respondents who represent the high diploma translation students.

4.1 The responses to the Test :

The responses to the test of the 30 high diploma translation students were tabulated and computed. The following is an analytical interpretation and discussion of the findings or results regarding different points related to the objectives and hypotheses of the study. Each item in the test was analyzed statistically and discussed. The following tables will support the discussion.

4.2 Data Analysis of the Test

In this section, data analysis for the study and test of its hypotheses will be done. To do that, firstly we consider the instruments of applied study, which contain the description of all questions, reliability and validity of the test, and the methodology of the study is shown here.

4.3 Validity and Reliability of the Test

For calculating the validity and the reliability of the test, the researcher was distributed about (10) test to students. In addition, depending on the answers of the pre-test sample, the Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

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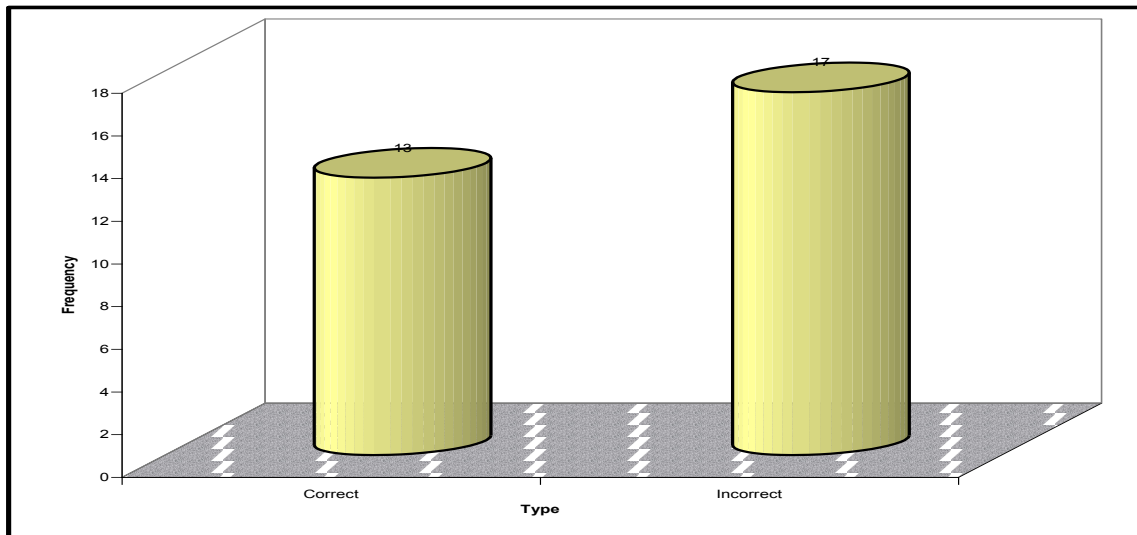
1- Question (1):

Table No. (4.1) the frequency distribution for question (1)

Type	Number	Percent
Correct	13	43.3
Incorrect	17	56.7
Total	30	100.0

Source: The researcher from applied study, 2019

Figure No. (4.1): The frequency distribution for question (1)

Source: The researcher from applied study, Excel Package, 2019

From above table No (4.1) and figure No (4.1, it is shown that, the number of correct answer was (9) answer with percentage (43.3%). The number of incorrect answer was (17) answer with (56.7%).

1- Question (2):

Table No. (4.2) the frequency distribution for question (2)

Type	Number	Percent
Correct	9	30.0
Incorrect	21	70.0
Total	30	100.0

Source: The researcher from applied study, 2019

Figure No. (4.2): The frequency distribution for question (2)

Source: The researcher from applied study, Excel Package, 2019

From above table No (4.2) and figure No (4.2)e, it is shown that, the number of correct answer was (9) answer with percentage (30.0%). The number of incorrect answer was (21) answer with (70.0%).
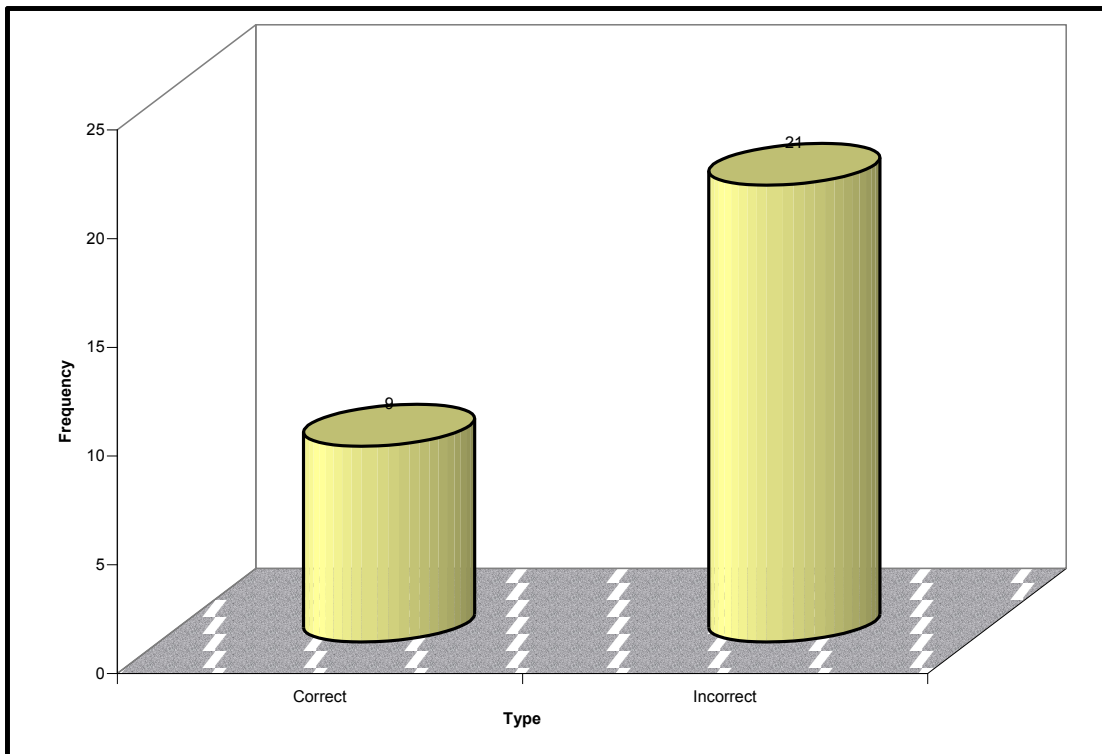
3- Question (3):

Table No .(4.3) The frequency distribution for question (3)

Type	Number	Percent
Correct	7	23.3
Incorrect	23	76.7
Total	30	100.0

Source: The researcher from applied study, 2019

Figure No.(4.3): The frequency distribution for question (3)

Source: The researcher from applied study, Excel Package, 2019

From above table No (4.3) and figure No (4.3), it is shown that, the number of correct answer was (7) answer with percentage (23.3%). The number of incorrect answer was (23) answer with (76.7%).
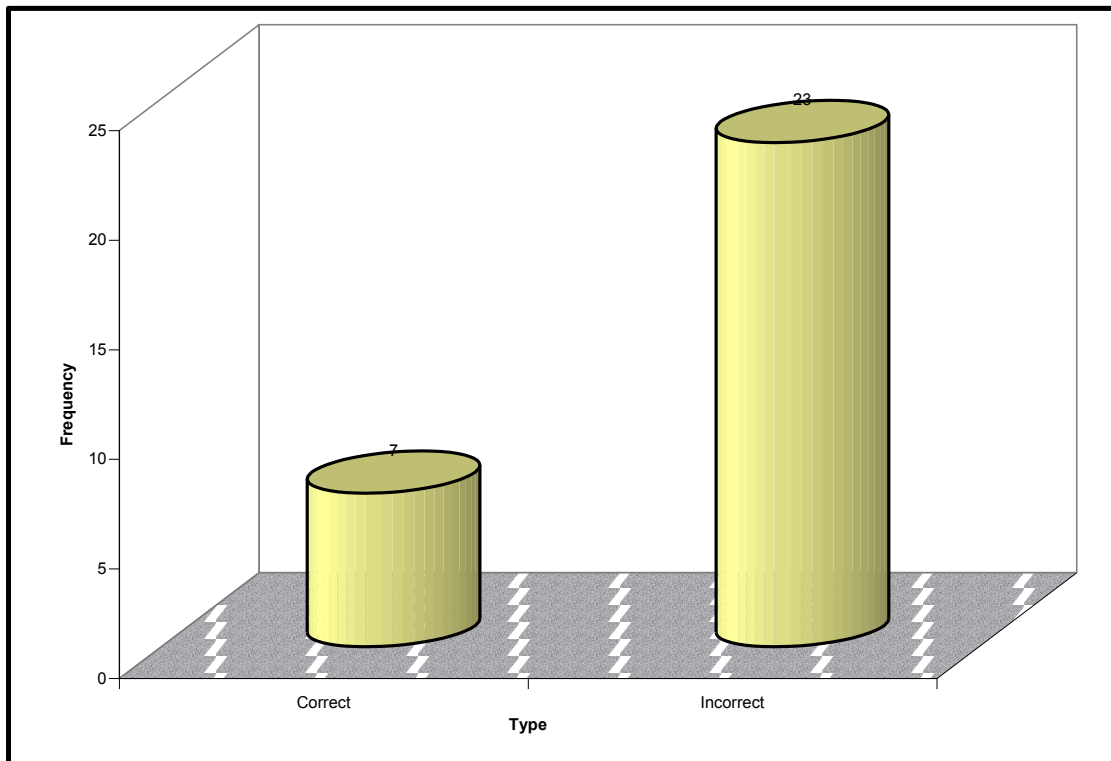
4.4 Test of the Study's Hypotheses:

To answer on study's questions and to checking of its hypotheses, the one sample t-test will be computed for each question.

Results of the First Hypothesis:

The first hypothesis in this study states the following: "High diploma translation students an unable to render English collocation into Arabic".

Table No. (4.4)

One-Sample Statistics			
Mean	Std. Deviation	t	P-value
Q1 5.000	2.213	-12.376	.000

From above table No (4.4), it shown the P-value of t-test (.000) is less than significant level (0.05) that means the mean not equal 10. According to the previous results , we can say that the first hypothesis is accepted.

Results of the Second Hypothesis:

The second hypothesis in this study states the following: "High diploma translation students an unable to translation Arabic collocation into English"

Table No. (4.5)

One-Sample Statistics			
Mean	Std. Deviation	t	P-value
Q2 2.667	2.294	-17.506	.000

From above table No (4.6), it shown the P-value of t-test (.000) is less than significant level (0.05) that means the mean not equal 10. According to the previous results , we can say that the second hypothesis of our research is accepted.

Results of the third Hypothesis:

The Third hypothesis in this study states the following: "High diploma translation students an unable to identify the different types of collocations in both English and Arabic".

Table No. (4.6)

One-Sample Statistics				
	Mean	**Std. Deviation**	**t**	**P-value**
Q3	3.267	2.766	-13.333	.000

From above table No (4.7), It shown the P-value of t-test (.000) is less than significant level (0.05) that means the mean not equal 10. According to the previous results, we can say that the third hypothesis of our research is accepted.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter provides a summary for the whole study in addition to the conclusion and findings of the study. Some recommendations will make out to the findings. Finally suggestions for further studies will be provide.

5.1 Main Findings

The researcher after conducting the test for sentences, conducted the following results :

1. High diploma translation students are unable to render English collocations into Arabic.

2. High diploma translation students are unable to translate Arabic collocations into English.

3. High diploma translation students are unable to identify different types of collocations in both English and Arabic**.**

5.2 Conclusions

The main purpose of this study is to investigation the role of the high diploma translation students in translating collocations from both English and Arabic and vice versa . Moreover, there were some variable in their answers when they had done the test. Noticed that the majority of them were relying on internet and work together.

5.3 Recommendations

Based on the main findings of the study, the researcher recommended the following:

1. Teachers should teach students using appropriate techniques how to translate the collocations from English into Arabic.
2. Teachers should also adopt new techniques for translating collocation from Arabic into English.
3. Teachers of English should expose students to different types of collocations in both English and Arabic.

5.4 Suggestions for Further Studies

The researcher suggests the following research topics for further studies:

1. Investigating similarities and differences between English and Arabic lexical collocation.
2. Exploring student's awareness about English and Arabic grammatical collocations.

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APPENDIX

Appendix

Overview:

This part show a diagnostic test availed to students for response.

بسم الله الرحمن الرحيم

Sudan University for Science and Technology

College of Graduate Studies

College of Languages

Diagnostic Test   **Time:** one hour

Candidate name (.. Optional **............)**   **Semester (.............**

Answer all Questions:

Q1. First Hypothesis   :   High diploma translation students are unable to render English collocation into Arabic.

1. Translate the following Collocations from English into Arabic in the table below:

	English collocations	Their Arabic collocations translation
1	Alive and kicking	
2	The heart of the matter	
3	The court of appeal	
4	Pass a low	
5	Brian drain	
6	Poet laureate	
7	Death sentence	
8	Good and evil	
9	The depth of despair	
10	Putrid meal/fish	

Q2. Second Hypothesis: High diploma translation students are unable to translate Arabic collocations into English.

2- Translate the following collocations from Arabic into English in the table below:

	Arabic collocations	Their English collocations translation
1	لقن درساً	
2	مواء القط	
3	قالبا و قالباً	
4	فحيح الافعي	
5	سرب من النحل	
6	ثقاء الغنم	
7	عواء الذئاب	
8	اسرع من البرق	
9	هديل الحمام	
10	مستنكر بشدة	

Q3. Third Hypothesis: High diploma translation students are unable to identify the differentt types of collocations in both English and Arabic.

3 - Match the following words on the table below with suitable types of collocations in suitable place from column (A) into column (B):

A:

(A)	Types of English collocations	(B)	
1	Noun + noun		Bees buzz/ bees strongly buzz
2	Adjective + adjective		Addled eggs / putrid meat /fish
3	Verb + noun		poet laureate
4	Adjective + noun		Health and well / right and proper
5	Noun + verb		Win confidence / pay attentions
6	Noun +preposition		A protest against

B:

(A)	Types of Arabic collocations	(B)	
1	Verb + relative pronoun + V		جهش بالبكاء
2	Adjective + Adjective		الخير والشر
3	Noun + adjective		ظالم جائر
4	Verb + preposition + N		خلية أعصاب
5	Noun + N		قول سديد
6	Noun + conjunction		أعذر من أنذر